loop

**Scaffolding in Teachers Development:
Mentoring and Mentors in Induction Programs**

LOOP Report – Improving our understanding of teacher education

LOOP Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programs

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LOOP REPORT – IMPROVING OUR UNDERSTANDING OF TEACHER EDUCATION

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Table of contents

Index of figures

I.   Project Overview

Nowadays European challenges, namely the promotion of common values of equality, democracy and citizenship, bring very demanding tasks to education, requiring a permanent questioning of the role of schools and teachers throughout Europe. This is a problem which requires a common approach at European level.

The main educational performers need urgent support to address some of the main priorities facing them:

- School drop-out;

- School failure;

- Socio-economic and educational inequalities;

- The inclusion of refugees and ethnic minorities.

These problems require new methodological proposals, which value the important work of teachers and support them, not only at an early stage of their career, but also at different stages of their professional life.

While it is true that there is an academic curriculum that prepares teachers scientifically, on the other hand, sometimes it does not prepare them to face many difficulties, which they will feel from the first year of activity. This reality shows the urgent need to support them, by motivating them in terms of professional development and creating conditions to improve their effectiveness and consequently their satisfaction.

LOOP project aims at:

- Supporting teachers in the early stages of their professional life and during their career through a comprehensive mentoring and induction programme;

- Increasing European citizenship and the development of teachers, using shared experiences among the participating countries;

- Promoting online community learning networks and innovative pedagogical practices among teachers, school leaders and other stakeholders;

- Contributing to the valorisation of the teaching career by offering successive conditions of support, feedback and guidance;

- Increasing the access and success rate of different mentoring programmes;

- Influencing teacher training policy in order to strengthen international and intergenerational cooperation.

LOOP also aims at contributing to the provision of early career opportunities for teachers in training and in new school contexts of support based on the acquisition of pedagogical practices articulated in the contexts, in a perspective of intergenerationality, reinforcing the skills of teachers, trainers and teacher mentors, through resources and the promotion of community learning networks.

These objectives can be achieved with a clear focus on induction programmes and in particular on mentoring.

II.   Project partners

The LOOP consortium is composed of seven partners from four different countries, one beneficiary (the coordinator) and six co-beneficiaries (the partners).

- Casa do Professor, coordinator (Portugal).

- 1o Peiramatiko Gymnasio Athinas (Greece).

- ASDPESO - Colégio João Paulo II (Portugal).

- CESIE (Italy).

- Ethniko Kai Kapodistriako Panepistimio Athinon (Greece).

- Gymnasiale Oberstufe des Schulzentrums Carl von Ossietzky (Germany).

- IPSSEOA Pietro Piazza (Italy).

Partners are responsible for project implementation at the national level in their countries. They work in close cooperation with the project coordinator, the other partners and their local associated partners.

III. LOOP workpackages

LOOP is built around five workpackages (Figure 1), each of them including different activities and three Intellectual Outputs (LOOP Landscape, LOOP Toolkit for Mentoring and LOOP Provider for Better Outcomes).
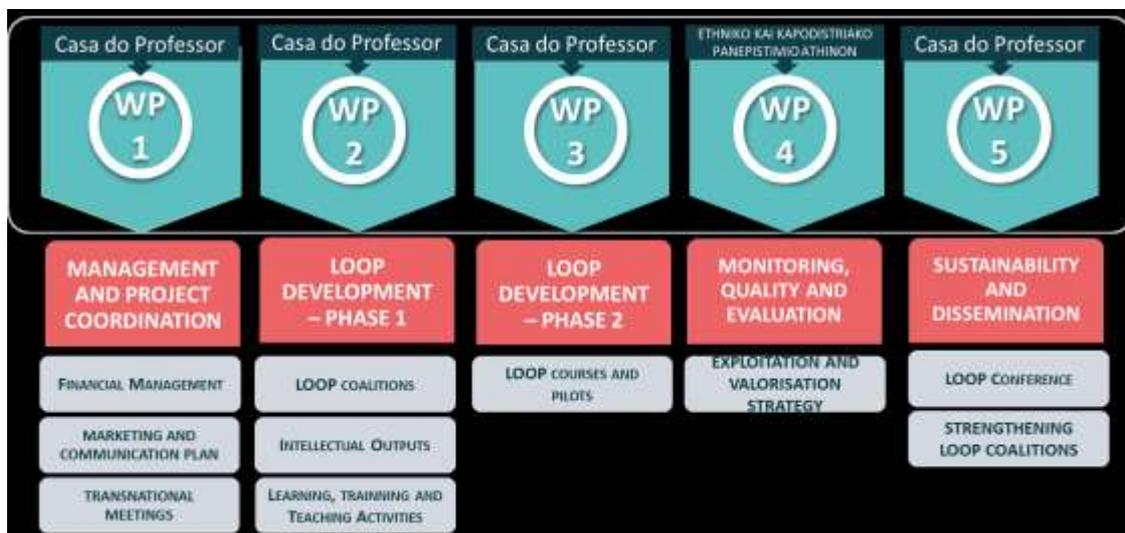
Figure 1 – LOOP workpackages.

3.1. IO1 – LOOP Landscape

The need to carry out this research stems from the fact that the implementation of the induction and mentoring programmes in schools is indeed very unequal in the different countries that make up the consortium, despite some common factors like the duration or the willingness to implement them by the headmasters.

IO1 – LOOP Landscape is a result of the research carried out by the project partners in Italy, Portugal, Greece and Germany. The main objective of LOOP Landscape is to provide a vision of what are the main problems teachers face in all the countries participated in the research, what do teachers expect from mentoring and induction programmes, and how we are going to meet their expectations.

Furthermore, also important, knowing the role and opinion of school leaders, knowing and portraying the role of mentors so as to characterise the implementation strategies and identify the needs of the target group.

Configuration on the ground depends on the following factors:

- The characteristics of school context;

- The involvement of management staff;

- Teaching and citizenship concepts;

- Underlying pedagogical theories;

- Available resources and quality control systems used.

In order to have a clear picture of the mentoring and induction programmes within the schools, LOOP Landscape involved the following target group:

- School leaders;

- Local authorities and other stakeholders identified by the partnership;

- Those responsible for teacher training organisations (teacher training centres and universities);

- Teachers at different stages of their career.

IV. Legal framework and legislative context for mentoring and training programmes

Taking into account the needs to understand the legal framework and the legislative context, we gather information allowing us to have a vision of the reality in each country.

Mentoring can make an essential contribution to teachers' personal and social growth and development. Below we present a short description of the characteristics of the legal and institutional framework of each partner country as an introduction to our main findings, revelling of the differences in the induction and mentoring programmes.

In ITALY, Law 107 of 2015 defines school staff training as "compulsory, permanent and strategic" and recognises it as an opportunity for effective professional development and growth, for renewed social credibility as a contribution to innovation and qualification of the education system.

With Law 107 of 2015, the Italian Government introduced compulsory professional training for teachers in schools of all levels. Those who teach and are tenured teachers in public institutions, therefore, are required to attend, every year, training initiatives in line with what is established by the National Plan and the school of reference. The new legal framework sets out some innovative tools:

1. The principle of compulsory in-service training;

2. The assignment of a personal training card to teachers;

3. The definition of a (three-year) National Training Plan, with related financial resources;

4. The inclusion in the three-year plan of the training offer of each single school of the recognition of the training needs and of the planned training actions;

5. The recognition of participation in research, training, documentation of good practices, as criteria for enhancing and incentivising teaching professionalism.

The National Plan provides for an investment of €325 million for in-service teacher training, which becomes compulsory and permanent (as envisaged by the "*Buona Scuola*" law). Each individual educational institution, on the basis of the funds directly allocated to schools, will have to adopt an Institute Training Plan in line with the objectives of the National Plan and with the research, teaching, educational and development processes. The Teachers' Board within the school will decide the activities. In order to guarantee the dissemination of innovative methodologies, the school training plan may include initiatives for self-training, peer-to-peer training, research and educational innovation, action-research, workshop activities, and in-depth and improvement groups.

Newly hired teachers are required to undergo the training and probationary period. Law 107 of 2015 ("Buona Scuola") regulates this training and probationary period. Ministerial Decree 850 of 27 October 2015 of the Ministry of Education identifies objectives, training activities, verification methods and criteria for assessing, during the training and probationary period, teaching and educational staff. During this period, the school or the Headmaster verifies the mastery of professional standards according to the criteria set out in Article 4 of the Decree itself. The Headmaster and the newly recruited teacher, on the basis of the skills assessment, having consulted the mentor teacher and taking into account the needs of the school, establish, with a specific professional development pact, the objectives for the development of cultural, disciplinary, didactic-methodological and relational skills, to be achieved through specific training activities. At the end of this probationary period, the newly recruited teacher carries out an initial skills assessment, a structured self-assessment, with the help of the mentor teacher appointed by the head teacher.

There are 50 hours of training for each teacher. The course is divided into four different phases:

- Preparatory meetings (6 hours);

- Training workshops, at least 4 (12 hours);

- Peer-to-peer classroom observation (12 hours);

- Online training (20 hours).

At the end of the training and probationary period, the Headmaster assesses the teachers in the training and probationary period, after hearing the opinion of the teacher evaluation committee and the tutor who followed the newly recruited teacher.[1]

An important tool recently introduced is the online platform S.O.F.I.A. (https://sofia.istruzione.it/) which is aimed at teachers, institutions and associations: here it is possible to find all the courses and initiatives provided directly by schools or accredited bodies and associations. In addition, S.O.F.I.A. allows teachers to manage and constantly monitor their training.

Today, almost at the end of the 20/21 school year, almost 25,000 teachers have started to document the stages of their training and probationary year in the online environment.[2] In parallel with the teachers' activities, also tutors have access to the environment dedicated to them to fill in the monitoring questionnaire on their tutoring activities and download their certificates.

Tutoring is indeed one of the key elements of the probationary year training model. It is in fact the tutor who, "all the more so during this school year" made difficult by the continuing pandemic, ensures "the link with teaching work in the field for newly recruited teachers, especially those who are starting out in teaching for the first time". At the moment, more than 12,486 tutors have joined their teachers, which means that there is a ratio of approximately one welcoming tutor for every two teachers in training and probation.

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[1] Formazione in ingresso - neoassunti, https://www.miur.gov.it/web/guest/formazione-in-ingresso-neoassunti
[2] Neoassunti 2021:un modello consolidato negli anni, https://neoassunti.indire.it/2021/approfondimenti/neoassunti-2021-un-modello-consolidato-negli-anni/

PORTUGAL: the Study on the Selection and recruitment regime of teaching staff in pre-school education and basic and secondary education (National Education Council, 2018) points out in its conclusions that the situation of teachers in Portugal in comparison with most European countries regarding the recruitment and selection process of teachers and educators has many similarities, namely, the fact that an initial training diploma is required to access the teaching career; the status of civil servant; the focus on continuous professional development; the definition of a common competence framework; the existence of a hierarchical career with different levels.

Regarding the professional qualification for teaching, both in pre-school education and in basic and secondary education, it is necessary to have concluded the cycle of studies leading to the Degree and Master in specific specialties. According to the *Direção Geral do Ensino Superior* the study cycles leading to the degree of master in those specialties are bound to a fixed denomination, duration, structure and organization and obey specific conditions of entry, namely the achievement of minimum training requirements. The specific entry requirements for the masters in the specialisations of Pre-school Education and Basic School Education are the possession of a degree in Basic Education, the structure of which is also fixed.

In the Portuguese case, there is widespread concern about the ageing of the teaching class, the high number of contract teachers and the weaknesses of induction and continuous professional development processes. In the publication Education and Training Monitor (2019) is stated: "*The mentor is usually a more senior teacher who introduces new teachers to the colleagues and fellow staff, as well as to professional life, supporting them and providing coaching and advice when necessary*". It should be noted that the support given to young teachers at the beginning of their career positively influences their continuity in the profession, the development of teaching practices, as well as the students' own performance levels (European Union, 2019, p. 17).

In Portugal, unlike the other European countries, **a training programme oriented towards the beginning and in-career teacher is not available to teachers who intend to enter the career**. The teacher reaches the career position if he/she "proves" that he/she meets the requirements to enter the teaching career. Their definitive appointment only occurs after completing the probationary period of one

year and with a performance evaluation equal to or greater than Good. However, if they have several years of service time, they may be exempted from this probationary period, and in the 2018/2019 school year, 72% were exempted (National Education Committee, 2018, p. 59).

The National Education Committee itself had already made mention of the existence of a true induction period to support teachers at the beginning of their career. In a recent recommendation called Qualification and enhancement of educators and teachers of basic and secondary education (National Education Council, 2019) it proposed that "(...) *the probationary period should be replaced by a true induction year, i.e. a full academic year of professional practice, continuously supported by the curriculum department of the school, through a teacher of the same recruitment group and with professional experience of recognised quality*".

Portuguese Legislation

- Decree-Law n.º 79/2014, of may 14 – Teacher training. Approves the legal regime of professional qualification for teaching in pre-school education and in primary and secondary education.

- [Decree-Law n.º 79/2014, of may 14](#)

Changed by:

- [Decree-Law, n.º 176/2014, of december 12](#)

- [Decree-Law, n.º 16/2018, of march 7](#)

In **GREECE** training and mentoring programmes are categorized according to:

1. The training centre that is responsible for them;

2. The trainees that attend them;

3. Their formal or informal context (organized in service or by legal authorities).

Mentoring and training programmes offered in teachers in school units: the Ministry of Education and Religions sets as a strategic priority for any educational

reform the systematic training of teachers, so that teachers respond to the heterogeneity of the pedagogical needs of all students without exception. In collaboration with the Ministry of Education, the Institute of Educational Policy (IEP), which is responsible for the design of training programmes (Law 1566/1985), coordinates and monitors the implementation, certification and evaluation of training.

Teacher training programmes are divided into mandatory and optional. The forms of mandatory training are listed below (Presidential Decree 250/92): as amended by Presidential Decree 101/1994, Presidential Decree 145/1997 and Presidential Decree 45/1999:

- Induction training, lasting at least 100 teaching hours, for candidates to be appointed as Primary and Secondary Education teachers;

- Periodic training in two training courses per academic year, lasting up to three months for permanent teachers;

- Short-term specific training programmes, lasting from 10 to 100 hours for all teachers and 200 hours for teachers serving in Special Education Units.

The last two forms of mandatory training (Periodic and Specific training programmes) concern also the:

- Teachers serving in Primary and Secondary Education under a non-fixed term employment contract as defined by private law;

- Teachers serving in private schools, which have been recognized as equal to the public schools.

Mentoring and training programmes in Greece are divided into four main categories:

1. **The in-service training programmes, implemented informally by schools**: In-service teachers can be trained by the school counsellors, who - according to the previous law - have been named Educational Project Coordinators and who organize meetings in which the teachers receive information and guidance related to their field of studies. Provision has been made that the same two hours per week

the teachers of the same subjects, who belong to the district of an Educational Project Coordinator are not included in the school timetable, so that they are free to attend these training sessions. In these meetings, either the Educational Project Coordinators or teachers who have been approved by the Educational Project Coordinators can present a topic related to the methodology of their subject, a "good practice", or an issue related to educational technology. Therefore, the teachers can be both trainers and trainees.

2. **The formal training programmes organized by the Institute of Educational Studies**: The Institute of Educational Policy (IEP) is the scientific agency responsible for the educational policy in Greece. Their responsibilities include the programmes of studies/curricula, the school books for the teachers' initial and in-service training and for their evaluation.

3. **Paid courses offered by the Lifelong Learning Centers** (KEDIVIM) of various Universities. (See Table 1 below). The training of teacher trainers takes place in nine (9) University Teacher Training Centers, called Lifelong Learning Centers, which are structures of Higher Education Institutions. The training of teacher trainers has, usually, a duration of 380 hours (including a 30hour in-class practice) in a six-month period following the blended learning model, a combination of:

- face-to-face sessions (generally held on a monthly basis, during six weekends);

- synchronous distance sessions (twice a week, through a synchronous distance learning platform);

- and, asynchronous activities (on a weekly basis and with a duration similar to the synchronous or face-to-face sessions, through the asynchronous distance learning platform and the provision of relevant training material.

The curriculum of the training of teacher trainers consists of:

- A basic, generic part which addresses all disciplines, that covers the main principles of the pedagogical exploitation of ICT in education (ICT learning theories, key teaching concepts and educational theories, development of educational material etc.), the pedagogical exploitation of the Internet (e.g.

theoretical background, educational portals, internet safety issues etc.), adult learning methodology, blended learning methodology, pedagogical exploitation of general purpose tools as well as of Web 2.0 tools and services (blogs, wikis, social networks etc.), the functional characteristics of digital interactive teaching systems (e.g. interactive whiteboards) and their efficient use inside the classroom, general issues of educational software (characteristics, categories, general design principles etc.), the processing of multimedia content, the development of micro-applications, the pedagogical use of Learning Management Systems and asynchronous distance learning, available educational platforms and repositories for collecting and disseminating educational material as well as data for the technical support of school laboratories,

- A specialized part, which depends on the cluster of teacher specialties and corresponding educational disciplines, which covers teaching theories of cognitive subjects in the specific fields, the learning and pedagogical use of specific software, the implementation and design of educational activities using this software, or other, relevant digital tools, for teaching the specific disciplines, etc.

The methodology of teacher training includes in-class practice as an organic part of the educational process. In-class practice includes activities such as: observing and / or conducting teaching at a school using ICT, observing and / or conducting teacher training at a Teacher Training Support Centre. This scheme aims at the optimum assimilation of knowledge and skills related to the educational exploitation of ICT on behalf of the trainees through their practical application and by drawing experience from this application in order for the training programme to become more effective. After the successful completion of their training, the teacher trainers are invited to participate in a certification process, for joining the Registry of B-Level ICT Teacher Trainers.

In addition, teacher training programmes are offered individually and if a teacher aims at his/her professional development, through Master's Programmes in Education (Med) (Table 1).

As far the role mentor in Greece is concerned, there is a rich legislative context. The Law 1304/1982 Government Gazette 144 / A / 7.12.1982 for scientific -

pedagogical guidance and administration in General and Secondary Technical - Vocational Education and other provisions provide the institution of the School Counsellor in General and Secondary Technical - Vocational Education is introduced. The tasks of the School Counsellor are the scientific/pedagogical guidance and the participation in the evaluation and training of teachers, as well as the encouragement of any effort for scientific research in the field of Education.

Table 1 – Universities with training courses for teachers.

KEDIVIM	Site	Training Courses for Teachers
Panteion University	kedivim-panteion.gr	Educational Units Administration
University of Macedonia	https://kedivim.uom.gr/education/	• Special Education • Gender relationships, power and sexuality in education • Oral skills and new technologies on education. Creative forms of oral expression in the teaching process • New technologies in traditional and distance learning • Intercultural education. Approaching multi-culturalism in the educational system • Teacher training for educators in the "Second Chance Schools"
Aegean University KEDIVIM	https://kedivim.aegean.gr/	• Pedagogy • School Counseling, • Technology in Education,

		Career guidance, • Adult teacher training, • **Teacher Training in order to become mentors or teacher counselors in the school unit** • Intercultural education • Special Education
University of the Peloponnese	Κέντρο Επιμόρφωσης και Δια Βίου Μάθησης (ΚΕΔΙΒΙΜ) (uop.gr) The Lifelong Learning Centers (KEDIVIM)	• School Administration • Course Planning and organization • Intercultural education
University of Western Macedonia	ΚΕΔΙΒΙΜ – Πανεπιστήμιο Δυτικής Μακεδονίας (uowm.gr)	• School Ergotherapy
Aristotelean University of Salonica	https://www.diaviou.auth.gr/	• Special Education and Learning Difficulties • Adult teachers' training • School movies
ADR HC	ADR hellenic center Διαμεσολάβηση, Διαπραγματεύσεις (avlogiari.gr) (Mediation Programmes)	• School intermediation

According to Law 2986/2002 Government Gazette 24 / A / 13-2-2002: Organization of the regional services of the Primary and Secondary Education, evaluation of the educational work and the teachers, training of the teachers and other provisions, a legal entity under private law is established, under the name Teacher Training Organization (OEPEK), located in Athens and supervised by the Minister of National Education and Religions. Responsibilities/tasks of OEPEK are:

- The design of the training policy for Primary and Secondary teachers;

- The coordination of all forms and types of teacher training, as well as the implementation of training activities;

- The preparation of training programmes, which after their approval by the Minister of National Education and Religions are implemented by the training bodies;

- The assignment of a training project to competent bodies and the suggestion to the Minister of National Education and Religions for the establishment of independent training centres and units;

- The distribution and management of resources available for teacher training;

- The certification of institutions and titles in the field of teacher training.

Continuing professional development based on training is either optional or compulsory. This is provided in the form of training programmes, which, after their approval by the Ministry Education and Religions, implemented by educational agencies.

According to Law 2986/2002 Government Gazette 24 / A / 13-2-2002: Organization of the regional services of the Primary and Secondary Education, evaluation of the educational work and the teachers, training of the teachers and other provisions, in each Directorate of Secondary Education is established and operates a Laboratory Centre of Sciences (NCSR), which is a centre of research, technical and organizational support of laboratory teaching of natural subjects, providing advice on the organization of school workshops in schools, of the Directorate of Secondary Education, whose operation it supervises.

According to Law 2986/2002 Government Gazette 24 / A / 13-2-2002: Organization of the regional services of the Primary and Secondary Education, evaluation of the educational work and the teachers, training of the teachers and other provisions, Centers of Informatics and New Technologies (PLI.NET) are established in the Directorates and Offices of Secondary Education, the purpose of which is to support the teaching and application of informatics and new technologies in secondary schools.

According to Article 17 - Law 4547/2018 the following services or service units of the Ministry of Education, Research and Religions are abolished: a) the Regional Training Centers (PEK); b) the Centers of Informatics and New Technologies

(KEPLI.NET); c) the Departments of Scientific and Pedagogical Guidance of Primary Education and the Scientific and Pedagogical Guidance of Secondary Education of the Independent Directorates of Financial and Pedagogical Support of the Regional Directorates of the 50th Directorate of Education.

The national policy of Law 4547/2018 establishes new structures to support educational work with training programmes:

▪ **Article 3/ paragraph 2: Regional Centers for Educational Planning** – (PEKES in Greek): Organization of the training, including the introductory one, as well as the support of the planning and evaluation of the educational project at regional level (see also 9.2. "Support measures for teachers"). They organize and implement training programmes for teachers in collaboration with the IEP or with their own design, as well as training seminars. These seminars are organized with the participation of executives-teachers with increased qualifications and/or experience in specific subjects, as well as members of the Teaching Scientific Staff (Faculty) of universities and/or scientific institutions.

▪ **Article 10: School Networks of Educational Support** – (SDEY in Greek): By decision of the Regional Director of Education Schools of Educational Support are established (SDEY), which consist of school units Laboratory Centers (LC) of primary and secondary and vocational education, as well as special education and training and are intended to strengthening and promoting the cooperation and the coordination of the work of the school units and LC, to ensure equal access for all without exception of students in education and training education of their psychosocial competence as a whole.

In July 2021 in Greece a new legislation with the title ""Upgrading the school, strengthening the teachers and other provisions" - Law 4823/2021 No. F. 136) was voted and it is going to be applied this year. In the Article 10, paragraph 3, of the Law 4823/2021 - Government Gazette 136 / A / 3-8-2021, the ordinance of School Counsellor is introduced again in the Greek school reality and practice.

The School Counsellors are responsible for the pedagogical and scientific guidance of all the members of educational community, such as a. the teachers, b. the teachers o Special Education and Inclusion Programmes, and c. the members of Special Scientific Staff and Special Support Staff. Some of the main duties of

School Counsellors are the training programmes for teachers, the development of innovative initiatives in the field of education and the evaluation of all members of school community.

They are also responsible for the general planning activities of school communities and the school's self- evaluation processes, as they are working to find solutions to everyday pedagogical, educational and school needs. Moreover, their duties refer to organize exemplary teaching lessons in collaboration to Departments of Educational Studies, monitoring the teachers' lessons and support school libraries and laboratories. The improvement of teaching methods in different subject domains with the preparation of the appropriate course material and equipment are belongs also to the obligations of school Counsellors. They are, in general, responsible for the smooth functioning/running of schooling, by ensuring the good quality of work, monitoring and supporting all the school units of both Primary and Secondary Education.

School Counsellors collaborate with all the teaching staff, the special scientific staff, the school principals and the teachers- parents associations to face every problem in schools in order for them to function effectively.

Article 93 of the same legislation refers to the duties of school mentors. In a characteristic extract of the law, it is mentioned that:

1.   One mentor/ School Counsellor is appointed/ designated by the Principal or the Head of the school in order to support and give guidelines to a newly appointed teacher, to a recently appointed teacher in a school, to a permanent or a substitute teacher or to a part- time teacher with up to five (5) years working experience.

2.   By decision of the Principal or the Head of the school unit, it may be decided that the Coordinators of Cognitive Fields or Classes of article 92 of the same legislation may, at the same time, have the duties of pedagogical advisor - mentor.

3.   After the first implementation of the teacher evaluation system, teachers with "excellent" or "very good" evaluation in all fields can be only selected as pedagogical advisors - mentors, in accordance with the classifications of evaluation system described in the par. 1/article 67 of the same legislation.

4.   The tenure of a teacher as a pedagogical advisor - mentor is taken into account during his individual evaluation, as well as during his selection as a training executive according to the characteristics described in the same legislation (Article 33).

5.   The qualifications and appointment criteria of being a mentor, his/her responsibilities, the duration of each term, the number of pedagogical advisors - mentors, depending on the size of each school unit and each specific issue are decided by the decision of the Minister of Education and Religions.

According to formal announcements of Ministry of Education and Religious mentoring and training programme are going to run and implemented as a part of the Operational Programme "Human Resources Development, Education and Lifelong Learning 2014-2020". The categorization of these programmes is:

Training Actions planned for specialization as funded Programmes:

1.   **Basic literacy in Language, Mathematics and Sciences**: This action, lasting until 31/12/2022, is carried out for the first time, in collaboration with University Departments. The initiative aims to improve student performance, as recorded in the PISA competition results. The non-funded pilot application, provided by universities of the country, will start from 1/4/2020 and will concern 15,000 Primary and Secondary teachers.

2.   **Introductory Teacher Training**: In view of the new appointments, there will be introductory training from the school year 2020-2021 for 11,500 teachers of Special Education, Primary and Secondary can participate in it.

3.   **Training in New Subject Areas**: The above action will start as a pilot without funding, in collaboration with the Universities of the country in April 2020 and as funded in the Autumn 2020. It is an innovative training intervention that concerns the training of all teachers in laboratory and exploratory learning related to implementation of new topics, including the Special Education. In addition, the training programmes will support the implementation of the new Curricula and will involve 696 Primary and Secondary teachers. The training will work in support of the implementation of the new Curricula and will be included in their budget.

GERMANY: in the German context there are two practical teaching examinations, according to article 7 of the training and examination regulations for teaching posts dated February 14, 2008. There is a practical teaching examination aimed at proving that the teacher has the competences and abilities proficient in teaching. The practical teaching examinations are placed by the Examinee in front of the examination board. The written overview of the examinee should be his objectives and the general structure of the teaching unit, of the weekly plan, his/her didactic and methodical intentions, the weekly and daily plans and his/her plan for the course of the lesson. After the written test, there is an oral examination during which the examiner justifies his/her teaching methods. The written test as well as the oral reflection will be taken into account for the evaluation.

The design of the colloquium takes place in accordance with the ordinance on the training of teacher training. The colloquium takes place in front of the examination board instead of. It includes the presentation of the thesis by the examinee with a subsequent discussion with the examination board. The evaluation of the colloquium goes into the overall assessment of the thesis. The judgment sets from the evaluation of the written draft by the referee and the co-referee (expert ten), the presentation and the conversation.

V. Questionnaires' Results

As initial step, CESIE shared with all partners "**The Research Protocol**" (see Appendix 1), providing the methodology for all research activities. "The Research Protocol" contains tools and guidelines for questionnaires, interviews and focus groups, created by CESIE and shared with all partners. This important document led LOOP partners in the collection of data and good practices so to elaborate the **LOOP - Improving our understanding of teacher education report** (M12), as final outcome for the overall research activities in IO1.

CESIE created the templates for questionnaires, interviews and focus groups (see Appendix 2, 3, 4) and prepared questions for participants, with the feedback and cooperation of all partners.

To carry out the research, partners used a mixed methodology, composed by quantitative as well as qualitative approaches:

- **Quantitative research** composed by 3 questionnaires (in a total of 300 throughout the partnership), involving at least 50 teachers at different career stages, 20 school leaders (headmasters) and 5 responsible for teacher training who works or have experience in induction, mentor and mentoring programmes.

- **Qualitative research** composed by interviews and focus groups involving school leaders, mentors and teacher training officers.

The research followed a procedural functionality validation, that includes the following characteristics:

A. Criteria for selecting one or more cases, the data to be collected and the collection operating modes and data analysis (The Research Protocol, Appendix 1);

B. Organization of data collection (ie, choices of respondents and informants, adoption of observation of participants or not).

C. Coding and data analysis that establishes the structure of concepts, the details and the correct connection of the categories with software Atlas.ti. The considered codes and categories have been provided by Talis (2018) and theoretical framework of mentoring programmes.

D. Data analysis that seeks to understand the phenomenon through multiple data sources and in a complete way; **The data recourses that have taken under consideration are the results/variables provided by OECD Teaching and Learning International Survey (TALIS) (Annex 1).**

E. Discussion of the results and return to the theory, which completes the theorizing process.

5.1. Teachers Questionnaires' Results

The quantitative research was carried out by all partners throughout Google Form questionnaires: the questionnaire template was created by CESIE with contributions from all partners and then shared with the target group.

Questionnaires were divided into different sections – the first **introductory section**, the **needs analysis section** for teachers, and the third section **focusing on the mentoring and induction programmes**.

Further to data collection, obtained results are presented organized by countries as follows:

Regarding **ITALY**, the teachers involved in the research mainly come from the VET school "IPSSEOA Pietro Piazza" of Palermo and are approximately 47-58 years old (43,5% of them); followed by 26,1% who is 36-46 years old; 19,6% who is 25-35 years old; finally, 10,9% of teachers is more than 58 years old. 67,4% of teachers participating in the questionnaires are female, rather than 30,4% of them are male (Figure 2):
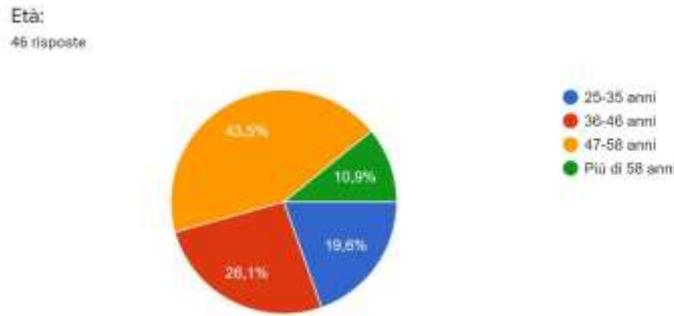
Figure 2 - Graphic from the Italian questionnaires regarding the age of participants in the research.

Regarding **PORTUGAL**, teachers are approximately 47-56 years old (34% of them); followed by 34% who is 36-46 years old; 24% of teachers is more than 57 years old; 11% have 25-35; finally, 3% of teachers is less than 25 years old. 87% of teachers participating in the questionnaires are female, rather than 13% of them are male (Figure 3):

Figure 3 - Graphic from the Portuguese questionnaires regarding the age of participants in the research.

Regarding **GREECE**, the majority of young teachers (63% as it is derived from the questionnaires) are 25-35 years old and 33,3% are between 36-46 years old. This means that there are lots of young teachers, especially females (92,6%), but most of them work in schools from 1 to 10 years in schools in fixed-term contract. Therefore, it seems that young teachers in Greece have up to ten years' experience (59,2% of young teachers), whereas most of the teaching staff is up to 47 years old, having 15 or more years of experience. In Greece the younger a teacher with

little experience is, the little he/she knows about mentoring and induction programmes (Figure 4).

1. Ηλικία
27 απαντήσεις
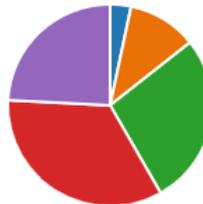

- 25 – 35 ετών
- 36 – 46 ετών
- 47 – 56 ετών
- +57 ετών
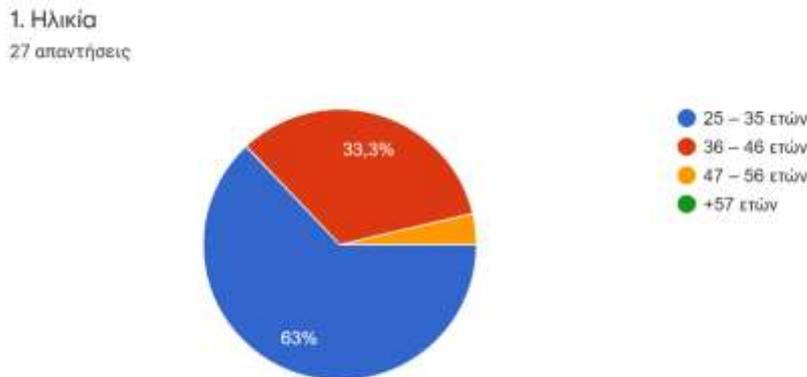
Figure 4 - Graphic from the Greek questionnaires regarding the age of participants in the research.

Regarding **GERMANY**, the research presents the main findings of teachers', school leaders' and mentors' questionnaires in Bremerhaven/Germany. The questionnaires were filled by 25 teachers at different stages of their career, 10 school leaders and 6 mentors.

With regards to the teaching years and educational background of teachers:

In **ITALY**, 23,9% of teachers are from the very beginning stage of their teaching experience (0-4 years) and another 23,9% has 5-10 years of experiences. 23,9% of teachers has more than 21 years of teaching experience; 15% of them has between 16 and 20 years of experience; the remaining 13% has between 11 and 15 years of experience.

Teachers involved in the research have very different backgrounds, as their teaching subjects are very different: most of them are English teachers (or another foreign language); math teachers, and special needs teachers.

54,3% of teachers has a Master Degree, followed by Bachelor Degree, and high school diploma. Different teachers mention also other relevant studies for their career: updating courses, training courses, level II Master Degree, Training in inclusive music education (for people with physical and mental disabilities), qualifying teaching course, training course for educational support activities for pupils with disabilities.

In **PORTUGAL**, 9% of teachers are from the very beginning stage of their teaching experience (0-4 years) and another 10% has 5-10 years of experiences. 51% of teachers has more than 21 years of teaching experience; 12% of them has between 16 and 20 years of experience; the remaining 13% has between 11 and 15 years of experience.

Teachers involved in the research have very different backgrounds, as their teaching subjects are very different: Physical Education; Economics; English; Portuguese; French; Special Education; Citizenship and Development; Art and Science; Geography; Physics and Chemistry A; Chemistry; Environmental Studies; Expressions; ICT; Networks; Computer Applications; Biology; Economics and Accounting.

41,86% of teachers has a Master, followed by Bachelor Degree, and high school diploma. Different teachers mention also other relevant studies for their career: updating courses, training courses, level II Master Degree, Training in inclusive education (for people with physical and mental disabilities), qualifying teaching course, training course for educational support activities for pupils with disabilities.

In **GREECE**, young teachers teach different subject domains; therefore, we can mention that as young teachers usually work as substitute teachers, there is a need for regular teachers in all scientific areas of teaching in the Greek school system. As far as their educational background is concerned, young teachers are highly qualified, with 33,3% of them having a bachelor degree, but 59,3% of them have a master degree. This can lead us to assume, that as it is not easy for a young teacher to work in a school immediately after the bachelor degree, they prefer to enrich their educational background with master degree or a PhD Programme. The vast majority of the teachers taking part in the research (69.7%) are aged from 47 to 56, while 21.2% belongs to the 36 -46 range and 9.1% of the participants are aged 57 years or more. Most of them are experienced professionals; 85% of them are in service for more than 16 years. 26 out of 33 are females and 7 males. 13 out of 33 who answered this question, are teaching in the 1stModel School of Athens and the rest of them are teachers from the secondary and primary education from all over Greece, mainly from the region of Attica. As far as their academic

qualifications are concerned, 20 out of 33 hold a Master's Degree, 6 of them a PhD, and 6 out of 33 hold only a BA.

As already described above, most young teachers in **GERMANY** have two state examinations in the field of teaching: They acquire the first examination at university, and the second state examination after a traineeship of 18 months. During their traineeship, teachers teach the two subjects they have studied at one or two schools and receive further theoretical instruction at a state training centre. Recently, however, there have also been more and more career changers who enter the teaching profession with a different university degree (e.g. Master in Biology) and then, within the framework of qualification programmes, go on to become teachers. The majority of the teachers who participated in this survey are still in the early stages of their professional life (1 to 5 years at the school).

5.2. Needs Analysis

This section is only present in the teachers' questionnaires and **sheds light on the needs of the teachers**. It analyses the **size of the classrooms and the number of students, the adequacy of the teaching tools**, the **number of non-teaching hours and what activities the teacher carries out during those hours**, if teachers **need support**.

Regarding the **size of classes**:

In **ITALY**, 47,5% of teachers answers that their classes are composed on average by 16-21 students; 39,1% claims that their classes are composed by 22-27 students; 8,7% claims that their classes are composed by 10-15 students.

In **PORTUGAL**, 54% of teachers answers that their classes are composed on average by 22-27 students; 35% claims that their classes are composed by 16-21 students; 7% claims that their classes are composed by 10-15 students, and 4% by 28-33 students.

In **GREECE**, most of young teachers in Greece usually teach in approximately 21-26 students per classroom (37%).

In **GERMANY**, class sizes varies in each federal state. In the federal state of Bremen for instance (it consists of the two cities Bremen and Bremerhaven) there are the following class sizes:

- Primary school (year 1 to 4): 24 pupils.

- Lower secondary school: 25 pupils (comprehensive school, years 5 to 10) or 30 pupils (Gymnasium, years 5 to 9).

- Higher secondary school: 25 pupils (year 11 to 13 or 10 to 12).

The teachers who participated in the survey teach at all school levels with classes of different sizes.

The number of students and the size of the classrooms is corresponding with average of mean of OECD countries and we could mention that there are not differences (Table 2).

Table 2 – Number of students enrolled in a teacher's target class by TALIS.

Number of students enrolled in a teacher's target class	TALIS 2013	TALIS 2018	Change between 2013 and 2018 (TALIS 2018 - TALIS 2013)
	Mean	Mean	% dif.
OECD countries [3]	**23,6**	**23,4**	**-0,2**

Source: OECD, TALIS 2008, TALIS 2013 and TALIS 2018 Databases, TALIS 2018 Results (Volume I) - Table I.3.79.

In their daily work, teachers tackle many **challenges**:

In **ITALY**, 60,9% of teachers answers that they actually need support in their daily work, especially in the following activities: administrative work, managing and using the technology efficiently, managing students' behaviours, managing the work with families and carers, filling out all the documents, dealing with all the

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[3] Alberta (Canada), Australia, Austria, Brazil, Bulgaria, Chile, Croatia, Cyprus, Czech Republic, Denmark, England (UK), Estonia, Finland, Flemish Comm. (Belgium), France, Georgia, Hungary, Iceland, Israel, Italy, Japan, Korea, Latvia, Lithuania, Malta, Mexico, Netherlands, New Zealand, Norway, Portugal, Romania, Russia, Shanghai (China), Singapore, Slovak Republic, Slovenia, Spain, Sweden, Turkey, United States.

needs of colleagues, giving feedback to students, finding the right strategy to support pupils in their learning and keeping up with new technologies.

In **PORTUGAL**, teachers experience the same challenges and they also need support in their daily work: in understanding and integrating all the structural documents, in managing classes, in capturing students' interest with a not imposing method but rather participatory and in being an effective teacher for the students, didactically and humanely.

Most of young teachers in **GREECE** usually teach in approximately 21-26 students per classroom (37%). If we take into consideration students' personal needs and the special work circumstances – young teachers, without experience – it seems that teaching in classroom with lot of students makes the work for young teachers more demanding. Moreover, most of young teachers teach lots of subject domains, therefore most of them teach up to 8 different classrooms. This increases the level of difficulty and a possible failure of work and it is more demanding for young teachers to get use to this situation. Except for teaching hours, young teachers have to manage other needs, therefore they have to work and non-teaching hours, too. The average non-teaching hours for a young teacher are about 5 hours per week at school, but the hours are increased when most of young teachers continue their work at home. It is also worth mentioning that, as most of the young teachers work as substitute teachers and most of them can work in more than one school, the non-teaching hours can be increased according to school needs. 55,6% of non-teaching hours refer to preparing class lessons. The number is really big, taking into consideration that most of the young teacher are highly qualified (as we have mentioned above), so that might mean that young teachers have more anxiety but also more willingness for being well prepared for their job. 25,9% of non-teaching hours refer to teacher's duty to communicate with parents. It seems that young teachers have no hours for self-training and self-improvement, as most of their time focuses on students' lessons and parental communication and guidelines.

Being asked about difficulties they experience during their teaching activity, the majority of **GERMAN** teachers surprisingly answer that they don't need any help. Those who admit to need support give different reasons. However, all of those reasons can be applied to deadline pressure when it comes to extra work not directly linked to teaching like administrative jobs and the involvement in special committees regarding school development. Those experiences are shared by teachers at all stages of their career which is plausible as every many teachers are being faced by the challenge to coordinate both the teaching and the necessary administrative work. However, those acknowledging the need for support also point out to finding help within the staff.

Teachers at the beginning of their career point out similar challenges:

1. organizing the school day (time management);

2. preparing teaching material;

3. student-teacher/teacher-parent relationship.

When being asked about teaching tools the teachers from all stages in their career underline the often little satisfying access to digital media. In the shadows of distant schooling many teachers had to become aware of the opportunities of digital teaching if they had not already been aware of it. Nevertheless, distant schooling as an accompanying factor of the Corona crisis catalysed the readiness of many teachers to use digital tools, to improve teaching skills in this field and last but not least to include it to the daily teaching process apart from distant learning and teaching. So it comes as no surprise that teachers demand a reliable system implemented at school because any disturbance and insecurity influences the quality of teaching in a negative way.

From an initial needs analysis, the research has shown that the majority of teachers in Italy and Portugal need support in their daily work – especially in administrative work, managing and using the technology efficiently, managing students' behaviours, in capturing students' interest with a not imposing method but rather participatory and in being an effective teacher for the students, didactically and humanely. Teachers in Greece also need support: research carried out by the Greek partners showed that young teachers without experience stated that teaching in classrooms with lot of students makes the work more demanding and

that they spent several non-teaching hours in preparing classes. What emerged from the needs analysis is a lack of time common to all the countries involved made available by the school for teachers training, as most of the time focuses on students' lessons and parental communication and guidelines.

Opinion of the target group involved regarding the importance of an ongoing training for teachers

Regarding **ITALY**, the vast majority of teachers claim that they participated in training programmes and school exchanges (87% of them). 13% of them never participated in training programmes or school exchanges (Figure 5):

Have you ever participate in training programmes and school exchanges (in your country or abroad)?
47 risposte
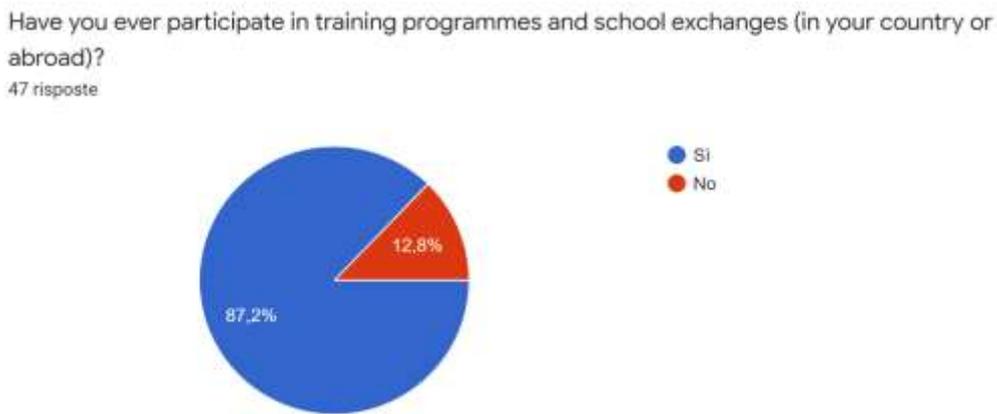
Figure 5 - Data from Italian Teachers' Questionnaire.

Teachers who answered positively, affirm that they participate in trainings very often, almost every year: this means that some attention on teachers' training has been paid, particularly because according to 76,1% of teachers, an ongoing training for teachers is very important; 21,7% of teachers claims it is important; the remaining 2% affirms it is not important. Regarding the professionals with whom the school collaborate the most, teachers claim that are mostly teachers and professionals from the education (48%), Public Institutions, regional or national authorities, local municipalities etc. (33%), local associations (8%), Universities (4%).

In **PORTUGAL**, the situation seems to be opposite to the Italian one: the vast majority of teachers claim that they do not participated in training programmes in school exchanges (73% of them); 27% of them never participated in training programmes or school exchanges (Figure 6).


18. Alguma vez participou em atividades formativas no âmbito de programas de intercâmbio escolar (no seu país ou no exterior)?

Mais Detalhes

- Sim   25
- Não   66

Figure 6 - Data from Portuguese Teachers' Questionnaire.

Anyway, according to 62% of teachers, an ongoing training for teachers is very important; 32% of teachers claims it is important; the remaining 6% affirms it is not important. To the question on the professionals with whom the school collaborate the most, teachers claim: teachers and professionals from the education (78,7%), Public Institutions, regional or national authorities, local municipalities etc. (75,3%), local associations (25,3%), Universities (54,5%).

In **GREECE**, the majority of teachers at the early stages of their career (81,5%) argue that an ongoing training programme for teachers is of utmost importance. This is really crucial, as young teachers seem to face a series of problems, difficulties and challenges in everyday work. They sometimes feel that they are alone in this process as teachers may not know the benefits of such programmes. Most of them are highly educated and qualified, but as they lack of experience and practice, they face their first challenges, when they start working in everyday teaching practice. Therefore, young teachers in Greece believe this profession is constantly developing and demanding.

Regarding **GERMANY**, an overwhelming majority consider the ongoing training for teachers important or very important. Those being sceptical either see no need

because they are satisfied with their teaching capabilities (no support needed) or criticize the lack of time during the school day and feel being put under pressure by teacher training as extra work. According to the positive attitude towards ongoing training for teachers the vast majority supports the collaboration among teachers. Three aspects are being considered the main reason to seek collaboration:

1. Benefits from experienced teachers;

2. Maintaining quality of teaching process;

3. Motivation.

The great support this point receives testifies to the positive interaction of teachers with each other. It is both significant and positive that teachers at the beginning of their career believe in the professional experience of their colleagues who have been doing the job for quite some years. They hope to benefit from their skills and methods. Vice versa experienced teachers see collaboration with younger colleagues as a source of inspiration. Last but not least many see collaboration as a means of reflection regarding your own teaching.

The research shows that, in all the countries involved – Italy, Portugal, Greece and Germany – an overwhelming majority of teachers consider the ongoing training important or very important in their professional paths. It is important to emphasise that when it is proposed to the teachers to take part in a training they willingly participate and believe it is very useful to do so, like in the Italian case where teachers affirm that they participate in trainings very often, almost every year; on the contrary, in Portugal the vast majority of teachers do not participated in training programmes in school exchanges. Also in Greece, ongoing training programme for teachers is consider of utmost importance: teachers acknowledge that despite most of them are highly educated and qualified, they have to daily face different challenges for which they are not prepared or do not have the right experience.

5.3. The Mentoring and Induction Programme

This section of the questionnaire sheds light on the characteristics of the mentoring and induction programmes. The opinion of the target group involved in

the research is crucial, as it gives **a real picture of the structure of the mentoring and induction programmes in schools, their duration, and their effectiveness.**

In **ITALY**, 78,3% of teachers (Figure 7) participating in the questionnaires claims that there are mentoring programmes offered by the school:
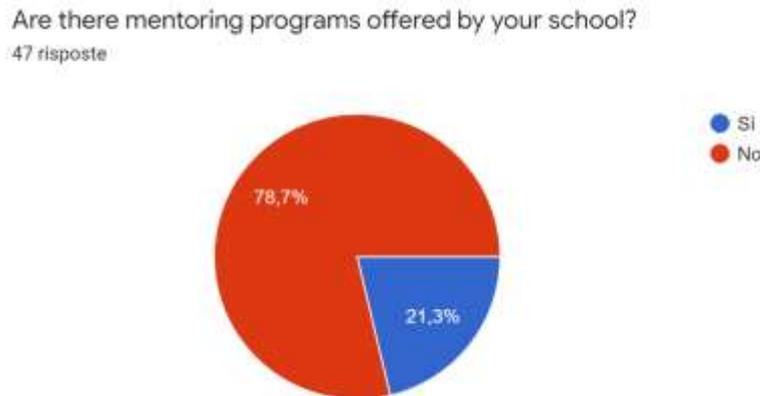
Figure 7 - Data from Italian Teachers' Questionnaire.

Teachers who answered positively, affirm that the **main content/areas/domains** these programmes address are: innovative digital tools, new teaching methodologies, distance learning and exchange of good practices among teachers (teamworking).

The vast majority of teachers participated in a mentoring programme during their career (85%). The duration of these programmes varies from around 15 hours to one academic year. On a scale from 1 to 5 (in which 5 means that it has a great impact), teachers evaluate the impact of the mentoring programme as follow (Figure 8):

On a scale from 1 to 5, what was the impact in your daily work?
8 risposte
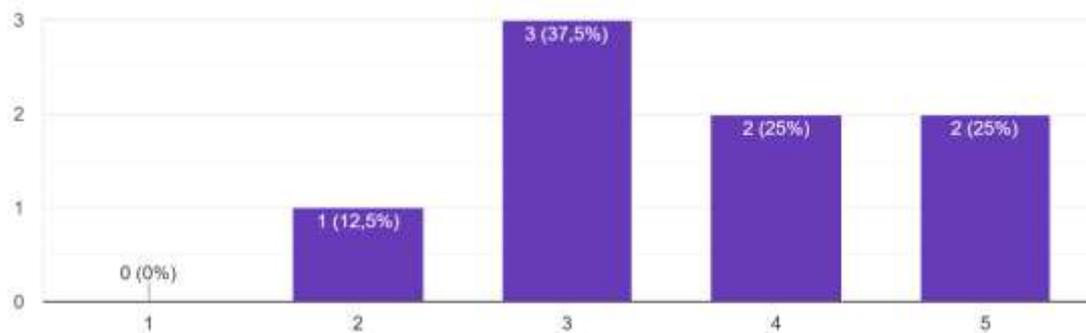
Figure 8 - Data from Italian Teachers' Questionnaire.

It seems that Italian teachers rate the programme as moderately effective (37,5%) and the vast majority of them (93,5%) claim that it would be useful to have more exchange of best practices among teachers. According to teachers, the main reasons why this exchange would be useful are:

- "*Teamwork is always an asset; you can always learn from an exchange with other teachers*".

- "*To change our point of view, to question ourselves, to learn new things, to have new ideas, to experiment with alternative routes*".

- "*Sharing good practices enriches our experience and improves the quality of our educational action*".

- "*Interdisciplinarity is the basis of teachers' work, a necessary tool for building a network of teachers*".

- "*For a young teacher, having an exchange with an experienced teacher gives confidence and implements his/her skills*".

- "*To learn new methods from colleagues and to share with them your own methods which are profitable*".

- "*Teaching is about creative activities: the more ideas, the more creativity*".

- "*I think it is very important for teachers to cooperate with each other, not only to enrich their own cultural and professional backgrounds, but also to be able to pursue a fair school career that does not give rise to disparities, at least within the class council*".

In **PORTUGAL**, 51% of teachers claims that they are not aware if there are mentoring programmes offered by the school. Among teachers who answered positively – who are the minority – some of them affirm that the main **content/areas/domains** these programmes address are: training, preparation of classes for different groups and levels of education., new teaching methodologies, reinforcement of learning, curriculum content, behaviour, support in subjects where there are difficulties, teamworking. Unlike Italian teachers, **the vast majority of Portuguese have never participated in a mentoring and induction programme during their career.** On a scale from 1 to 5 (in which 5 means that it has a great impact), teachers evaluate the impact of the mentoring programme as follow (Figure 9):
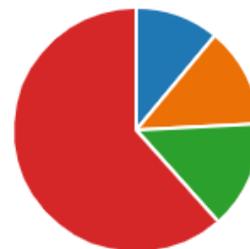
Figure 9 - Data from Portuguese Teachers' Questionnaire.

As the graph above shows, teachers feel that the programmes have no effect, probably because there is not much on offer and because few people take advantage of them. On the other hand, Portuguese teachers believe in the exchange of good practices among teachers and think these exchanges are useful because:

- "Collaborative work is important because it allows a better management of resources, increasing diversity and decreasing the time spent on preparation."

- "Teachers are aware of the needs and in this type of sharing they can obtain solutions for the resolution of many of their problems."

- "Because younger teachers bring other, more diverse knowledge and have a better grasp of certain resources to use."

- "I consider it useful, because sharing good practices promotes collaborative work, articulation among peers, articulation among disciplines and cycles, the development of different and other competencies and overcoming difficulties that may arise in the teaching-learning process. It provides different visions of the educational process."

- "I think it is important because it helps in the application of these practices and to sometimes solve problems or to improve each other's practices. Of course, we should always think about the interests and needs of our students."

In **GREECE**, of the total number of teachers, who run the first years of their career, only half of them have attended training programmes. We cannot answer to the question why young teachers do not participate in such programmes, while others do, but we can assume that the main reason is that young teacher in Greece are not regular teachers, but temporary ones, and therefore they are excluded from training programmes, or they cannot participate in them as they sometime start to work in the middle of the year. Another reason of the above-mentioned situation has to do with the availability of mentoring programmes in Greece: almost the half of the young teachers (51,9%) mention that – despite all the special needs, difficulties and challenges – **there are no mentoring programmes offered by their schools**. Almost 48,1% of young teachers reply that there are no mentoring programmes or they do not know what do these programmes refer to: therefore, we can assume that young teachers in Greece do not know enough about such programmes. The minority of teachers involved in mentoring and induction programmes mentioned that these programmes deal with ICT Tools, Webex

Platform (the main platform for distance-learning in Greece during the COVID 19 period) or managing behavioural issues in classrooms. Only 4 of the respondents to the questionnaire work in schools that run mentoring or induction programmes. In this case, it's worth mentioning that both four teachers are coming from Greek Private Schools. This very small participation in mentoring and induction programmes, which comes exclusively from private schools, seems reasonable, considering that private schools can provide funding for the implementation of such programmes to offer to their teachers support and guidance in their professional development. These four mentoring programmes lasted about a year and they addressed management issues (teaching methods, classroom management, parental management etc.), the role of the mentor and basic principles of counselling for those working with young people.

Data from experienced teachers show completely different results (Figure 10): 17 out of the 33 experienced teachers claim that there are induction training programmes and mentoring in the school where they work: the duration of the above programmes ranges from 3 months to two weeks or to one year. 20 teachers answer that they have taken part in mentoring, induction or other training programmes and have reaped substantial benefits. The ones that were put down most frequently are the exchange of ideas and good practices and the interaction between the mentor and the mentee.

23.δ. Βαθμολογήστε από 1 έως 5 τον αντίκτυπο που είχε η επιμόρφωση στην καθημερινή σας εργασία;
7 απαντήσεις
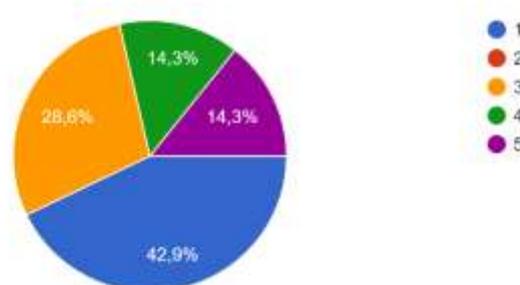
Figure 10 - Data from Greek Teachers' Questionnaire.

The graph shows the impact of mentoring programmes on teachers: 42,9% of the experienced teachers believe that their participation to mentoring and training

programmes has a great impact of their work, while the 28,6% of them mentioned that these programmes helped them quite a lot in their work. We can state that all teachers (both younger and more experienced) argue that the need of mentoring programmes are big and the feel that these programmes will make their work better.

In **GERMANY**, of the teachers asked about the mentoring programme at our school, unfortunately many had to admit that they did not know if such a programme was implemented at school. This corresponds with the statement if they had ever been participating in a mentoring programme - those who don't know about it have never taken part, some of those who know of it have been mentors or have had a mentor during their training at school.

The most important part of the questionnaires is **the role of mentors in schools**, so we are going to describe analytically the data from each country.

Regarding **ITALY**, teachers involved in the research give their opinion on what the role of a mentor should be:

- *"Encouraging teamwork."*

- *"Emotional and practical support, thanks to his/her experience."*

- *"In my opinion, a mentor must support the choices of the teachers, by proposing and recommending what could be improved, always with mutual respect."*

- *"Introducing good practices; promoting new teaching and learning strategies."*

- *"Reducing the anxiety about not being a good teacher."*

- *"Address, advise, update and resolve doubts."*

Regarding the aspects of induction and mentoring programmes that contribute to retaining teachers in their careers, teachers reply:

- *"The fact of placing the teacher in a training dimension embedded in a constructive and dynamic cooperation."*

- *"Cooperation and encouragement."*

- *"Awareness of digital tools."*

- *"Leadership, interpersonal skills, empathy."*

- *"Those aspects aimed at providing preparation and information on career possibilities within the school."*

The majority of teachers answer that the most experienced teachers in their school would be probably willing to do mentoring, but some teachers had some doubts regarding their skills, preparation and abilities. Time is also an obstacle. Some teachers claim that they are currently running mentoring programmes for teachers at the beginning of their careers, and that they are doing very well and doing so with great pleasure.

Regarding **PORTUGAL**, teachers involved in the research gave their opinion on what the role of a mentor should be:

- *"Support and sharing of best practices among teachers."*

- *"Provide guidelines."*

- *"Personal and pedagogical guidance."*

- *"Guiding the improvement and innovation of pedagogical practices."*

- *"It should be to accompany, over a period of time, a person who will have less knowledge, less developed skills/less life experience."*

- *"Sharing all knowledge and experience."*

- *"Support the classmate and develop their cognitive and social skills."*

- *"One of the roles of the mentor is to stimulate motivation, the student's involvement in school tasks."*

> *- "Someone who helps to think and act more effectively, for the benefit of the well-being and learning of the students, but also of the teacher."*

Regarding **GREECE**, in most cases, the informants report that the role of mentor has to be guiding and consulting, especially in the initial stage of their career. More precisely, teachers answer that the mentor has to support teachers in any difficulties in their daily work and inspire them in every new step of their career. When participants were asked about the aspects of induction and mentoring programmes contribute to retaining them in their career, teachers agreed that they need assistance on how to manage behaviours (parents, students, class, colleagues), deal with pedagogical difficulties (preparing teaching, managing time, setting goals) and manage and use technology/digital tools efficiently. Closer inspection of those results shows a positive correlation between the main difficulties experienced by teachers, discussed the previous section and the aspects of induction and mentoring programmes contribute to retaining them in their career. Regarding the question, "If more experienced teachers would be willing to do mentoring?", 1/3 of the teachers answer positively due to their experience, 1/3 answer "No", because of their fatigue and the 1/3 not "I don't know". It seems that young teachers expect from older teachers, with more experience, to develop a professional relationship and asking them for help; at the same time, most of the young teachers do not believe that experienced teachers are willing to participate in a mentoring programme. Some reasons for older teachers' unwillingness are the lack of interest, or the old teaching methods that may be used. It' s worth mentioning, that for a small of those interviewed, the term "mentor" was completely unknown, as the role of mentor is not very widespread in Greece.

Regarding **GERMANY**, when being asked what it means to be a mentor three aspects are being given as main characteristics (Figure 11):

1. Share experience;

2. Showing responsibility;

3. Supporting.

Skills relevant for the role of a mentor
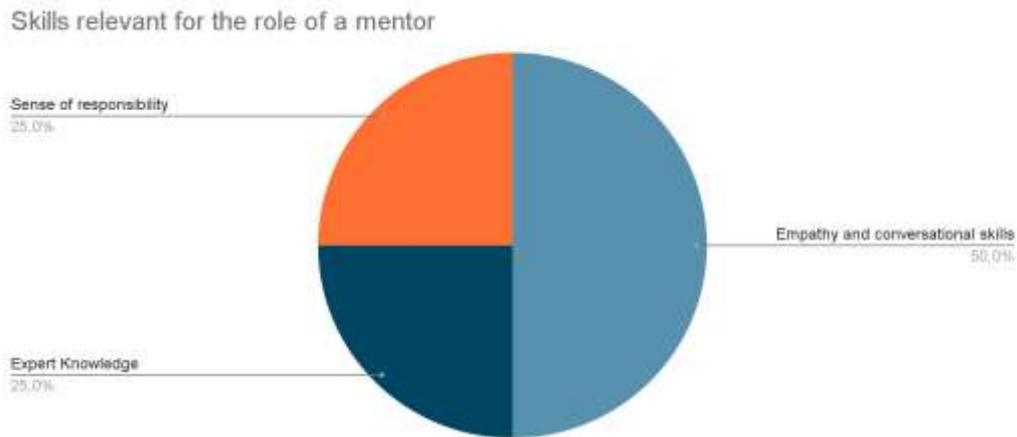
Figure 11 - Data from German Teachers' Questionnaire.

While the majority of those being asked are convinced that most experienced teachers would be willing to do mentoring, some are unsure.

On the one hand, this again points to the pleasant and trustful atmosphere at our school and on the other hand acknowledges the readiness of experienced teachers to support younger teachers at the beginning of their career which also corresponds with the findings above regarding collaboration. However, taking into account that some of those asked are unsure, it shows that not all experienced teachers openly express their readiness to pass their skills to the next generation. This doesn't seem to be a big part of discussion among staff. As a result, an open discussion on that topic might be helpful when the programme is to be expanded.

The validation process of the role of mentoring followed the following steps:

1. Analysing the outcomes of mentoring are of "high importance" provided by Talis, 2018 (Annex 1) in order to provided i) codes ii) group of codes in categories:

   ▪ To improve teachers' pedagogical competence;

   ▪ To strengthen teachers' professional identity;

   ▪ To improve teachers' collaboration with colleagues;

   ▪ To support less experienced teachers in their teaching;

- To expand teachers' main subject(s) knowledge;

- To improve students' general performance.

2. Corresponding parts analysed with the following codes in Atlas.ti software.

	Percentage of principals reporting that the following outcomes of mentoring are of "high importance"					
	To improve teachers' pedagogical competence	To strengthen teachers' professional identity	To improve teachers' collaboration with colleagues	To support less experienced teachers in their teaching	To expand teachers' main subject(s) knowledge	To improve students' general performance
	%	%	%	%	%	%
OECD average-30	67,3	55,7	65,3	77,0	42,1	54,4
EU total-23	65,0	51,0	61,1	76,1	34,5	52,0
TALIS average-47	70,2	59,8	66,7	77,9	48,6	59,9

Name	Size
◇ To expand teachers' main subject(s) knowledge	5
◇ To improve students' general performance	3
◇ To improve teachers' collaboration with colle…	4
◇ To improve teachers' pedagogical competence	11
◇ To strengthen teachers' professional identity	8
◇ To support less experienced teachers in their…	10

Document Group	Code
To improve teachers' pedagogical competence	"Address, advise, update and resolve doubts" "Guiding the improvement and innovation of pedagogical practices" "Introducing good practices; promoting new teaching and learning strat "Leadership, interpersonal skills, empathy" "Personal and pedagogical guidance" "Sharing all knowledge and experience" "Someone who helps to think and act more effectively, for the benefit "The fact of placing the teacher in a training dimension embedded in a "Those aspects aimed at providing preparation and information on caree support teachers in any difficulties in their daily work To improve teachers' pedagogical competence
To strengthen teachers' professional identity	"Emotional and practical support, thanks to his/her experience" "Guiding the improvement and innovation of pedagogical practices" "Personal and pedagogical guidance" deal with pedagogical difficulties (preparing teaching, managing time, inspire them in every new step of their career. Share experience Supporting To improve teachers' pedagogical competence
To improve teachers' collaboration with colleagues	"Address, advise, update and resolve doubts" "Cooperation and encouragement" "Encouraging teamwork" positive correlation between the main difficulties experienced by teac
To support less experienced teachers in their teaching	"Address, advise, update and resolve doubts" "Someone who helps to think and act more effectively, for the benefit "Support the classmate and develop their cognitive and social skills" "Those aspects aimed at providing preparation and information on caree deal with pedagogical difficulties (preparing teaching, managing time, inspire them in every new step of their career. positive correlation between the main difficulties experienced by teac support teachers in any difficulties in their daily work Supporting To improve teachers' pedagogical competence
To expand teachers' main subject(s) knowledge	"Address, advise, update and resolve doubts" inspire them in every new step of their career. Share experience support teachers in any difficulties in their daily work To improve teachers' pedagogical competence
To improve students' general performance	"Guiding the improvement and innovation of pedagogical practices" "Introducing good practices; promoting new teaching and learning strat "Reducing the anxiety about not being a good teacher"

	Code	Grounded	Code Groups
O	"Address, advise, update and resolve doubts"	1	To improve teachers' pedagogical competence To improve teachers' collaboration with colleagues To support less experienced teachers in their teaching
O	"Awareness of digital tools"	1	
O	"Cooperation and encouragement"	1	To improve teachers' collaboration with colleagues
O	"Emotional and practical support, thanks to his/her experience"	1	To strengthen teachers' professional identity
O	"Encouraging teamwork"	1	To improve teachers' collaboration with colleagues
O	"Guiding the improvement and innovation of pedagogical practices"	1	To improve teachers' pedagogical competence To strengthen teachers' professional identity To improve students' general performance
O	"In my opinion, a mentor must support the choices of the teachers, by	1	
O	"Introducing good practices; promoting new teaching and learning strat	1	To improve teachers' pedagogical competence To improve students' general performance
O	"It should be to accompany, over a period of time, a person who will h	1	
O	"Leadership, interpersonal skills, empathy"	1	To improve teachers' pedagogical competence
O	"One of the roles of the mentor is to stimulate motivation, the studen	1	
O	"Personal and pedagogical guidance"	1	To improve teachers' pedagogical competence To strengthen teachers' professional identity
O	"Provide guidelines"	1	
O	"Reducing the anxiety about not being a good teacher"	1	To improve students' general performance
O	"Sharing all knowledge and experience"	1	To improve teachers' pedagogical competence
O	"Someone who helps to think and act more effectively, for the benefit	1	To improve teachers' pedagogical competence To support less experienced teachers in their teaching
O	"Support and sharing of best practices among teachers"	1	

O	"Support the classmate and develop their cognitive and social skills"	1	To support less experienced teachers in their teaching
O	"The fact of placing the teacher in a training dimension embedded in a	1	To improve teachers' pedagogical competence
O	"Those aspects aimed at providing preparation and information on caree	1	To improve teachers' pedagogical competence To support less experienced teachers in their teaching
O	deal with pedagogical difficulties (preparing teaching, managing time,	1	To strengthen teachers' professional identity To support less experienced teachers in their teaching
O	how to manage behaviours (parents, students, class, colleagues),	1	
O	inspire them in every new step of their career.	1	To strengthen teachers' professional identity To support less experienced teachers in their teaching
O	manage and use technology/digital tools efficiently.	1	
O	positive correlation between the main difficulties experienced by teac	1	To improve teachers' collaboration with colleagues To support less experienced teachers in their teaching
O	Share experience	1	To strengthen teachers' professional identity
O	Showing responsibility	1	
O	support teachers in any difficulties in their daily work	1	To improve teachers' pedagogical competence To support less experienced teachers in their teaching
O	Supporting	1	To strengthen teachers' professional identity To support less experienced teachers in their teaching
O	To improve teachers' pedagogical competence	0	To improve teachers' pedagogical competence To strengthen teachers' professional identity To support less experienced teachers in their teaching

Characteristics of the mentor:

ITALY: regarding the experiences and competences a mentor should have, Italian teachers answer as follow:

- *"Excellent communication skills, soft skills, experience in the field."*

- *"Empathy and charm."*

- *"Experience in different school contexts, expertise on developments in new frontiers of education."*

- *"Knowledge of conflicts resolution techniques."*

- *"Experience in different schools located in different contexts, experiences in collaborating, listening to others and empathy."*

The main characteristic a mentor should have – according to 66% of teachers – is charm; 10% of teachers claimed that the main characteristic should be "good school results"; other teachers answered "the age, the degree, availability, and empathy".

Teachers believe that the schools need to pay more attention on mentoring and induction programmes; most of the times, they are not aware of what kind of resources are allocated for those programmes – if any – and they believe more resources are needed.

Almost all teachers would be available for mentoring and induction programmes, dedicating up to several hours a week.

PORTUGAL: regarding the experiences and competences a mentor should have, Portuguese teachers answer as follow:

- *"Long professional experience, at least 20+ years of career."*

- *"Willingness to dialogue and to listen to others."*

- *"Communicative."*

- *"Availability."*

- *"Active, innovative, didactic, organized, available, leader."*

- *"Proven experience in the field, excellent school results – not necessarily the students' good grades but also, empathy."*

According to 47% of teachers the main characteristic a mentor should have is "proven experience in the area"; according to 37% is charm; 3% "good school results of teachers".

GREECE: the majority of the participants all agreed that the teaching experience is of utmost importance, even if they believe that the age of mentor does not play an important role. Teachers also argue that mentor should be distinguished for his/her academic background (degrees/trainings/workshops) and his/her personal charisma (communication and cooperation skills, empathy, flexibility). The character and some ethical values gain ground for some participants to be characterized as a good mentor. Some indicate values are: helpfulness, willingness, empathy, supportiveness, innovative, taking risks, creative, trust and discretion, skills, competences, team spirit, and collaboration.

GERMANY: various competences were mentioned that have already been listed by the other partners. These include in particular:

- very good subject knowledge in the subject of instruction;

- very good knowledge in the didactics of the subject;

- critical faculties;

- empathy;

- willingness to dialogue and to listen to others.

For many participants of the survey, it is also very important that the mentors are always willing to learn new things and that they constantly undergo further training

in order to keep up to date. This is very important, because teaching techniques currently are developing so much and quick (eg digitalization).

5.4. School Leaders' Questionnaires Results

The School Leaders' Questionnaires were distributed by all partners throughout Google Form questionnaires: the questionnaire template was created by CESIE with contributions from all partners and then shared with the target group (at least 20 school leaders for each partner Country).

Questionnaires were divided into different sections – the first **introductory section**, and the section **focusing on the mentoring and induction programmes**.

Regarding **ITALY**, the school leaders involved in the research activities are mainly from the VET school "IPSSEOA Pietro Piazza" of Palermo. 72,7% of them is 48-59 years old; 18,2% of them is between 25-35 years old; the remaining 9% is between 36-47 years old.

The majority of school leaders involved in the questionnaires are female (55%); the remaining 45% is male (Figure 12).

Age:

11 risposte

Figure 12 - graph from the Italian School Leaders' Questionnaire.

With regards to the teaching years: **45,5% has between 11-15 years of experience; 27,3% has between 16-20 years of experience; 18,2% has 0-4 years of experience; only 9% has more than 21 years of experience**.

According to the school leaders involved in the research activities, the main needs of teachers in their school are:

- Ongoing training (45,5%);

- More resources in terms of time, spaces, teaching tools (36%);

- Cooperation among teachers and tutoring (18%).

81,8% of school leaders claims there are not mentoring programmes within their school; only 18% claims that mentoring programmes are available (Figure 13):
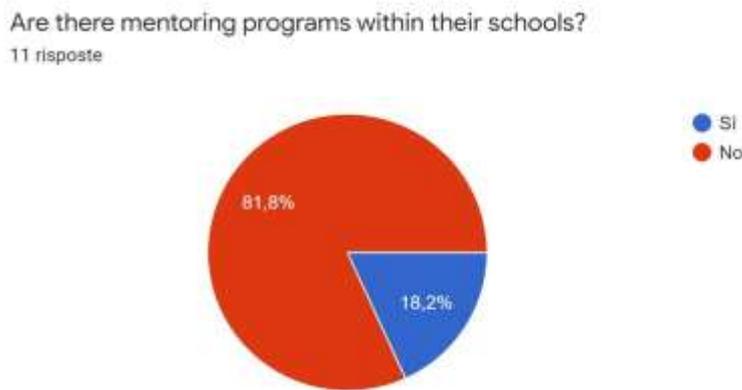
Figure 13 - Graph from the Italian School Leaders' Questionnaire.

According to school leaders mentoring programmes usually deal with: inclusion, new teaching methods and digitalisation and they are financially supported by state funding.

Although the implementation of these programmes is still very low, **school leaders evaluate positively the impact that mentoring and induction programmes could have on teachers** (Figure 14).

On a scale from 1 to 5, could you evaluate the impact of mentoring and induction programs on teachers?

11 risposte
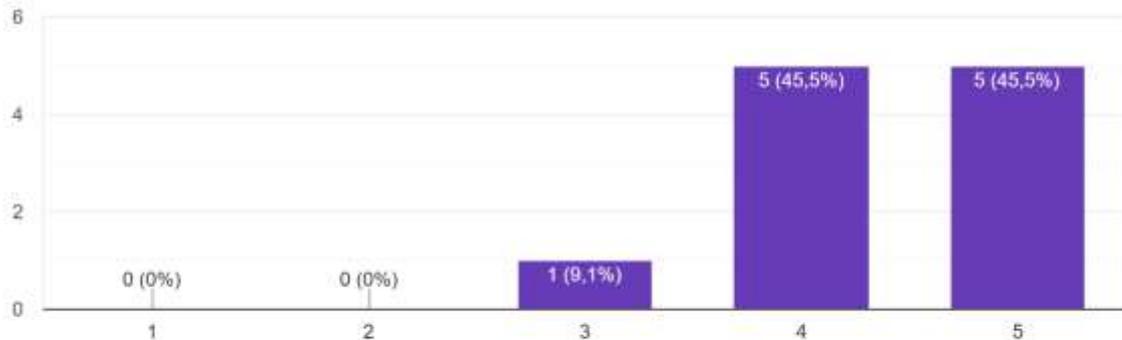
Figure 14 - Graph from the Italian School Leaders' Questionnaire.

Unfortunately, school leaders affirm that currently there are no funding allocated for mentoring and induction programmes.

Among the needs that could be supported by a mentoring programme, school leaders include:

- "*Raising awareness on the use of digital tools such as interactive whiteboards.*"

- "*The development of human resources.*"

- "*The sharing of implicit knowledge among teachers.*"

According to the school leaders, the conditions provided to make the programme successful are the following:

- "*A cool collaborative environment.*"

- "*Peer-to-peer activities.*"

- "*Accurate feedback for teachers.*"

- "*The experience of the mentor is crucial, as the ability to convey complex content in a way that is understandable to the most.*"

The main barriers in the implementation of mentoring and induction programmes in school are, according to school leaders:

- **The lack of resources (time, money, technical resources, teachers and school staff, etc.) for 81,8% of school leaders;**

- **The lack of willingness from the more experienced teachers to be mentors for 18,2% of school leaders.**

Regarding the institutions that can support the mentoring and induction programmes, the majority of school leaders affirms that Teacher Training Centres can support them (45,5%); another 27,3% claims that these programmes can be supported by the Ministry of Education; finally, 27,3% claims that they can be supported by Public local authorities and municipalities.

Finally, with regard to the **characteristics** a mentor should have, school leaders include:

- "*Communication skills and empathy.*"

- "*Have held organisational support roles in school and received appropriate training.*"

- "*Management skills to deal promptly with difficult and problematic situations.*"

- "*Length of service and positions held.*"

According to 72,7% of school leaders, **charm** is the main characteristic a mentor should have; 18% claims "good school results" and 9% claims "degree".

Regarding **PORTUGAL**, the school leaders involved in the research activities are mainly from cities, such as: Braga, Vila Verde; Porto; Guimarães. 57% of them is 47-56 years old; 24% of them is between 36-46 years old;19% of then is more than 57 years old. The majority of school leaders involved in the questionnaires are female (52%); the remaining 48% is male.
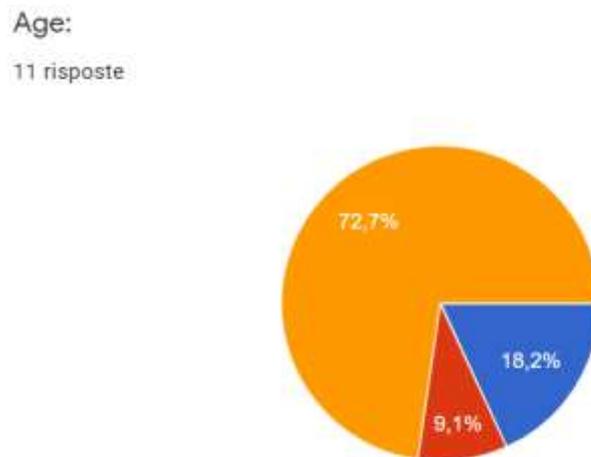
With regards to the teaching years: **48% has between 11-15 years of experience; 29% has between 16-20 years of experience; 19% has 5-10 years of experience; only 5% has more than 21 years of experience**.

According the school leaders involved in the research activities, the main needs of teachers in their school are:

- Resources and training (39%);

- Support from more experienced teachers (31%);

- Reduced timetable (31%).

From the data collected by Portuguese partners, **86% of school leaders didn´t promoted a mentoring and induction programme in his/her school**. Among the minority of school leaders who answered positively, there are those who think that the mentoring programme can be helpful:

- "*Mentoring programme for early career teachers.*"

- "*Creation of a study circle.*"

- "*Peer support; class observation amongst all.*"

- "*Distance mentoring.*"

- "*Collaborative work.*"

- "*Support for early career teachers.*"

- "*Cooperation between colleagues.*"

- "*Teachers' motivation strategies.*"

According to the majority of school leaders mentoring programmes should deal with: inclusion, new teaching methods and digitalisation and they are financially supported by state funding. Although the majority of them did not promote a mentoring and induction programme in their schools, 95% of school leaders claim that an exchange of good practices among teachers is very useful and highly recommended. Unfortunately, school leaders affirm that currently there are no funding allocated for mentoring and induction programmes.

Among the needs that could be supported by a mentoring programme, school leaders include:

- "*Decrease in workload.*"

- "*Collaboration with universities.*"

- "*More training. Acquisition of teaching materials that promote the mentoring programme.*"

According to the school leaders, the conditions provided to make the programme a success are the following:

- "*I think there should be an initial training programme for those who want to be mentors.*"

- "*Time, teaching materials.*"

- "*The fundamental resources should be time and availability to accompany the process. Different resources are needed. The existence of the Mentor figure in schools, should mobilize knowledge and methodologies.*"

Regarding the institutions that can support the mentoring and induction programmes, the majority of school leaders affirms that they are not aware whether these institutions support mentoring and induction programme. Teacher training centres can support them (61,9% don't know); the Ministry of Education (76,2% don't know; Private Institutions (85,7% don´t know); Public local authorities and municipalities (85,7% don´t know).

With regard to the **characteristics** a mentor should have, school leaders include:

- "*Leadership skills, ease of communication, empathy and humility.*"

- "*Scientifically competent, emotional intelligence, good personal relationships.*"

- "*He/she needs to know how to manage conflicts.*"

- "*Time availability.*"

- "*Tolerant. Patient.*"

- "*Being objective; knowing how to teach; willingness to give feedback; enjoy the mentor-mentee relationship.*"

Regarding **GREECE**, 65% of the Leaders are from big cities in urban areas, 20% from small cities in urban areas and 15 from small cities in rural areas. 68,2 % of School Leaders are from Secondary Education (12-18 years old) and 31,8% from Primary Education (Kindergarten and Elementary Schools). Based on Secondary Education in Greece we collected 50% Leaders of Gymnasium (12-15 years old), 13,6 of General Lyceum (16-18 years old) and 4,6 of VET Schools (+16 years old). The majority of school leaders (54,5%) are 47-56 years old, 35% are over 57 years old and only 10% are 36-46 years old.

According to the answers of 20 School Leaders in Greece, the main needs of the teachers at their schools are the Resources and Training (77,3%), Resources and Schedule (18,2%) and More experienced teachers of mediator (4,5%).

Regarding mentoring and induction programmes, only half of School leaders (50%) have already promoted mentoring or induction programmes in their school.

The school leaders that have prompted such programmes in their schools refer to the following main programmes:

- Teachers' Training;

- Competencies Development;

- Information about New Technologies;

- Best Practices among teachers at schools;

- In-school training in synchronous and asynchronous distance learning;

- The transmission of the knowledge and experience of the qualified teachers of our school to the younger generations of colleagues;

- The acquaintance of the trainees with the public school: human resources, climate and environment of the school unit or community, spaces and infrastructures.

According to the School Leaders' answers who find the programmes useful for teachers and would like to promote them more in their schools, the mentoring and induction programmes should deal with:

- The complexity of the educational environment;

- Preparing new colleagues to meet the challenges of the classroom successfully;

- Development of cognitive experience of teachers;

- Improving the ways of teaching with the using of new teaching methodologies;

- Group planning and organization of educational activities and teaching;

- Right Use of Resources/Curriculum;

- Support to the use of digital technologies during teaching and learning;

- Educational Problems and dealing with daily practical problems;

- Students' Learning Difficulties;

- Crisis Management;

- Interpersonal relationships among teachers/students/parents;

- Developing Communication between teachers, students and openness to the school community;

- Collaboration with local community/organizations.

School Leaders that have offered mentoring or/and induction programmes to their school provided input about the duration, the attendees, the main objectives, the subjects and the support organization/s. The duration of the programmes was between 2-3 months and 1 school year and the participants were mainly the teachers and the headmasters. On some occasions there are programmes for university students that have been prepared to teach in public schools. The main objectives of these programmes are teaching improvement, deepening in scientific knowledge, skills development, human resource management and gaining

professional experience (for students or early career teachers). The organizations that supported those programmes are mainly public organizations as Ministry of Education, Institute of Educational Policy, Universities, School Counsellors etc. It is important to highlight that the majority School Leaders evaluate the impact of these programmes with 4 (quite good) and 5 (good) – in total 75% of answers.

About the teachers' satisfaction of mentoring/induction programmes, the majority of School Leaders (almost 90%) believed that there is good, high and very high satisfaction. Besides, all of them (100%) embrace the opinion that it is useful to have more exchange of best practices among teachers. However, they answered that there is a lack of resources and time allocated for mentoring and induction programmes (63,6%).

School Leaders, also, believe that the conditions provided to make the programme successful and attractive to teachers are:

- Reduction of the curriculum schedule;

- The involvement of teachers with longstanding experience;

- Interactivity, sharing of best practices and solutions to real problems.

The majority of school leaders (45,4%) believe mentor should have the charism in order to inspire teachers. Secondly, they believe that the mentors should be experienced teachers (27,3%). The third characteristic is the good school results (22,7%). More specifically, school leaders expressed the opinion that the following experiences/skills may be relevant for the role of mentor: experience in teaching, good knowledge of the objective, communication skills, social-emotional skills, methodicalness, classroom management/crisis management skills/know-how, selection of appropriate teaching methods and appropriate supportive teaching materials. According to school leaders' opinion the main barriers for mentoring and induction programmes are hierarchically the following:

- The lack of resources (time, money, technical resources, teachers and school staff etc.) for 19 school leaders out of 20;

- The lack of time of teachers for 16 school leaders out of 20;

- ▪ The lack of willingness from the more experienced teachers to be mentors for 8 school leaders out of 20;

- ▪ The lack of interest of teachers for 7 school leaders out of 20.

Regarding **GERMANY**, 40% of the school leaders involved in the questionnaires have 57 years old or more; another 40% of school leaders has an age between 47-56; the last 20% has an age between 36-46. Of the ten school leaders involved, 5 of them have from 5 to 10 years of experience (50%); one of them has from 11 to 15 years of experience (1%) and the last 4 school leaders have from 16 to 20 years of experience (40%) (Figure 15).
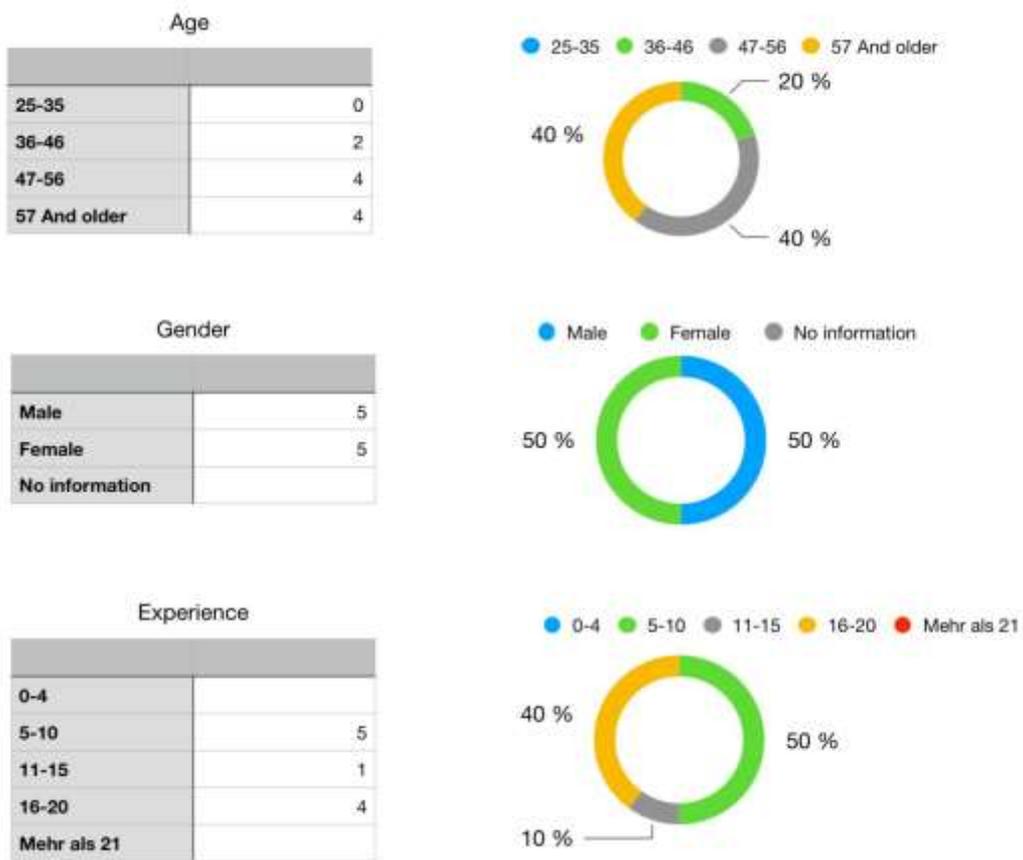
Figure 15 - Graph from the German School Leaders' Questionnaire.

Most schools have a "sponsorship system" and of course permanently assigned mentors. There is a training programme at the schools, which is coordinated with the training institute for trainee lawyers in the city. This includes advanced training in the methodological / didactic area as well as for the media world. The teachers need recognition, appreciation, time for their own further training (increasing quality) and financial resources. **Main characteristics of the mentoring programmes offered by the schools**: in Germany, the mentors receive an hour compensation per school year on their teaching assignment. Appreciating the trainee teachers from the very first moment is very important, which is why most of the school administrators are already present at the first meeting with the training coordinator. There are give-aways and a detailed introduction to the training process at the school. **For mentors, the creation of multipliers is an important point and quality assurance in the classroom**. Most mentors are happy to take on a trainee lawyer, although the school management ultimately makes the decision based on the qualifications of the mentors. With regard to the characteristics a mentor should have, school leaders claim that the mentors must be communicative, have **enormous content-related skills and be emphatic**. One of the most important points is the **ability to reflect and also to convey and demand this**. With regard to the **characteristics a mentor should have**, school leaders include:

- Team spirit (22%);

- Empathy (15%);

- Methodology and didactic experience (15%);

- Resilience (7%);

- Enjoyment of the profession (11%);

- Content competences (19%);

- Reflection skills (11%).

5.5. Teacher training centres' questionnaires results

The Questionnaires for the responsible of teacher training were distributed by all partners throughout Google Form questionnaires: the questionnaire template was created by CESIE with contributions from all partners and then shared with the target group (at least 5 teacher training centres for each partner Country).

Regarding **ITALY**, the responsible for teachers training involved in the research activities have different years of experience in their profession: from 10 years of experience to 21 years of experience. According to the responsible for teachers training, peer-to-peer and training programmes are mandatory for teachers at the early stage of their career. Indeed, the programmes appear in their offer mainly as an answer for a normative of the Ministry of Education. According to the responsible of teacher trainings (teacher training centres), the main topics addressed during their training programmes are:

- Mentoring;

- Communication skills;

- Distance learning;

- Digitalisation, use of digital tools;

- Counselling.

The duration of these programmes varies from 12 hours to one year. According to the teacher training centres, the level of satisfaction of teachers participating in these programmes is quite high.

What is the level of satisfaction of teachers participating in training activities?
3 risposte

Figure 16 - Graph from the Italian Teacher Training Centres Questionnaire.

Many teachers, especially those at the beginning of their career, participate in these programmes and they came mostly from Primary School. On average, the age of teachers is between 36-47 years old.

According to the responsible of teachers training, the main needs of teachers are:

- "*Improving the communication with pupils and the collaboration with teachers.*"

- "*Being able to work in a team, manage classroom dynamics and interpersonal communication, learn new teaching methods.*"

Regarding the main challenges for teachers, the following challenges were listed:

- "*Communication, documentation, innovative working tools.*"

- "*Continuously innovation of methodologies and being able to use them in different contexts.*"

Teachers need an on-going training and support, especially during their first phase of their career. Moreover, they need to work in groups, by experimenting with creative learning methods.

Teachers training centres offer to teachers' different courses, mainly advanced training courses, IT certifications, updating courses. All participants believe that an ongoing training for teachers is very important.

The skills to be a trainer are:

- "*Different years of experience.*"

- "*Empathy, ability to manage interpersonal dynamics, creativity and a good professional background.*"

- "*Professionalism.*"

According to teachers training centres, the training programmes can be more attractive for teachers by offering new methodologies and tools or by guiding teachers step by step. Finally, the respondents say that a training programme is more attractive if it is offered by the schools themselves and with the prospect of working in a dynamic way. Unfortunately, this dimension is lacking at the moment and distance learning is often experienced in a passive way.

Regarding **PORTUGAL**, the responsible for teachers training involved in the research activities have different years of experience in their profession: from 10 years of experience to 21 years of experience. Only (38%) have a peer-to-peer programme in their offer.

According to the responsible of teacher trainings, the main topics addressed during their training programmes are:

- Mentoring;

- Communication skills;

- Distance learning;

- Digitalisation, use of digital tools;

- Counselling.

According to the teacher training centres, the level of satisfaction of teachers participating in these programmes is quite high. Many teachers, especially those at the beginning of their career, participate in these programmes and they came mostly from Primary School. On average, the age of teachers is between 36-47 years old.

Regarding the main challenges for teachers, the following challenges were listed:

- "*Communication, documentation, innovative working tools.*"

- "*Continuously innovation of methodologies and being able to use them in different contexts.*"

Teachers need an on-going training and support, especially during their first phase of career. Moreover, they need to work in groups, by experimenting with creative learning methods. Teachers training centres offer to teachers' different courses, mainly advanced training courses, IT certifications, updating courses. All participants believe that an ongoing training for teachers is very important.

The skills to be a trainer are:

- "*Different years of experience.*"

- "*Empathy, ability to manage interpersonal dynamics, creativity and a good professional background.*"

- "*Professionalism.*"

Regarding **GREECE**, of the 5 responsible of teachers training who answered the questionnaire, 4 are aged 47-56 and 1 belongs to the 36 to 46 range. Three of them have more than 21 years of experience, one of them between 16 and 20 and one of them less than 4. In some cases, the programmes offered by teacher training centres were compulsory, while in other cases they were non-compulsory and their aim was to deal with need faced by a certain group of teachers. They were attended by 12-40 teachers mostly from Primary Schools, whose age ranged from 36 to 56. They lasted from 3 hours to 4 months and the degree of satisfaction by the participants was high. The basic training needs of teachers that were

recorded in the questionnaire **include relations management within the school framework, frequent professional training through well-structured programmes which will fulfil their needs**. They also expressed the **need to be trained on the appropriate use of technology, new teaching approaches, establishing communities of practice, dealing with disruptive behaviour**, and the need of the provision of proper teaching equipment at school that will satisfy their needs and the need to have depositories of open learning resources. The training programmes offered concern the main subjects or instruction on the implementation of ICT in the educational practice and are considered as being of very good quality. Admittedly, lifelong learning was of utmost importance to the teachers. The skills that are required for someone to become a teacher trainer are:

- Communication skills;

- The extensive knowledge of the school subjects, as well as the knowledge of the actual conditions of the teaching situation;

- The ability to transfer knowledge, the eagerness of the trainers and the high formal qualifications;

- The familiarity with the principles of adult education and the relevant certification.

The training programmes can become more appealing to the teachers if they are well structured, have clear and attainable goals, and address the teachers' needs. The teachers have also expressed their preference to experiential learning which will be delivered through of blended learning.

In **GERMANY**, the studies for teacher training take about 5 years. The traineeship lasts 18 months. The trainee teachers (RuR) and teachers in training (LiA) are supervised and accompanied in their teaching practice by one mentor at each of their two different training schools. The training in the school comprises 12 hours per week: teaching under supervision, independent teaching and targeted observation. At the beginning of the training, the trainee teachers first observe the lessons of subject teachers in their two subjects. Afterwards, **they teach up to ten**

hours of independent lessons; **two hours remain for observation or training lessons together with a subject teacher**.

The tasks of the mentors are to accompany the trainee teachers individually in one subject. They support them in finding their way into the professional role as a teacher and are advisors "on site" in the development of professional routines.

The mentors carry out prepared and reflected classroom visits and help to promote competence in all practical school matters, i.e. in all teaching, pedagogical and organisational matters. In addition, training coordinators are available to supervise trainee teachers. They are the contact persons for the RuR and LiA when it comes to teaching assignments or information concerning the school as a whole, or to coordinate training between the school and the LIS. The training coordinator provides the RuR at their training school with an internal school training plan and, in addition, with an information booklet at our school, in which a lot of information about everyday school life and teaching can be found for the start.

The theoretical training (with two specialist seminars depending on the subject) and one main seminar (educational science) takes place at the Landesinstitut für Schule (LIS). In addition to the theoretical training by the instructors of the LIS and the mentors, there are regular classroom observations and feedback discussions. In addition, **after 9-12 months, the head teacher of the training school invites the LIS trainers, the mentors and the head teacher to a feedback and perspective meeting**.

A **peer-to-peer programme at our school includes job shadowing** and, during teacher training, when student teachers visit each other and exchange information, also recommended by the LIS (teachers' trainee centre) as group job shadowing. They start teaching on their own - 10 hours independently and two being observed and supported by a teacher.

Regarding the biggest challenges, the teachers may face, teachers' trainers claim:

> *Time factor: many things that have to be done at the same time and adapt to constantly changing situation;*

> *Work-life balance: to combine work (at school, preparation of classes, follow-up) and family;*

Large class size (up to 30 students): especially in narrow spaces;

Students evaluation at the beginning of teaching;

Collegial exchange as main support;

Education and training with Ragale to classroom management;

Preparation and delivery of inclusive group lessons.

With regard to the mentoring skills, according to teachers' trainers they can be divided as follow:

Foresight;

Technical support;

Organisational skills;

Communication skills.

VI. Interviews' results

In order to collect qualitative data for our research, partners of LOOP coalitions – Casa do Professor, CESIE, and ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON – carried out interviews in the context of LOOP Landscape. Interviews consist of a more flexible instrument characterised by several key questions that help us to define the areas to be explored, but also allow the interviewer or interviewee to diverge in order to pursue an idea or response in more detail.

Each partner carried out 20 interviews with teachers, school leaders and teacher training centres. The duration of each interviews was about 60 minutes. Interviewees were selected by partners through their personal contact list or through an open call on their official website and social media.

Partners ensured a homogeneous conduct of the interviews, following the same pattern and the same questions, previously created and shared in a template by CESIE.

The interview started with a brief explanation of the LOOP project and the description of the purpose of the interview and how the results will be analysed and reported. Following this first initial phase, there was an introduction on what mentoring and induction programme is.

ITALY: 5 persons participated in the CESIE interviews, including teachers – at the beginning of their career or experienced teachers – and teacher trainers. Of the teachers interviewed, two are at the beginning of their career, and they are temporary teachers. Both of them started few months ago and have no experience of mentoring and induction programmes because they were not involved in these programmes at the beginning of her career. To the question "**What is your opinion about these programmes?**" they both replied that they consider these programmes to be fundamental for their professional development and in general very useful for teachers at the beginning of their career. To the question "**What do**

you think that being a mentor means?" they replied that being a mentor means to be an indispensable guide for the correct and all-encompassing conduct of teaching activities and a point of reference for teachers; for these reasons it must necessarily be a very well prepared and experienced person. To the question "**In your opinion, what are the main needs of the teachers?**" they replied that teachers have many needs nowadays: from the size of classrooms – sometimes teachers have classes of up to thirty pupils, so it is impossible to follow them all – to updated teaching materials and new digital resources. More importance should be given to the role of the teacher, because they are going to form the future consciences and young generations. The main challenge at the beginning of their career was to establish a relationship of trust with students and the class management for both and they would have liked to have had more support in this. Regarding the last question "**What do you like about being a mentor?**" they replied: "*As soon as I have the necessary experience and skills to be a mentor, I would like to be able to support new teachers, so that I can offer them the help that I have very often lacked. I would rely on my own experience and what I would need to be able to offer it to others*".

Two more teachers were involved in the interview: this time there are experienced teachers because they have more than 15 years of experience in the field. To the first question "**Years in managing functions?**" one of the teachers involved replied: "*I am a professor of a VET school. I have been a permanent teacher for 6 years, but I have been a temporary teacher for many years, almost 30 years. Now I have been teaching high school for 15 years, but I started with a primary school and then a secondary school. Now I am also in charge of the night school department in my school*" and "*I am a permanent teacher for 3 years but I have been a temporary teacher for so many years, almost 15 years*". To the second question "**What kind of experiences have you had of mentoring and induction programmes?**" one of the interviewed replied: "*At the beginning of my career I did not do mentoring, I have never been supported by a mentor. This is because I was a temporary teacher; when I became a permanent teacher, the school proposed me to do the mentoring programme, but I refused, because I already had a lot of knowledge, having been a temporary teacher for so many years. I know that there is a probationary year in which teachers are tutored by a mentor; at the end of this probationary year, a report is presented at the Ministry of Education. The mentors*

chosen for this activity are teachers/mentors from within the school, experienced teachers who tutor the new teachers. There are specific criteria that have to be fulfilled in order to be a mentor: for example, mentors are chosen according to their subject expertise or years of teaching".

Their opinion about these programmes are positive: if a mentoring programme is well structured it can be useful; otherwise not. It is important that these programmes offer new learning opportunities for teachers, new techniques, very often - from the outside - they always look the same to teachers. And above all it is important that they really get to the start of the teachers' careers, whether they are temporary or not. Moreover, they think that the probationary years should be tailor-made, because not all the teachers have the same needs. Finally, they think that each teacher should attend at least one of these programmes, even when he/she is an experienced teacher, because an on-going training is always a good idea. To the question "**What do you think that being a mentor means?**" they replied: "*In my opinion, being a mentor means total availability for new teachers. A mentor must help you and support you every step of the way, especially at the beginning of your career. Empathy is a very important characteristic for the mentor: it is the same relationship as the teacher-pupil relationship. There must be mutual respect between teachers, even if one has much more experience than the other. Obviously, experience is necessary and also a fair amount of confidence: the mentor has to give you security. I think there should be an update for mentors as well. Some qualities - such as empathy, communication skills, confidence - are certainly innate, but others are learned through experience, study and training: that is why it is important that mentors are also trained to perform their role as mentors in the best possible way.*"

To the question: "**In your opinion, what are the main needs of the teachers?**" they replied: "*The needs of teachers are many and have increased, especially in the last year of distance learning. After observing my colleagues, I can say that the role of the teacher is becoming a "burden". Nowadays, it is essential to have psychological support: there is a general tiredness that is not only due to distance learning. The children have become unmanageable, the gap between teacher and pupil is getting bigger every day. Students are experiencing discomfort and all these negative feelings have repercussions on the teachers. There is a lack of psychological support for teachers, which I think should be compulsory*" and "*Psychological*

support and valid training courses. Very often the courses offered by teachers training centres are always the same and always very repetitive, they are all about developing digital skills. All these courses are not attractive at all: we are almost always the same teachers doing them, and often they are attended by teachers because these courses are compulsory for them. They are not stimulating. I would like to do a course on dramaturgy, theatre applied to teaching. I've read books about it but I'd like to know more".

The interview revealed that – both of the teachers started as temporary teachers, at the beginning of their careers, were not supported by a tutor. They started very young and were catapulted into a completely new situation for them. The most difficult thing was to establish a relationship of trust and respect with the students: for these and other aspects, tutoring is fundamental. First of all, for teachers, who might feel inadequate, but also and above all for students, who have to be managed by people who do not have great expertise. There is too much theory and not enough practice at the University, having a bachelor's or master's degree is not enough. One of the teachers is now responsible for an entire department: to the question "**What support services could you offer to teachers?**" she replied: "*In some way I already offer support to my colleagues, because I am a manager. They know that if they have any problems within the night school department in management or programmeming, they can ask me for help. I like everything that enriches me and makes me grow personally and professionally. I like to guide people. I coordinate the night school department; I feel like a tutor for all the professors who work at the night school department. I manage the entire path of the teachers. For every need the teachers turn to me; especially for newcomers*" and regarding the main characteristics a mentor should have she said: empathy, experience, and communication skills.

Finally, the last person involved in the interview was a teacher trainer: she has been a mentor for trainees for 9 months. She gave support with bureaucratical issues, in their daily work, in their job. During this period, she trained on both the content and the activities to be carried out, and the new teaching methods – especially students with special needs – as well as support for teachers who had to implement these activities with students.

To the question "**What is your opinion about these programmes?**" she replied: "*Support (I would say "peer-to-peer" among colleagues) should be fundamental and constant. I suppose that in this pandemic period there have been many new disoriented teachers. The dialogue with other teachers is always an added value. It is important that teachers are prepared to manage a class of students. If I have little experience as a teacher, only a mentor can help me. With regard to the content: I would take care of the psychological, emotional, and communicative aspects. Active listening and communication skills are also crucial*". Having a structured mentoring and induction programme is very important: when teachers participate in training activities, we realise that they participate with pleasure. In these moments, you realise the needs they have, and how the continuous updating on new topics is crucial for them. They need continuous training and they are aware of the importance of an on-going training. Unfortunately, sometimes they do not have too much time to participate. To the question "**In your opinion, what are the main needs of the teachers?**" she replied: "*Definitely teachers must be trained at digital level: I think that at national level there is a need for digitalisation, we are very much behind other European countries. The whole school system needs to be updated on teaching methods. Finally, training on interculturality would be useful, especially for those who work in schools attended by many students with a migrant background*". Finally, to the question "*What do you like about being a mentor?*" she replied: "*I like to be a guide, a support for others, to be the reference point. I like being able to lend a hand and be of help to others, because I had the same problems at the beginning of my career. In my work, I look back at the beginning of my experience and try to understand what I missed and what I could have used, and I try to propose to other*".

PORTUGAL: 5 people have been involved in the interviews: 3 of them were teachers while the other 2 people were teacher trainers. Teachers have different experiences: one of them have more than 30 years of teaching experience, another teacher has 11 years of experience, and the last one has only 2 years of experience, so at the beginning of the career. They are all very positive about the effectiveness of the mentoring and induction programmes: they replied that this kind of programmes should be applied to all teachers, in each stage of their career, and that they seem to be programmes of great pedagogical interest. The richness of

the learning experience is often the result of shared experience and cultural exchanges duing the implementation of those programmes. Furthermore, the interview revealed that a structured mentoring programme is a win-win situation: the younger teacher is supported by a more experienced one so that he/she can overcome his/her difficulties. In turn, the more experienced teachers develop professionally as a supervisor. The continuous training of teachers is fundamental so that the educational process can constantly improve, becoming more effective and efficient.

To the question "**What do you think that being a mentor means?**" they replied that a mentor is a person with leadership qualities and experience in a specific subject, someone with a huge emotional intelligence, who can easily relate to their peers. A mentor should be able to motivate and support emotionally, so as not to let discouragement take over from colleagues in weaker situations. He or she should be able to provide guidance for the basic functions of daily life in a school, as well as being able to observe the practice of colleagues in a critical, non-judgemental, but counselling way. To the question about the years of experience a mentor should have, one of the people involved in the interview replied: "*In my opinion, length of service is not a mandatory requirement to be a good mentor, however, accumulated experience can obviously be an added value*".

To the question "**In your opinion, what are the main needs of the teachers?**" they replied: "*Their updating, taking into account changes in the education system, resulting from constant social, economic and political transformations. I consider as priorities training actions that focus on: the promotion of academic success of all students; the well-being of students and teachers; the continuous changes in the curriculum*" and "*In addition to continuous training, teachers should have the opportunity to participate in projects which bring them into permanent contact with other teachers, mainly of their own area, so that they can develop new and innovative learning opportunities for their student*". Regarding the main needs of teachers, a teacher trainer involved in the interview added "*In my opinion, in-service teacher training at the moment plays an absolutely important role. It fulfils its social function, in the first instance by providing specific support for pedagogical action. At the same time, it appears as a way to refresh pedagogical practices and initial training. In this sense, as a long-life learning strategy, it is an important mean of complementing initial*

university training and pedagogical practice experiences, with the reflexive act on these and the consequent change being the culmination of the process". The interview revealed that, during their induction phase, teacher trainers had a lot of "informal" support that helped them and constantly led them to reflect and structure steps. The creation of support structures close to the early career teacher is fundamental in all dimensions of pedagogical action. One of the biggest investments to be made in education could be mentoring processes in primary school, especially at this stage.

Regarding the challenges faced by teachers at the beginning of their career, the interview revealed that during the first years of a career, no matter how good the teacher's preparation is, there is always the so-called "shock with reality". Experienced teachers remember that they also had difficulty matching the lessons they prepared with the classes they taught, managing the curriculum and creating the necessary emotional distance with the students. They also felt insecurity about methods, fear of effectiveness and uncertainty about efficiency. Finally, they would have needed a support and administrative guidance for the first years and pedagogical support for teachers with special needs students.

To the question "**In your opinion, what are the main characteristics a mentor should have?**" they replied: "*The mentor must be someone who inspires confidence, who conveys security and above all who is seen as a friend who does not impose concepts but helps and reinforces the steps of his or her mentors*" and "*Leadership, organisation, responsibility, problem-solving skills, pro-activity*" and "*The ability to handle conflicts diplomatically and the wisdom to always find appreciation for the strengths of those who feel discouraged in the leadership process*".

In addition to the three professors, two teacher trainers also took part in the interview. One of them has been in coordination management for 5 years and Director of Training Centre for 2 years. The experience in mentoring he has is related with the guidance of 1st cycle internships, with the support of the University of Minho. Notwithstanding this role, as coordinator he guides the recently graduated who start their professional experience. For both of them, the professional induction phase is fundamental, in the creation of models, of support structures, in the guidance and even in a multidimensional projection in the long

term. The induction phase should be attended by teachers who are beginning their careers: they should be given free and intensive courses. As for content, as for learning good practices. The resources and opportunities given to a mentor should arise according to a structured and constantly evaluated intervention plan. In this sense, procedural adaptations may/should naturally occur. However, the concept of opportunity arises right from the start in connection with the holistic planning that takes place. To the question "**What do you think that being a mentor means?**" they replied "*A mentor, in my perspective, can be seen as a reference figure who is a pillar in the process of management and implementation of the different facets of school life. He or she should be a positive role model who acts in a planned and purposeful way*" and "*He or she should be someone with specific competence in the area, should have good leadership and communication skills*".

To the question "**What do you like about being a mentor?**" they replied "*Above all, organisation and the capacity for holistic planning, to know how to establish and organise in a structured way a goal-oriented intervention plan. All this combined with sharing and permanent reflection-action could be the fundamental*".

GREECE: also for Greece, 5 people participated in the interviews, among them: teachers, teacher trainers, school leaders and mentors.

All the people involved in the interview have a lot of experiences, as teachers or as teacher trainers: there is a primary school teacher with a PhD in distance learning and 7-year experience in mentoring and teacher training programmes with experience in training Seminars of the University of Crete; a mentor in Induction Training Programmes, programmes of the Institute of Educational Policy, Mentor for university students of the department of Philosophy; a teacher training officer who has a 13-year experience in managing functions (four years as deputy headmistress, 6 years as a headmistress and 2,5 years as an Educational Project Coordinator); a teacher who has been coordinating mentoring for 4 years in an Experimental Middle School (now Model School). The latter has attended introductory training as a trainee at the beginning of his educational career; finally, a headmaster with 9 years of experience who has no experience in induction training programmes, but as a school leader, his role is to advise and guide his

colleagues, especially those unexperienced, by explaining them how the main functions of the school and what the expectations of the school are.

To the question "**What is your opinion about this programme?**" they replied that these courses can be attended by active teachers of different subject domains and all levels who are interested in applying for a position as an education executive (school principals, educational coordinators, education directors, etc.) or who or have already held such a position and university recently graduated who wish to pursue the profession of the teacher and who want to utilize the Advanced Internet Learning Technologies at School. Participant teachers recognize the importance of training in their career and lifelong learning.

Moreover, a programme of this kind has to be structured and well organized and it should address various issues. An induction programme should not only be theoretical, but involve a kind of practice as well. Such programmes should be centrally organized and supervised by the Ministry of Education and the Institute of Educational Policy (IEP) and must be compulsory for Headmasters and for teachers wishing to become mentors. Unfortunately, such programmes are not always successful, mainly because they are not structured and well organized. They are mostly fragmentary and organised by the School Advisors. According to the interviewees, there are two categories of people needing them: firstly, newly appointed teachers and substitute teachers, and secondly, teachers that already have experience in teaching. Taking into consideration what should be the main issues dealing in these programmes, the interviewees:

Use of ICT in teaching, especially for the development of students' creativity and critical thinking;

Principles and methodology of Distance Learning Programmes (Use of interactive collaboration environment, Utilization of e-learning management system platform, Educational Material based on the Distance's Education method, an active participation in teleconferences with emphasis on collaborative research and building knowledge);

Issues concerning the teaching methodology;

They should have a duration of at least 40-50 hours and there must be continuous updates on the subjects that teachers will teach for those that do not have a

teaching experience, updates concerning the curricula or regarding recent developments. Teachers also need to learn about updates on the technological teaching equipment and the new approaches in teaching methodology.

Having a structured mentoring and induction programme is essential and very important. Teachers at the beginning of their career need support in teaching methodologies, usage of ICT tools, guidelines in communication with parents, knowledge of legal duties and the structure of the curriculum. Teachers need to learn the theory on how the school functions and how to create effective lessons, but they also have to observe the teaching practice to see the difficulties and how to deal with them.

To the question "**What do you think that being a mentor means?**" they replied "*Mentor means that is supporter. A mentor relies on his/her pedagogical background, and as experienced teacher, he/she tries to provide examples of good practices. Training courses are also an opportunity for mentors' professional development, as they have to adapt the theoretical framework to meet the participants' needs*" and "*Mentor is someone who gives guidance, motivation, emotional support, sets goals, develops contacts, and identifies resources of good practices in teaching and learning*" and "*With the whole process of mentoring, the mentor does not only trains but also gets trained himself. He faces his teaching into a new perspective, more critically and thoughtfully, discusses whether he or she can apply new and alternative methods and redefines his or her assumptions about teaching. Through constant interactions, a new concept about teaching, a new culture for the school is constructed. Mentoring is an evolutionary process of negotiating and transforming a teacher's identity*".

In order to be a mentor, a teacher should be experienced, supportive, and facilitating. He or she should also have a lot of opportunities to attend training programmes, because good communication and cooperation skills are essential in the role of the mentor, and therefore, they should be developed. In addition, they need to be familiar with new techniques to support the colleagues, and to empathise with them. It's a complex and multi-layered role. In Greece there is no any actual schools for educators, merely seminars or a few courses that they need to pass in order to be given the so-called "Teaching Efficiency Certificate", as it used to be the case of the School of Pedagogical and Technical Education (SPETE).

To the question "**In your opinion, what are the main needs of the teachers?**" they replied that teachers' needs are related to personalised education: this means that if a teacher works in a special education school he/she needs support on how to provide a social and emotional learning environment to students with special needs; if a teacher works in a High School, he/she needs support on how to provide students with successful methodologies of university exams. In general, the interviewees think that the needs of the teachers depend on the needs of their school environments, especially of the students. It also depends on the historical period in which teachers find themselves working: at present, what teachers need the most is training on distance learning. How to teach remotely is something absolutely new for teachers and they need to learn how to use technology so as to be able to support students in both synchronous and asynchronous education. Teachers need to adapt their pre-existing knowledge to suit the current needs, and to update their teaching methodology. It is also essential that they learn how to use the digital tools, the internet, e-books and other web tools in a beneficial way in order to use them in everyday life and educational practice.

Regarding the characteristics a mentor should have, it is revealed that, a mentor should have "*the willingness to support and inspire teachers, advanced qualifications and experience in group coordination, training of colleagues, knowledge of principles in adult education, and communication skills*" and "*Management and leadership skills, and he/she needs to be a good listener*". Moreover, the mentor should adapt himself/herself to new situations and develop himself or herself as a teacher.

The interviews revealed that the main things participants like about being a mentor is the feeling of the recognition of the support, contributing to the professional development of teachers. The mentor involved in the interview said that the cooperation developed with some of the teachers is the best thing about being a mentor.

GERMANY: In Bremerhaven (Germany), a total of 9 people took part in the interviews. Among them are 5 teachers from various schools who currently support young teachers as mentors, 3 school headmasters and 1 person who works in the field of teacher training. Of the mentors, only one person is currently also in a

leadership role at the school. The interviewed headmasters have between 2 and 10 years of professional experience. When asked "**What kind of experiences have you had of mentoring and induction programmes?**" the mentors answered that there are no systematic and structured mentoring programmes at the schools so far. Rather, each mentor has his or her own individual programme, in which he or she sets his or her own priorities. The federal training centre for teachers or "Referendare" (2nd phase of teacher training) offers a short training for teacher, who would like to became a mentor. But this training is only an offer and no obligation. The colleague from the local teacher training centre (further trainings for teachers who already passed their exams and who already work at schools) points out that there are currently no plans to offer a corresponding programme for all schools in Bremerhaven.

Despite the fact that there are currently no structured mentoring programmes, all interview partners consider it very important to develop such programmes ("**What is your opinion about these programmes?**"). It would be great if some kind of supervision were also included in such kind of programme. To the question "**What do you think that being a mentor means?**", the respondents answered very similarly: On the one hand, mentors are advisors for many everyday questions at school (example: organisational questions), but on the other hand, they are also something like "critical friends". From the point of view of the school headmasters, too, the main aim should be to support the newcomers with everyday issues at their new school. Those who start immediately after their traineeship with a full position (that is up to 28 teaching hours per week) can quickly feel overwhelmed. To the question "**In your opinion, what are the main needs of the teachers?**" the mentors' answers were rather different. In addition to the aspect of support in everyday matters, it was also pointed out, for example, that it is a matter of ensuring a good "work-life balance". If you work as a teacher, you can basically spend seven days a week thinking about teaching and preparing good lessons for your students. Especially for those starting out in the profession, it is particularly important to achieve a good balance here so as not to be overwhelmed too quickly and to have joy and fun for a long time. In response to the question "**In your opinion, what are the main characteristics a mentor should have?**", the mentors answered very similarly: the desire and willingness to support and advise another person is important. Anyone who wants to do that needs a lot of empathy. One

head teacher emphasised that a good in-service training is needed for this. It makes a difference whether you are a teacher teaching your pupils or whether you are supporting adults.

VII.   Focus Groups' Results

The qualitative research carried out by the LOOP project partnership included a focus group in each country. The focus groups were composed by 5 participants, chosen among teachers, school leaders (headmasters), representatives of teacher training centres which have experiences or work with induction and mentoring programmes, for a total of 20 participants among the partnership. The main aim was to collect responses and opinions from a small group of people and to reflect on mentoring and induction programmes and what could be improved. The key difference between one-to-one interviews and focus-group discussions is that the latter is far more appropriate for the generation of new ideas formed within a social context. In contrast, one-to-one interviews ought to probe individual experiences, encouraging self-reflection on issues that could be distorted if social pressure were placed on the individual.

Here below, the main findings of the focus group carried out by Italy, Portugal and Greece:

ITALY: participants in the focus group were 4 teachers and the headmaster of the VET school Pietro Piazza from Palermo. One of the teachers also acted as a mentor for younger colleagues during his career. Unfortunately, all the teachers share a long period of precariousness in their teaching experience, which led them to be temporary teachers for several years - in some cases even 20 years of precariousness.

The focus group showed that all participants have positive consideration of mentoring and induction programmes: a teacher said that, as a mentor, she has learnt many new things and she sees these programmes as opportunities and not just as responsibilities and commitments.

The headmaster participating in the focus group says that he has a mentoring experience as a school leader with a newly appointed school leader. It was more

complicated and challenging than just tutoring, because it was a relationship between equals. He says he transferred all his experience. Finally, a teacher said she has been involved in a mentoring programme at the first stage of her career and she says it was a valuable experience of mutual trust.

Unfortunately, all participants agree on the fact that very often these programmes are implemented too late, after many years as a temporary teacher, when you have to learn on your own. Instead, all participants agree that having a mentoring programme at the beginning of the career is fundamental.

According to the participants, being a mentor means to guide others, to be a support and a point of reference. The relationship mentor-mentee should be a peer-to-peer relationship, because even if the teachers don't have the necessary skills, the mentor must be respectful and he/she can also learn new things from this relationship.

Also the ongoing training is fundamental for teachers. Participants say that there are a lot of training sessions in schools, and all the teachers involved participate with great enthusiasm. Training are offered to teachers according to their needs: at the beginning of the pandemic, for instance, there were a lot of training on digitalisation and distance learning. All teachers have responded very positively to training offers from the school.

Regarding the needs of teachers, very often they suffered the lack of time. All participants agree on the fact that teachers need more non-teaching hours so that they can dedicate that time to training themselves. Moreover, there is a need for society to recognise the role of the teacher, which is sometimes undervalued, especially this year. This role continues to be unrecognised and undervalued. Other needs that emerged during the discussion are: alleviate too much bureaucracy, and the need of rethinking the post-Covid school together with the students: it is important to involve them more in participatory processes. Some teachers, at the end of the year, have the habit of carrying out a survey within the classroom to find out what their critical issues are and try to overcome them – as a self-assessment test to improve their criticalities.

At the beginning of their career, teachers faced different challenges: from the teaching methodologies to the class management, and, above all, the filling work. In this case, mentoring would certainly be the best way to start a teaching career.

Finally, regarding the main characteristics a mentor should have, the focus group showed that a mentor should maintain a peer-to-peer relationship, be patience, have experience and training. Characteristics that can then be refined and improved, such as listening and welcoming.

PORTUGAL: the focus group carried out by Portugal was composed by professors, teacher trainers, and school leaders. Participants in the focus group have many years of experience – up to 30 years of experience in the field. Regarding their experience in mentoring and induction programmes: two teachers claimed that they don't have any experience of mentoring; one of the teachers involved gave the example of the Pevidém School Grouping, which has very well-structured peer mentoring projects. The Training Centre provided training on mentoring, but always from the point of view of the teachers supporting the students or the students supporting the students.

One of the teachers involved considers that teachers in initial training are not being prepared to deal with praxis in the classroom. If the trainee had a class assigned to him, he could have closer and more functional contact with the whole school life. They would also have the possibility of direct contact with the parents, with the directorates, with the coordinator of the class leaders, so it would be a very enriching process. Very often, the trainee does not have an effective functional relation with the school and does not have contact with certain situations, for example with the process of student evaluation. In this sense, according to the teacher, trainees must have an assigned class. The teacher stated that despite all the academic studies, teachers in training need to be prepared for the school context, not only to be in the classroom, but to be in the school space. Adults are an example for the students. They have had contact with theory in terms of pedagogy, but lack the practice, which is so important, as classes are increasingly multicultural and multilingual.

According to teachers, a mentor should be rational and thoughtful, responsible, communicative, with adequate scientific and professional knowledge. Knowing that the teaching career has been extended for more years (to at least 66, 67 years), teachers could use these years to perform function of peer mentor.

Having a structured mentoring programmes is essential: teachers believed that there should be a recovery of old and more effective models of apprenticeship, in which the teacher in initial training had the opportunity not only to see classes of other teachers, but also to have an assigned class so that he/she could practice what he/she had learned in theoretically. Teachers gave the example of UTAD traineeship, where a teacher in initial training has to give more than 50 observable lessons per year. The trainee teacher does give lessons, but in a perfectly controlled environment, and this situation is very conditioning. What they find extraordinary is that the teacher who accompanies the traineeship is more often observed than the trainee teacher. Regarding the induction programme, in Portugal there are the so-called Probationary Period for teachers who have less than 5 years of service time. The system measures the capacity of the teacher who intends to enter the career, it incorporates the internal evaluation of teaching performance, which is very specific, and an external evaluation. If you do not achieve a grade of at least "good", you have to repeat it.

GREECE: the focus group carried out by Greece was composed by two Educational Project Coordinators, one headmaster, a Secondary Education Teacher of Informatics, a Secondary Education Teacher of Greek Language, and a Secondary Education Teacher of English. In the course of the focus group a distinction was made between mentoring (inductive in-service teacher support), teacher training in general and pre-service teachers' (mostly university students) training. An attempt was made to clarify the concept of mentoring (introductory support) in contrast to the concept of teacher training. The discussion highlighted the lack of a clear and functional institutional framework regarding teacher support programmes. The role of the school unit was considered essential for the success of the Mentoring and teacher training programmes. It was reported that there had been efforts to institutionalise and implement such programmes but they were either abandoned or diminished for various reasons.

The focus group revealed that a key feature of a mentoring programme is the monitoring and support of the teacher in his workplace by someone who is his/her mentor. As a general principle, mentoring should have a specific duration and systematic monitoring. Goals should be set jointly and the mentor should monitor the teacher's achievements. An example of mentoring process that took place in the 1st Experimental Middle School of Athens is the training of the teachers in the use of the Moodle platform by the school ICT teacher. Every year the new school teachers (experienced or inexperienced) are also trained in the use of the platform.

Nowadays, in Greece, there is no active, operating framework for mentoring programmes for newly appointed teachers. However, three examples of institutional programmes were mentioned, which are either mentoring programmes or simulate mentoring programmes:

1. An inactive state law (2010), which provides a mentor per school, or per group of neighbouring schools, and describes the mentor's profile (his/her qualifications, etc). According to this law, a mentor should cooperate with the school principal and the teachers' counsellor, in order to guide the newly appointed teacher. As pre-mentioned, this law has never been implemented.

2. In the past, there was a training programme for the newly appointed educators, which has been inactive in recent years: the recruitment of new educators into the public education system has been ceased, due to the economic crisis in Greece. A short description of that programme: newly appointed teachers had to attend introductory seminars, in the beginning of their first academic year and then, they had to teach their own classes at their designated schools without any guidance by an experienced educator. The new teachers had to attend a second phase of seminars, which included model classes on their subject and discussions with the person responsible for them, without any further attendance or feedback on their own work. A training programme of that type cannot support a strong cooperation between mentor and trainee. Furthermore, there is lack of assessment of the training programme itself and its results.

3. There is one active mentoring programme for university students. It consists of student guidance into schools, for a period of two to three months, depending on the programme. The student attends his/her mentor's classes daily and, towards the end of the programme, she/he teaches a class on a thematic that has

been chosen in cooperation with the mentor. The mentor has to fill in attendance and evaluation forms, conduct reflective conversations and write a final report on the students' progress. Programmes like these, do not allow the trainees to achieve real connection to the school/class because of the short duration of the practicum, which is only up to three months. This kind of programme, though, could be a true mentoring programme, if instead of university students, it was addressed to new teachers. Other forms of trainings and seminars which present good practices, teaching proposals, etc., were not considered as mentoring programmes by the participants in the Focus Group, because there are fragmental and do not include trainee guidance. On the whole, in Greece there is not an active institutional mentoring procedure for newly appointed educators.

According to the Focus Group Discussion, a mentor-trainee relationship is an apprenticeship, where an experienced person undertakes the task to guide an inexperienced teacher and introduce her/him to the world of education, or helps an experienced teacher to adjust to a different context or to implement possible changes she/he is called to make to her/his work. One of the mentor's tasks is to help the trainee manage the class: suggest the tone of voice she/he should use, for the students to enjoy attending the lesson, provide guidelines on how to handle a crisis in class, by discussing how a teacher should react during a moment of tension, point out ways to perceive students' different needs and to adjust her/his behaviour accordingly (i.e.: How do I behave when children are tired?), indicate the limits between students and teachers (i.e.: when am I or not allowed to make jokes?), make clear to the new colleague that assessment is not related to students' behaviour, (i.e. they should not try to discipline the students who misbehave by asking them to write a test). In addition, a mentor should guide the new teacher on how to relate with other colleagues and the school administration.

In brief: a mentor should transfer to the newcomer all her/his accumulated professional experience. A mentor can be an older colleague, not necessarily an institutionally appointed trainer. A mentor should not merely aim at the subject methodology skills of the trainee, but mainly at her/his deep understanding of the "social" life of the school. The need for this type of mentoring for new teachers was highlighted. It was mentioned that, to a large extent, there is total lack of support to the new teacher, even the simplest one, such as to be accompanied by an older colleague into the class the first day, who could introduce her/him to the

students and other colleagues, show her/him the school premises, etc. This fact contradicts with examples from other countries, where there are formal welcome procedures of newcomers, such as afternoon gatherings of all the school's teachers. Experienced teachers need less of this type of guidance and more guidance on new ways of teaching, such as new tools. But even an experienced educator may have to change schools. In this case she/he will also need someone to help her/ him adapt to the new reality, guide and inform her/him about the special conditions existing in the new school. Conclusively, an example of a complete mentoring programme in Greece is the university students' mentoring programme (see above, the third example). In this case, the students sign two or three-month-long contracts with the school and one of the school's teachers undertakes their guidance. During the focus group, the need for mentoring for new teachers who only have experience in non-formal private education (private coaching schools, tutoring, etc.) was also highlighted. Usually, they join the public educational system in an older age and tend to have a different perception of the role of the educator than the usual at public schools.

All participants agreed on the necessity of a framework which will define the characteristics that a mentor should have and the criteria for the selection of a person for the role of a mentor. Obviously, the criterion of the working experience is not enough. Also, neither the academic qualifications are good criteria for choosing a person to play the role of the mentor. A mentor, first of all, must be interested and caring, and of course she/he must have communication skills. It is not possible for someone to be able to guide the teachers in every aspect of the school life. It would be a good idea if there was some kind of division of mentoring responsibilities among the teachers of the school, according to their abilities. So that when new teachers come to school (newly appointed or experienced), a group of teachers undertakes to introduce them to the culture of the school.

Another characteristic that a mentor should have is the knowledge of the teacher's job in all of its complexity. He or she must be aware of the culture of the school and be able to intervene in issues that negatively affect the educational process. He/she must know the microcosm of teachers, students and parents of the school. It became clear from the discussion that the success of a mentoring programme depends on the mentor. And for this, the mentor should operate within a well-defined framework should be a supervising board, that will guide, train and

supervise the people who will play the role of mentor. The need for this defined framework is justified as follows: both the mentor and the trainee have undergone an informal apprenticeship of about 16 years as pupils or students. That is, a teacher has been observing this job for 12 years and has attended at least 10 professionals. This informal apprenticeship has led the teachers to form extremely solidly structured norms and beliefs about the teaching profession before they even enter the classroom as teachers. The framework should define precisely, among other things, what being a professional teacher means, what school life means, what specific activities must be implemented by the mentor and the trainee, what goals should be set for the process and how the process should be evaluated. The clarity of the goal setting helps the learner to know what needs to be achieved. An objection was expressed as to whether general and measurable goals can be set so that the achievement of the goals can be assessed and therefore evaluated. It was argued that specific goals are difficult to be set because this framework must take into account both the internal procedures and the specific needs of each school unit. The needs of an isolated school on an island are different from those of school like the Experimental Middle School in the centre of Athens. Obviously, classroom management needs in a primary school, a middle school, a high school or a vocational school are different. There has also been disagreement over the suitability of universities to take on the role of teacher trainer, especially in the area of relationship/organizational management and school life, but also, if there should be an institutionalized organization that will undertake the training of teachers or if this role will be taken over by an experienced teacher of the school.

The school also plays an important role in the success of a mentoring programme with its internal procedures and specific conditions. A prerequisite for the success of a mentoring programme is the culture of cooperation between teachers and the relationships of trust between those involved. As everyone pointed out, its absence is observed in Greece. For example, although the cooperation between teachers of the same subject matter in the same school is institutionalized and mandatory, usually it does not take place. Therefore, the attempt to implement mentoring programmes without cultivating a culture of cooperation first, will probably not have positive results.

During the focus group, it was pointed out that the role of the school Headmaster – as a potential mentor – is crucial, because he or she should be able to diagnose, for example, that the tension caused at school by a particular teacher or class may be the consequence of the teacher's weakness. Therefore, the headmaster has to decide that the support in matters of acclimatization of the school is not enough and that the intervention of an expert is also needed.

Regarding the Experiences of participants when they themselves were newly appointed teachers, almost everyone referred to the need for help in managing the classroom. These are topics that are not easy to be taught, neither by the Educational Project Coordinator nor by studying. It is an everyday issue, which is not easily covered by training; it needs closer monitoring and guidance. They also referred to the need for the teacher to be able to understand the different needs and capabilities of students and to adapt her/his teaching practice accordingly.

Some peculiarities of Greece: there are schools in Greece, such as in small provincial towns and on isolated islands, where 90% of the teachers are substitutes and newly appointed. In this case there is an increased need for mentoring, but may be not possible to offer mentoring internally by the school teachers. In Greece schools are usually small, in contrast to the example of Germany where the schools are large and there are many teachers of the same subject matter, so one can undertake the mentoring of a teaching subject. In primary education, due to the fact that mainly teaches one class, a more experienced teacher could undertake the role of the mentor. In secondary education, where different subject matters, the guidance needs of all teachers are not the same. For example, in a school there is only one biologist for all classes. In this case, there can be no internal guidance programme for the subject of biology, because there is no other teacher of biology. The following scheme was proposed for the operation of a mentoring system: given the need for contact between the mentor and the mentee, it was proposed that the adjacent or nearby school units should form groups and create a joint mentoring group, not necessarily by educational administrators, but by experienced teachers. In these groups, the mentoring programme for the school group will be designed and implemented by the teachers of the school units. These teachers will meet and will get feedback. In this way the mentor is "supervised" as well.

Results- Qualitive Analysis with Atlas.ti software

A key question focusing on the mentoring and induction programmes are the results of **what are the characteristics of a mentor** provided by i) questionnaires filled by teachers at different career stages, school leaders teacher training who works or have experience in induction, mentor and mentoring programmes, ii) interviews and focus groups involving school leaders, mentors and teacher training officers.

The validation process followed the following steps:

1. Analysing theoretical framework and literacy of characteristics of a mentor in order to provided: i) codes; ii) group of codes in three categories.

2. Corresponding parts analysed with the following codes in Atlas.ti software (Figure 17).

Name	Grounded	Density
◇ Communication skills	8	
◇ Critical faculties	4	
◇ Empathy	5	
◇ Experience in different school...	2	
◇ Experience in teaching	5	
◇ Experience in the field/subjects	9	
◇ Experiences in collaborating	2	
◇ Expertise on developments in...	3	
◇ Knowledge of conflicts resolut...	5	
◇ Social-emotional skills	1	
◇ Soft skills	9	
◇ Willingness to dialogue and t...	2	

Figure 17 – Twelve categories of analysis.

The 12 codes grouped in three categories (Figure 18):

1. The mentor as a facilitator;

2. The trainer as a critical animator:

- should encourage students to reflect and exercise ideological-political critique;

- should encourage students not only to think, but also to engage in activities and actions to change the situation, since analysis and criticism alone are not enough;

- accepts the belief that the practice of adult education should be directed towards the realization of values but also structures of equality, democracy, secularism and acceptance of the other's diversity.

3. The mentor as a "learning consultant" the mentor should develop new skills and abilities:

- should increasingly take into account the individual needs of students;

- be familiar with all the tools, techniques and approaches of lifelong learning;

- make extensive use of educational technology.

Figure 18 – The 12 codes grouped in three categories.

Analysis

O Communication skills
   1 Groups:
   The mentor as a facilitator
   8 Quotations:
      1:1 ¶
         "Excellent communication skills,
      1:9

    listening to others
1:14
    "Willingness to dialogue and to listen to others"
1:15
    "Communicative"
1:34
    Communication skills
1:38
    communication skills
1:43
    Communication skills
1:47
    and he/she needs to be a good listener".

○ Critical faculties
  2 Groups:
  The mentor as a critical animator / The mentor as a facilitator
  4 Quotations:
    1:23
    critical faculties
    1:33
    selection of appropriate teaching methods and appropriate supportive teaching materials.
    1:37
    The ability to transfer knowledge, the eagerness of the trainers and the high formal qualifications
    1:48
    something like "critical friends".

○ Empathy
  1 Groups:
  The mentor as a facilitator
  5 Quotations:
    1:10
    empathy
    1:11 ¶
    Empathy and charm
    1:18
    empathy
    1:24
    empathy
    1:40
    Empathy

○ Experience in different school contexts
  2 **Groups:**
  The mentor as a "learning consultant" / The mentor as a critical animator
  2 Quotations:
    1:4
    Experience in different school contexts,
    1:8
    Experience in different schools located in different contexts,

○ Experience in teaching
  2 Groups:
  The mentor as a "learning consultant" / The mentor as a critical animator

5 Quotations:
    1:27
        experience in teaching
    1:36
        as well as the knowledge of the actual conditions of the teaching situation
    1:39
        "Different years of experience"
    1:49
        have experience and training.
    1:51
        with adequate scientific and professional knowledge.

○ Experience in the field/subjects
  2 **Groups:**
  The mentor as a "learning consultant" / The mentor as a critical animator
9 Quotations:
    1:3
        experience in the field"
    1:12
        Long professional experience, at least 20+ years of career"
    1:21
        very good subject knowledge in the subject of instruction
    1:22
        very good knowledge in the didactics of the subject
    1:28
        good knowledge of the objective,
    1:35
        he extensive knowledge of the school subjects
    1:39
        "Different years of experience"
    1:49
        have experience and training.
    1:51
        with adequate scientific and professional knowledge.

○ Experiences in collaborating
  1 Groups:
  The mentor as a facilitator
2 Quotations:
    1:7
        experiences in collaborating
    1:48
        something like "critical friends".
0 Codes

○ Expertise on developments in new frontiers of education
  2 Groups:
  The mentor as a "learning consultant" / The mentor as a critical animator
3 Quotations:
    1:5
        expertise on developments in new frontiers of education"
    1:17
        Proven experience in the field, excellent school results – not necessarily the
        students' good grades
    1:33

selection of appropriate teaching methods and appropriate supportive teaching materials.

0 Codes

○ Knowledge of conflicts resolution techniques"
1 Groups:
The mentor as a critical animator
5 Quotations:
1:6
Knowledge of conflicts resolution techniques"
1:32
classroom management/crisis management skills/know-how,
1:41
ability to manage interpersonal dynamics,
1:52
He/she must know the microcosm of teachers, students and parents of the school.
1:53
He or she must be aware of the culture of the school and be able to intervene in issues that negatively affect the educational process

○ Social-emotional skills
1 Groups:
The mentor as a facilitator
1 Quotations:
1:31
social-emotional skills,

○ Soft skills
1 Groups:
The mentor as a facilitator
9 Quotations:
1:2
soft skills
1:16
"Active, innovative, didactic, organized, available, leader"
1:19
his/her personal charisma (communication and cooperation skills, empathy, flexibility). Th
1:20
helpfulness, willingness, empathy, supportiveness, innovative, taking risks, creative, trust and discretion, skills, competences, team spirit, and collaboration.
1:23
critical faculties
1:25
"He/she needs to know how to manage conflicts"
1:42
Organisational skills
1:45
"Leadership, organisation, responsibility, problem-solving skills, pro-activity" and "The ability to handle conflicts diplomatically and the wisdom to always find appreciation for the strengths of those who feel discouraged in the leadership process".
1:46
"Management and leadership skills,

○ Willingness to dialogue and to listen to others
  1 Groups:
    The mentor as a facilitator
  2 Quotations:
    1:44
      availability for new teachers.
    1:50
      Characteristics that can then be refined and improved, such as listening and welcoming.

VIII.   Conclusions

LOOP Landscape is a research carried out by the partnership through questionnaires, interviews and focus groups was an important step to learn more and study closely the peculiarities and similarities of each Country. The research engaged the partners for several months, involving about 75 people per Country among teachers, school leaders and teacher training centres. The quantitative research was carried out by all partners throughout Google Form questionnaires: the questionnaire template was created by CESIE with contributions from all partners and then shared with the target group.

Countries participated in the research tried to find **teachers from different subject domains, working on different areas and having different academic background**, so as for the answers to be more representative. All the answers from the questionnaires and all the topics from the interviews and focus groups were answered and discussed. For the analysis of the report, we follow the main categories of the questionnaires – *the first introductory section, the needs analysis section for teachers, and the third section focusing on the mentoring and induction programmes* – but some other aspects were also emerged from the analysis of the data. For example, the new challenges that pandemic COVID-19 led to or the differences of mentoring programmes between public and private schools are some typical categories that emerged from the data (grounded theory methods). There were no methodological problems during the research, except from the fact that some participants wanted to have more options in some answers, instead of one. In general, the research followed the main aims of the LOOP Project and the comparative study tries to give some conclusions about:

      i.   The educational background of teachers;

      ii.   The teachers' needs and new challenges;

      iii.   The context of mentoring programmes and their importance;

iv.   The main barriers for designing mentoring programmes;

v.   The role and the characteristics of a good mentor.

The research revealed that there are many similarities between three countries of the partnership – Italy, Portugal and Greece – and differences with Germany, which also participated in the research.

According to the data derived from the first phase of the qualitative and quantitative research, it is worth mentioning some general conclusions about **the context of mentoring programmes in the countries participated in the research**. These conclusions from the comparative study are important, so as to better understand the needs of each country, the main challenges of educational systems, the profile of a good mentor and the context and the quality of mentoring programmes.

Three countries – Portugal, Italy and Greece – seem to have lots of similarities in the context of training and mentoring programmes, in the teaching staff and legislation for induction programmes, in teachers' needs and new challenges and in the definition of a good mentor. Germany seems to have more differences in the way the mentoring programmes work at this country, in the legislation of these programmes and the teachers' opinions about them. On the other side, there are some similarities to the countries above in the characteristics of a good mentor and the quality of mentoring programmes.

Firstly, one of the similarities between the countries – Italy, Portugal and Greece – is the weaknesses of the mentoring and induction programmes offered to newly appointed teachers by schools and that very often these programmes arrive late: this happens because the percentage of teachers who begin their careers as permanent teachers after many years of precariousness is very high (in Italy it happens that teachers become full professors even after 15/20 years of precariousness). This is an important point for reflection, because it was pointed out by the teachers that they were uneasy about starting their careers without the help of a mentor, especially in managing the classes and students' behaviour: in these countries it would be necessary to already have a mentoring programme, also for temporary teachers. On the other hand, in Germany, teachers do not have these years of precariousness behind them. Teacher training in Germany has a

long tradition and is different from that in other countries in many ways. Especially the training of trainee teachers has been adapted both to scientific and economic demands. The role of mentors at schools has undergone a change as well since the teacher trainees have had to become much more independent in their work: the challenge of a good mentor is to be there in case of emergency as well as to guide the trainee teachers in their professional development.

Secondly, the needs of teachers seem to be the same in all countries: lack of time outside school hours to devote to their training; lack of motivation; the size of classrooms, because teaching in classroom with lot of students makes the work for young teachers – without experience – more demanding; cooperation with the headmaster and other colleagues; new ICT tools which have to be part of the educational practice (especially in COVID and post-COVID era), students' special needs and the communication to parents. Most of the teachers remember the same challenges at the beginning of their career – namely time management and experiences in different pedagogical fields such as creating adequate material, (grading) tests, corrections etc. They also admit that they were happy when being supported by a more experienced teacher. Even in Germany, where teachers differentiated their answers by mentioning that they did not want any help, they actually mentioned that time management, administrative work with specific time deadlines and student-teacher/teacher-parents relationship belong to the main problems that a teacher has to face up.

It is important to stress that the needs of the teachers are strictly related to the needs of their school environments and the needs of the students: it means that if a teacher works in a special education school he/she needs support on how to provide a social and emotional learning environment to students with special needs; if a teacher works in a High School, he/she needs support on how to provide students with successful methodologies of university exams. And again, it depends from the services offered by the school, the curricula, the motivation of students, and so on. It is interesting to note that **the school drop-out and school failure were not mentioned by the participants** as challenges of educational systems, but many participants mentioned the lack of students' motivation as a main problem, which can lead students to school dropout. In addition, the traditional methods that teachers still use to the everyday practice, can lead students to school failure, while most teachers answered that one of their main challenges is

every student's special needs. As teachers feel anxiety and they cannot serve all students' needs and expectations, some students mat feel inappropriate in their school context. Socio-economical and educational inequalities were mentioned as the main teachers' challenges. **The previous distance learning courses increased this student gap**, and as the research hold on after the previous European lockdowns, the teachers have kept in mind their students' inequalities, the inclusion of some students and some teachers' disabilities to protect the educational procedure and learning.

Thirdly, the mentoring and induction programmes: all partner countries agree on the fact that these programmes are fundamental for all teachers, not only for teachers at the beginning of their careers but also for experienced teachers, as an example of on-going training. The targets groups that these programmes are available for is worth to be mentioned. In general, teachers with more experience have usually the opportunity to participate in training and mentoring programmes, either they are compulsory or not, but the availability of training programmes at teachers at the early stages of their career is still differentiated in each country. The teachers' need for training is not limited only to the level of teaching each subject. The teacher must have the appropriate skills/tools to keep up with new developments and upcoming changes in education. For example, during the pandemic, all teachers were suddenly forced to use digital tools to apply for their distance learning. This shows that new needs and shortages can also arise for experienced teachers and they need to be convinced of the necessity of any innovative tool attempted to be used in the classroom. It was pointed out that many teachers refused to use digital tools in their lessons, but due to the need to teach remotely, they were forced to use them. And this shows the difficulty that a trainer will face in convincing an experienced audience to change or introduce new ways of teaching. Guidance and training, even in the case of teachers with many years of experience, are necessary for the development of basic skills that will enable teachers to solve simple problems that they may encounter during the lesson and that are related to malfunctions of electronic devices in the classroom. A prerequisite for the success of a mentoring programme is the culture of cooperation between teachers and the relationships of trust between those involved: in Germany teachers are satisfied with working conditions, because they mainly collaborate to each other, they are motivated through this collaboration and

they gain benefits from experienced teachers. Form this point of view, it is worth mentioning that **this culture of collaboration and exchanging of new practices is the basis of a good mentoring programme**, so when this support exists, then teachers feel more confident to keep on with new challenges. As a result, Germany may have more differences among Portugal, Italy and Greece, but this is important, because we have shown two different paradigms.

- In the first paradigm (3 countries) the lack of mentoring programmes is related to teachers' opinions about these programmes and teachers' difficulties, and as e result their importance is really big.

- In the second paradigm (Germany) the existence of mentoring programmes shows us how they really work and what their impact are to the participants.

The school also plays an important role in the success of a mentoring programme with its internal procedures and specific conditions. Such programmes should not be limited to some form of lecture to a large audience, but should take into account the needs of the school unit – that can vary from school to school. Some educators may act as multipliers or carriers of good practice: a teacher should first be trained systematically and then come to the school to apply the knowledge gained gradually, with patience and perseverance, because mass trainings bring poor results.

The **context and characteristics of training and mentoring programmes** have similarities between countries. For example, the majority of teachers in all countries think that the training has to be in accordance to innovative digital tools, new teaching methodologies and best practices for teaching. The main context of such training programmes may be:

- Raising awareness on the use of digital tools such as interactive whiteboards/ Information about New Technologies/ Support to the use of digital technologies during teaching and learning;

- The development of human resources/ Teachers' motivation strategies/ Competencies Development;

- The sharing of implicit knowledge among teachers/ Peer support (class observation amongst all)/ Collaborative work/ Cooperation between colleagues;

- Best Practices among teachers at schools/ The transmission of the knowledge and experience of the qualified teachers of our school to the younger generations of colleagues/ The complexity of the educational environment/ Improving the ways of teaching with the using of new teaching methodologies/ Group planning and organization of educational activities and teaching;

- Distance mentoring/ In-school training in synchronous and asynchronous distance learning;

- Decrease in workload;

- Students' Learning Difficulties;

- Crisis Management;

- Interpersonal relationships among teachers/students/parents/ Developing Communication between teachers, students and openness to the school community;

- Collaboration with local community/organizations.

Therefore, these programmes have to be well organized, have specific duration and answer to teachers' real problems.

The **role and characteristics of a mentor** seem to be similar in all countries. The vast majority of teachers mentioned that a good mentor should:

- be collaborative, encourage team work, have communication and soft skills;

- give emotional support to teachers and be supportive in any difficulties in teacher daily work (helpfulness, willingness, empathy, supportiveness, innovative, taking risks, creative, trust and discretion, skills, competences, team spirit, and collaboration);

- propose practical solutions;

- promote new teaching techniques by sharing his/her own experience and knowledge;

- have academic knowledge/ background and proven experience in his/her field, leadership skills;

- give motivation.

These data are confirmed both by the questionnaires, interviews and focus groups. This is important because the participants have focused on mentoring programmes from different perspectives (*young teachers, more experienced teachers, school leaders, trainers, authorities responsible for training programmes*). So, it confirms the importance of such programmes, the context that the programmes should focus on and the characteristics of a good mentor. This objective view can lead us to serious conclusions about how we can design our next steps methods related to the mentoring programmes and fulfill our common vision on induction and mentoring programmes in Europe.

The need to increase European citizenship and facing new challenges were highlighted in the research, even it is not mentioned as a clear answer to the participants. Teachers answered that they want to share experiences with other colleagues, as the problems become more difficult and some of them are really new in the school environment. As most of the problems are common in some countries, a European network and online community learning networks can support teachers in their difficult work. Teacher training policies are also influenced by the societal challenges and that is the reason why mentoring and induction programmes have to be updated in order to face them. Lots of countries have, therefore, designed, compulsory mentoring and induction programmes, especially for teachers at the early stages of their careers.

As LOOP main aim is to contribute to the provision of early career opportunities for teachers in training and in new school contexts, the research is in accordance to this aims, because teachers at first years of their careers (but also the most experienced) mentioned that they need to participate in mentoring programmes at their initial stage of their career. On the other hand, teachers with more experience, although they may have participated in these programmes, they do emphasize on the importance of mentoring programmes.

Finally, the research showed that in all countries where it took place, **teachers would welcome a mentoring programme in their schools**; they would certainly have more free time outside school hours to devote to mentoring. It was interesting to learn in how far experienced teachers appreciate the chances of mentoring programmes as one possibility to not only support younger teachers/trainee

teachers **but also get feedback on their own teaching skills and to learn about latest didactic and social working methods**. The responsible agency/authority of training programmes in each country is also another issue derived from the data. In most countries the formal training programmes are usually organized by formal authorities like the Ministry of Education or a University, but there are also internal training programmes, organized by schools in order to help their teachers in educational practice. These programmes have an important dynamic role but there are not formally noted. School leaders from all countries evaluate positively the impact of mentoring, induction and training programmes on teachers, however they think that such programmes are usually not organized in their schools due to the lack of resources or the lack of willingness.

In conclusion, our findings prove that it is worth looking into existing programmes connected with teacher training not only from the trainers' point of view **but to get into contact with the teachers at school at different stages of their career** as not only the training of future teachers may profit from inter-staff procedures but the **quality of the lessons might improve** because of constant input both from younger and more experienced teachers.

The research put some light on the field of mentoring programmes in the countries participated to it. All the countries agree that as the challenges grow on, the mentoring and inductions programmes will become more appropriate and useful. However, they have to be carefully designed and meet teachers' needs, that become bigger nowadays. In Europe, there are also a variety of training programmes, but **LOOP project aims at designing and constructing mentoring programmes that are in accordance to teachers, offer them the opportunity to exchange ideas and experiences**. Training policies can also be affected for teachers' new needs and challenges, and more and more countries have already made some training programmes compulsory, especially for teachers at the first stages of their careers. We need a common strategy to support mentoring programmes and help them become an important part of teacher's culture.

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X. APPENDIXES

Appendix 1 – The Research Protocol

1. PROJECT OVERVIEW

Nowadays European challenges, namely the promotion of common values of equality, democracy and citizenship, bring very demanding tasks to education, requiring a permanent questioning of **the role of schools and teachers throughout Europe**. This is a real problem which requires a common approach at European level. The main educational performers need urgent support to address some of the main priorities facing them:

- School drop-out;
- School failure;
- Socio-economic and educational inequalities;
- The inclusion of refugees and ethnic minorities.

These problems call for new methodological proposals, which value the important work of teachers and support them, not only at an early stage of their career, but also at different stages of their professional life.

While it is true that there is an academic curriculum that prepares teachers scientifically, it is no less true that it does not prepare them to face many difficulties, which they will feel from the first year of activity. This reality shows the urgent need to support them, by motivating them in terms of professional development and creating conditions to improve their effectiveness and consequently their satisfaction.

LOOP project aims at:

- Supporting teachers in the early stages of their professional life and during their career through a comprehensive mentoring and induction programme;
- Increasing European citizenship and the development of teachers, using shared experiences among the participating countries;
- Promoting online community learning networks and innovative pedagogical practices among teachers, school leaders and other stakeholders;
- Contributing to the valorization of the teaching career by offering successive conditions of support, feedback and guidance;

- Increasing the access and success rate of different mentoring programmes;
- Influencing teacher training policy in order to strengthen international and intergenerational cooperation.

LOOP also aims at contributing to the provision of early career opportunities for teachers in training and in new school contexts of support based on the acquisition of pedagogical practices articulated in the contexts, in a perspective of intergenerationality, reinforcing the skills of teachers, trainers and teacher mentors, through resources and the promotion of community learning networks.

These objectives can be achieved with a clear focus on induction programmes and in particular on mentoring.

LOOP is built around five workpackages, ten activities and three intellectual outputs (LOOP Landscape, LOOP Toolkit for Mentoring and LOOP Provider for Better Outcomes), with a clear focus on the assumption that teacher training is the key to student success.

1.1 PROJECT PARTNERS

The LOOP consortium is composed of seven partners from four different countries, one beneficiary (the coordinator) and six co-beneficiaries (the partners).

- Casa do Professor, coordinator https://casadoprofessor.pt/ (Portugal);
- 1.º Peiramatiko Gymnasio Athinas http://www.1gym-peir-athin.att.sch.gr (Greece);
- ASDPESO - Colégio João Paulo II www.cjp.com.pt (Portugal);
- CESIE www.cesie.org (Italy);
- Ethniko Kai Kapodistriako Panepistimio Athinon www.elke.uoa.gr (Greece);
- Gymnasiale Oberstufe des Schulzentrums Carl von Ossietzky https://www.cvo-gyo.de/ (Germany);
- IPSSEOA Pietro Piazza https://www.ipsseoapiazza.edu.it/ (Italy).

The project coordinator is responsible for overall management of the project and all matters connected with the financial account of the project budget and communication with external bodies including Erasmus+ Portugal Education

Formation. The project coordinator of LOOP is Casa do Professor represented by Susana Silva.

Partners are responsible for project implementation at the national level in their countries. They work in close cooperation with the project coordinator, the other partners and their local associated partners.

2. LOOP WORKPACKAGES

LOOP is built around five workpackages, each of them including different activities and three Intellectual Outputs (LOOP Landscape, LOOP Toolkit for Mentoring and LOOP Provider for Better Outcomes).

OVERVIEW OF IO1: LOOP LANDSCAPE – CESIE

The induction programmes and their mentoring activities are regulated and the participation of stakeholders is legislated in the four countries of the consortium, but their implementation is indeed very unequal. configuration on the ground depends on the following factors:

- The characteristics of the school contexts;
- The involvement of management and management staff;
- Teaching and citizenship concepts;

- Underlying pedagogical theories;
- Available resources and quality control systems used.

It is essential to study the pattern of the implementation of LOOP project and to make an innovative approach through which the real causes that have hindered the success of mentoring programmes are sought.

OBJECTIVES OF LOOP LANDSCAPE:

The main objective of LOOP Landscape is to outline the landscape by providing a common vision on induction programmes and in particular on mentoring, with a specific focus on their regional variations. Knowing the role and opinion of school leaders and knowing and portraying the role of mentors so as to characterise the implementation strategies and knowing the needs of the target group. Moreover, LOOP Landscape aiming at:

- Knowing the impact and needs of organisations;
- Establishing a mentoring bank;
- Developing a strategy to support Mentoring programmes;
- Creating bridges between the different actors.

HOW?

The first step will be the identification at regional and national level of a network of education and training actors and call for their participation in research activities. Then, CESIE will be in charge of the construction of the research protocol and all partners will give inputs on the research protocol. The material produced will be translated in the different languages of the consortium.

Subsequently, there will be the selection and invitation of participants for the different phases of the protocol:

- School leaders (school headmasters and middle management staff);
- Local authorities and other stakeholders identified within the partnership;
- Those responsible for teacher training organisations (teacher training centres and universities);
- Teachers at different stages of their career.

Finally, the protocol application, data analyses carried out by CESIE and analysis validation carried out by University of Athens.

RESULTS:

The results of this process will be analysed and published in the **LOOP - Improving our understanding of teacher education report,** providing consistency and recognition to the intervention to be undertaken downstream, thus conferring a high degree of transferability to this product and its impact on teacher training and schools.

3. THE RESEARCH METHODOLOGY

In the IO1: LOOP Landscape, "The Research Protocol" provided by CESIE is part of the Intellectual Output, providing protocols and methodology for research activities. This document aims to guide LOOP partners in the collection of data and good practices so to elaborate LOOP - Improving our understanding of teacher education report (M12), to be prepared as outcome for the overall research activities in IO1. CESIE will be in charge of the data analysis; the validation of data will be carried out by the University of Athens. Casa do Professor will be responsible for the publication of LOOP Landscape in report format.

Then partners will translate the report in their national languages.

To carry out the research, partners will use a mixed methodology, composed by quantitative as well as qualitative tools.

Quantitative research makes it possible to generate numerical data for statistical and comparative interpretation. The number of **questionnaires**, by country, will be 75 users (in a total of 300 throughout the partnership):

- 50 teachers at different career stages, to be divided in 25 questionnaires for teachers at the initial stage of their career and 25 more experienced teachers;

- 20 school leaders (headmasters);

- 5 responsible for teacher training who works or have experience in induction, mentor and mentoring programmes.

Qualitative research will be used to build an understanding of the data, allowing inferences to be drawn, new ideas to be developed and the next stages of intervention to be prepared. The interviewees are school leaders, mentors and

teacher training officers, totalling five individuals, plus a focus group with five participants.

4. THE IO1 RESEARCH PROTOCOL – SUPPORTING TOOLS

CESIE, as the lead partner of the IO1 LOOP Landscape, has developed the Research Protocol as well as all the assessment methods for the research, which are listed below:

- Questionnaires for teachers;
- Questionnaires for school leaders (intended as headmaster);
- Questionnaires for those responsible of teachers training who works or have experience in induction, mentor and mentoring programmes.;
- Template and guidelines for the interviews;
- Questions and guidelines for the focus group.

Questionnaires are a quantitative data collection method that allows a researcher to pose some set of questions to gather information about what people do or think about something. In the LOOP Landscape, questionnaires, as part of the starting fieldwork activities, are managed by all partners and they will be distributed among teachers, school leaders and responsible for teacher training (50 teachers at different career stages, 20 school leaders and 5 responsible for teacher training).

The results of the questionnaires will provide feedbacks about the needs of teachers, the mentoring programme and how it currently is structured in each partner country.

Deadline: from January to August 2021.

4.1.1 QUESTIONNAIRES FOR TEACHERS - GUIDELINES[4]

Questionnaires will be distributed among teachers at different stages of their career. In total, 200 questionnaires for teachers will be conducted, 50 teachers' questionnaire in each partner country.

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[4] See Appendix 1: Questionnaire for teachers at different stages of their career

Here there are some instructions on how to better conduct this first research stage.

Need analysis' aims: through the teachers' questionnaires, our aim is to understand the needs of teachers and reflect on the implementation of the induction and mentoring programmes, particularly in the partnership countries, and study the flexibility/adequacy of these programmes. Moreover, it is important to portrait the profile and the role of the mentor and his contribution to the collective.

This initial phase will be of vital importance for next project steps in which teachers and mentors will be directly involved in mentoring programmes, working cooperatively among them.

Target group: the target group in composed by teachers at different stages of their careers.

How will we proceed? CESIE provides the teachers' questionnaires in English and some guidelines for partners on how to administer them. In addition, each partner will be responsible for:

- The good implementation of the research in its own country
- Provide assistance to teachers if needed

The partners could administer the questionnaires through the creation of a Microsoft Form, to be disseminated with the target group via email.

Each partner must recruit 50 teachers for filling in the questionnaire. There are no specific criteria for the selection of the teachers. It is, however, necessary to remind that it is important to involve participants at early stages of their career (at least 25 teachers at the early stage of their career) so as to understand the needs a teacher may have during the first phase as well as more experienced teachers who might be available for mentoring and induction programmes.

Dissemination: it is important to inform teachers on the project aims and the foreseen activities, explaining briefly about the role of the questionnaires and the importance of their contribution to the project's aims. For that purpose, we suggest delivering the project brochure or any other documents containing information about the project together with the questionnaire.

4.1.2 QUESTIONNAIRES FOR SCHOOL LEADERS - GUIDELINES[5]

Questionnaires will be distributed by partners among school leaders. In total, 80 questionnaires for school leaders will be conducted, 20 questionnaires for each partner country.

Need analysis' aims: through the school leaders' questionnaires, our aim is to evaluate how school leaders are able to promote and spread the knowledge of induction and mentoring programme. Moreover, our aim is to raise awareness of the importance of the induction programme among school leaders and teachers, enhancing the role of mentors in it.

This initial phase will be of vital importance for next project steps.

Target group: LOOP target group is composed by school leaders working in primary and secondary education schools.

How will we proceed? CESIE provides the school leaders' questionnaires in English and some guidelines for partners on how to administer them. In addition, each partner will be responsible for:

- The good implementation of the research in its own country
- Provide assistance to school leaders if needed

The partners could administer the questionnaires through the creation of a Microsoft Form, to be disseminated with the target group via email.

Each partner must recruit 20 school leaders for filling in the questionnaire. There are no specific criteria for the selection of the school leaders. However, it is important to guarantee a representative sample of them (according to their age, gender, years of experience in general and in the current school, etc.).

Dissemination: it is important to inform school leaders on the project aims and the foreseen activities, explaining briefly about the role of the questionnaires and the importance of their contribution to the project's aims. For that purpose, we suggest delivering the project brochure or any other documents containing information about the project together with the questionnaire.

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[5] See Appendix 2: Questionnaire for school leaders

4.1.3 QUESTIONNAIRES FOR RESPONSIBLE FOR TEACHER TRAINING - GUIDELINES[6]

Questionnaires will be distributed by partners among those responsible for teacher training which has some experience in mentor or mentoring programmes. In total, 20 questionnaires for school leaders will be conducted, 5 questionnaires for each partner country.

Need analysis' aims: through these questionnaires, our aim is to understand the role of those responsible for teacher training on the implementation of the induction and mentoring programmes, particularly in the partnership countries, and study the flexibility/adequacy of these programmes. Moreover, it is important to portrait the profile and the role of the mentor and his contribution to the collective.

This initial phase will be of vital importance for next project steps.

Target group: those responsible for teacher training in each partner country.

How will we proceed? CESIE provides the responsable for teachers training's questionnaires in English and some guidelines for partners on how to administer them. In addition, each partner will be responsible for:

- The good implementation of the research in its own country
- Provide assistance to those responsables for teachers training if needed

The partners could administer the questionnaires through the creation of a Microsoft Form, to be disseminated with the target group via email.

Each partner must recruit 5 responsable for teachers training for filling in the questionnaire. There are no specific criteria for the selection of them. However, it is important to guarantee a representative sample of them (according to their age, gender, years of experience in general and in the current school, etc.).

Dissemination: it is important to inform the responsable for teachers training on the project aims and the foreseen activities, explaining briefly about the role of the questionnaires and the importance of their contribution to the project's aims. For that purpose, we suggest delivering the project brochure or any other documents containing information about the project together with the questionnaire.

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[6] See Appendix 3: Questionnaire for responsible for teacher training

4.1.4 INTERVIEWS - GUIDELINES[7]

Interviews consist of a more flexible instrument characterised by several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or response in more detail.

Interviews shall be carried out in all partner countries. Interviews (either face to face or online) will take place in each partner country using similar questions to ensure that cross-country and cross-cultural comparisons are achievable.

Moreover, since the interviews will be conducted in each partner's national language, each partner is responsible to choose the best words possible to describe the concept and translate the questions in Appendix 4 in a simple and understandable way.

Duration: each interviews should last for at least 60 minutes.

With the consent of the participants, the interviewer will make the audio recordings or transcripts of the interview.

Before starting the interview, the interviewer should ensure that the interviewees are familiar with the topics of the discussion.

During the LOOP Landscape, interviews will be addressed to school leaders, mentors and teacher training centres. A set of preparatory measures is important to be considered before starting the interview:

- Questions type: a specific order of open questions will be provided in the interview, to be administered through face-to-face meetings or online meetings;
- Introduce yourself and your purpose: it is important to be open and transparent with the interviewee as to why the interviewer wants to speak to them, and how the information will be used;
- Consent and confidentiality: each interviewee must give his/her informed consent, however informal, agreeing furthermore on the level of confidentiality of the interview (anonymously if expressed);

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[7] See Appendix 4: Template for Interviews

- Reporting answers: we suggest writing notes to collect the information. Writing notes permits to capture the most relevant information, but this could distract from good answers understanding. As for recording, we could be not to have permission to do it by our interviewee.
- Place and time: the place will be chosen as convenient and comfortable for the interviewee; also, for the time it would be better to schedule the interviews around times that suit the interviewee. It is always important to make the interviewee feel comfortable.

How to select the interviewees?

In order to facilitate the selection of the interviewees, partners could select the participants from:

- Their own networks' contacts list;
- Partners networks' contacts list;
- Call on each partner's website and on Social Media.

Interview participants should reflect the target group of LOOP and be chosen from teachers, headmasters, training centres in charge of mentoring and induction programmes. If available, contacts with institutional bodies – as the Ministry of Education or local institutions – are encouraged.

4.1.5 FOCUS GROUPS – GUIDELINES[8]

The focus group aims to collect responses and opinions from a small group of people. The discussion is facilitated by a focus-group moderator (a researcher) that will ask participants to share experiences and discuss the extent to which they agree or disagree with each other. The group discusses and develops the topic with some indications and guidelines from the mediator.

Before starting the implementation of the focus group, it is useful to write a guide with the key questions/topics that we really want the group to focus on, so to ensure that there is consistency across the various steps and opinions, and that we will collect the necessary data to feed the initial research questions.

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[8] See Appendix 5: Suggested questions for focus groups

Focus groups shall be carried out in all partner countries between February and March 2021. There should be one focus group with 5 participants per country, for a total of 20 participants throughout the partnership.

Composition of the focus group: there should be 5 participants including **teachers, school leaders (headmasters), mentors and teacher training centres**. Participants should receive a formal invitation to participate within the focus group via email, phone or face-to-face. This invitation should confirm the meeting venue, date and time.

Moreover, since the focus group will be conducted in each partner's national language, each partner is responsible to choose the best words possible to describe the concept and translate the questions in Appendix 5 in a simple and understandable way.

Duration: each focus group should last for between 60 to 120 minutes.

Equipment: Tape recorder, oval/round table/table, leaflets.

The key difference between one-to-one interviews and focus-group discussions is that the latter is far more appropriate for the generation of new ideas formed within a social context. In contrast, one-to-one interviews ought to probe individual experiences, encouraging self-reflection on issues that could be distorted if social pressure were placed on the individual.

How to select the participants?

Partner could select the participants from:

- Their own networks' contacts list;
- Partners networks' contacts list;
- Call on each partner's website and on Social Media.

5   DATA COLLECTION

The overall design of the research activities in IO1 is characterized by one main sources of data collection: primary data collection.

Primary data

Primary data is original and unique data collected by the researchers directly from the first-hand source or study object. In LOOP case we will use questionnaires, interviews and focus groups addressed to the main target groups:

- School leaders (headmasters and middle management staff of schools);
- Local authorities and other stakeholders identified within the partnership;
- Those responsible for teacher training organisations (teacher training centres and universities);
- Teachers at different stages of their careers.

In LOOP, primary data are collected to test the knowledge about the induction and mentoring programmes in each partern country. The primary data collection is the first step to create a network of partners (schools, local authorities and teacher training organisations) that will interact among them at a local, national and European level.

Data collection will follow a mixed methodology: quantitative and qualitative, allowing for differentiated information according to target groups, in order to collect differentiated information on the target groups needs and expectations as well as map current landscapes.

Quantitative research makes it possible to generate numerical data for statistical and comparative interpretation. The number of **questionnaires**, by country, will total 75 users (50 teachers at different career stages, 20 school leaders and 5 responsible for teacher training), in a total of 300 throughout the partnership.

TARGET GROUP	NUMBER OF QUESTIONNAIRES PER PARTNER
Teachers at different career stages	50 (25 at early stage of their careed and 25 more experienced teachers)
School leaders	20
Responsible for teacher training	5
Total	75 per country for a total number of 300 questionnaires throughout the partnership.

Qualitative research will be used to build an understanding of the data, allowing inferences to be drawn, new ideas to be developed and the next stages of intervention to be prepared. The interviewees are school leaders, mentors and teacher training officers, totalling five individuals, plus a focus group with five participants.

	TARGET GROUP	NUMBER OF INTERVIEWS
Interviews	School leaders, mentors and teacher training officers.	5 interviews for a total of 20 throughout the partnership.
Focus group	With 5 participants per country.	For a total of 20 participants throughout the partnership.

These quantitative and qualitative researches in the first phase represent the kick-off activities to be developed by the LOOP consortium in order to identify what are the needs of teachers at the beginning of their career and to identify at regional and national level of a network of education and training actors and call for their participation in project activities.

6   PARTNERS' RESPONSIBILITIES

During the implementation of IO1 each partner will participate at the activities and will give his/her contribute.

CESIE is the responsible entity for this intellectual output and will therefore ensure that all the tasks and targets set to achieve them are met within the agreed deadlines. In particular, CESIE will be responsible for the construction of the research protocol and the analysis of data.

The other partners, namely Casa do Professor, Gymnasiale Oberstufe des Schulzentrums Carl von Ossietzky and Ethniko kai Kapodistriako Panepistimio Athinon are responsible for specific contributions to this output, depending on their national contexts and areas of expertise. In particular, the other partners will give specific contributions for the identification at regional and national level of a network of education and training actors and their involvement in research

activities, inputs on the research protocol and selection and identification of participants.

Ethniko kai Kapodistriako Panepistimio Athinon assumes the responsibility for the scientific validation of the contents of LOOP Landscape.

Coordinator's role: Casa do Professor will coordinate and define the work organization, providing support tools, schedules and methodological approaches. They will supervise the overall implementation of activities, guide the support to partners and stakeholders, support and motivate the different participants by managing their intervention.

7 DATA ANALYSIS

7.1 DATA ANALYSIS (FOR THE QUESTIONNAIRES)

Main results from the surveys will be used by LOOP Consortium to get a general outline at the end and show the main trend among the respondents in all the partner country.

- The partners could administer the questionnaires in paper formats, through face-to-face meetings, via e-mail or through the creation of a Microsoft Form;
- The data collected can be transposed on an excel sheet to make analysis and create charts and graphics whenever it is possible;
- Each partner will collect data for each question and statements and analyze them. Main results will be then used for the elaboration of the Report at the end.

Casa do Professor, which is in charge of the publication of the main findings of the research in a report format, will provide the templates for the LOOP - Improving Our Understanding of Teacher Education Report.

7.2 DATA ANALYSIS (FOR THE INTERVIEW)

Once you administered the interview, please provide information filling a template like the one below to be completed with the all the administered questions.

Given that the information collected through the interview technique are qualitative data, their analysis cannot be based on numerical analysis/trends on Excel. The main findings collected will be summarize in a brief report brief report with the key findings of the interview.

8. FINAL RESEARCH OUTCOME: LOOP - IMPROVING OUR UNDERSTANDING OF TEACHER EDUCATION REPORT

To conclude the first steps in the IO1, all the data collected from each partner through interviews, questionnaires, focus groups will be used for the elaboration of LOOP - Improving Our Understanding Of Teacher Education Report (M12).

Deadline: M12 – end of the 1st year of IO1.

Each partner country will contribute to the elaboration of the Final Report. LOOP Report will show the results of the research activities in IO1 (data collection and analysis of data). In it, we will add information from the surveys, the interviews and the focus groups delivered in the previous phases during the starting field research activities. The aim is to present the current situation, trends and conclusions at country level and to have a great impact on teacher training and schools.

9. CONCLUSIONS

The Research Protocol represents a useful guide to carry out the preliminary activities in the IO1 that will be summarize in LOOP - Improving Our Understanding of Teacher Education Report.

The report will be translated into national languages of the project and then disseminated by project partners.

To further information about the Research Protocol and the IO1 LOOP Landscape, please contact CESIE: martina.romano@cesie.org

Appendix 2: Questionnaire for teachers at different stages of their career.

LOOP - Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programmes

Project nr.: 2020-1-PT01-KA201-078764

Teachers' questionnaire

> **Dear teacher,**
>
> In the following pages, you will find a set of questions regarding your involvement and opinion on the mentoring and induction programmes in schools.
>
> This research is part of the **LOOP - Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programmes project**, co-funded by the Erasmus+ Programme of the European Commission.
>
> Please, feel free to give your opinion and help us by completing and returning the questionnaire. It will take no more than 15 minutes.
>
> These individual questionnaires will be kept **confidential** and **anonymous**.
>
> **Thank you for your help!**

FIRST SECTION: INTRODUCTION

School Name: _____

1. **Age**

☐ 25 – 35 years old

☐ 36 – 46 years old

☐ 47 – 56 years old

☐ + 57 years old

2. Gender

☐ Male

☐ Female

☐ Prefer not to say

3. In which country do you live/teach?

☐ Portugal

☐ Greece

☐ Germany

☐ Italy

4. Teaching years:

☐ 0 - 4 years

☐ 5 - 10 years

☐ 11 - 15 years

☐ 16 - 20 years

☐ More than 21 years

5. What subject do you teach?

☐ Maths and science

☐ History and geography

☐ English or another language

☐ Art

☐ Music

☐ Other

6. What is your educational background?

☐ Bachelor Degree

☐ Master Degree

☐ PhD

☐ Other

7. If is the case, please mention other relevant studies for the exercise of your profession:

_____

8. My school is a:

☐ Primary school

☐ Secondary school

☐ High school

☐ VET school

9. My school is in a:

☐ Big city in an urban area offering basic and various services for citizens and youngsters

☐ Small city in an urban area offering basic and some services for citizens and youngsters

☐ Small city in a rural area, very isolated one, that doesn't offer many services for citizens and youngsters

SECOND SECTION: NEEDS ANALYSIS

10. **On average, how many students are in your class?**

☐ 10 - 15

☐ 16 - 21

☐ 21 - 26

☐ 27 - 30

☐ Other:

11. **How many classes do you teach?** _____

12. **How many hours do you have at your Schedule consider as non teaching hours?** _____

13. **Please select the activities done on that time:**
   ☐ Preparing classes
   ☐ Being part of school conseil
   ☐ Contact guardians
   ☐ Solve students problems
   ☐ Collaborate with other teachers
   ☐ Training my-self

14. **Do you need any kind of support in your daily work?**

☐ Yes

☐ No

15.a **Please, select the main difficulties felt in your daily work activities:**

☐ Administrative work

☐ Pedagogical difficulties

☐ Manage behaviours

☐ Deal with all the needs of my colleagues

☐ Preparing classes

☐ Give feedback to my students

☐ Manage and use the technology efficiently

☐ Filling out all the documents

☐ Managing the work with families and carers

☐ Using the resources

☐ Understanding and integrating all the structural documents

15. **Please, tell us the main challenges felt at the beginning of your career:**

_____

16. **Which tools do you consider as fundamental to carry out your work:**

_____

17. **How do you rate:**

	Very Poor	Poor	Average	Good	Excellent
The education tools you use during your teaching					
Classroom size					
Recreation, leisure and sport activities inside and outside school					

Participation in workshop					
Participation in local activities run by youth associations and youth groups offered by the school					
Collaboration among teachers					
Leaders support					

18. **Have you ever participated in training programmes and school exchanges (in your country or abroad)?**

☐ Yes

☐ No

18.a) If yes, when?

_____

19. **In your opinion, how important is an ongoing training for teachers?**

☐ Very important

☐ Important

☐ Not so important

20. **With which professionals does your school collaborate the most?**

	YES	NO	NOT SURE
Teachers and professionals from the education	☐	☐	☐

Public institutions, regional or national authorities, local municipalities etc.	☐	☐	☐
Youth associations and other stakeholders from youth sector	☐	☐	☐
Universities	☐	☐	☐

THIRD SECTION: THE MENTORING AND INDUCTION PROGRAMME

21. Are there mentoring programmes offered by your school?

☐ Yes

☐ No

☐ I don't know, I am not sure

21.a) If yes, how long they last?

_____

21.b) If yes, what kind of content/areas/domains they address?

_____

22.   Have you ever taken part in a mentoring programme?

☐ Yes

☐ No

22.a) If yes, when?

_____
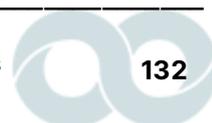
22.b) How long did last?

_____

22.c) What was the content of the programme?

_____

22.d) What was the impact in your daily work?

☐1

☐2

☐3

☐4

☐5

23. Do you think it is useful to have more exchange of best practices among teachers?

☐ Yes

☐ No

23.a) Please, explain why:

_____

24. What do you think that is a role of a mentor?

_____

25. What aspects of induction and mentoring programmes contribute to retaining teachers in their careers?

_____

26. Does the selection, preparation, training of mentors make a difference?

_____

27. Do you think the most experienced teachers in your school would be willing to do mentoring?

_____

28. In your opinion, which of the previous experiences/skills are relevant for the role of mentor?

_____

28.a) What could be the main characteristics that a mentor should have?

☐ Ages

☐ Degrees

☐ Good school results

☐ Carism

29. What resources are allocated for mentoring and induction programmes? Do you think other resources are needed?

_____

30. How many hours would you available to spend on mentoring programme?

_____

31. Please make any additional comments on any aspect of this questionnaire:

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31.Please, mention what is your interest to be part of LOOP project:

32.   If you are interested to be updated on the latest news and activities and be part of LOOP, please write down your personal contacts and email:

_____

Data and place:

_____

THANK YOU!

For any doubt or further comment, please refer to Martina Romano

martina.romano@cesie.org

Appendix 3: Questionnaire for school leaders

LOOP - Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programmes

Project nr.: 2020-1-PT01-KA201-078764

School leaders' questionnaire

> **Dear Mr./Mrs.**
>
> In the following pages, you will find a set of questions regarding your involvement and opinion on the mentoring and induction programmes in schools.
>
> This research is part of the **LOOP - Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programmes project**, co-funded by the Erasmus+ Programme of the European Commission.
>
> Please, feel free to give your opinion and help us by completing and returning the questionnaire. It will take no more than 15 minutes.
>
> These individual questionnaires will be kept **confidential** and **anonymous**.
>
> **Thank you for your help!**

FIRST SECTION: INTRODUCTION

School Name: _____

1. **Age**

☐ 25 – 35 years old

☐ 36 – 46 years old

☐ 47 – 56 years old

☐ + 57 years old

2. **Gender**

☐ Male

☐ Female

☐ Prefer not to say

3. **In which country do you live?**

☐ Portugal

☐ Greece

☐ Germany

☐ Italy

4. **Years in managing functions:**

☐ 0 - 4 years

☐ 5 - 10 years

☐ 11 - 15 years

☐ 16 - 20 years

☐ More than 21 years

5. **My school is a:**

☐ Primary school

☐ Secondary school

☐ High school

☐ VET school

6. **My school is in a:**

☐ Big city in an urban area offering basic and various services for citizens and youngsters

☐ Small city in an urban area offering basic and some services for citizens and youngsters

☐ Small city in a rural area, very isolated one, that doesn't offer many services for citizens and youngsters

SECOND SECTION: THE MENTORING AND INDUCTION PROGRAMME

7. **Please, select what are the main needs of teachers in your school:**
   ☐ Resourses and training
   ☐ More experienced teachers or a mediator
   ☐ Reducing the schedule

8. **Have you already promoted any mentoring or induction programmes in you shool?**

   ☐ Yes

   ☐ No

   8.a) In what kind of situation do you felt that can be highlight?

   _____

9. **In your opinion, what mentoring and induction programme could deal with?**

   _____

10. **Are there mentoring programmes within their schools?**

    ☐ Yes

    ☐ No

    10.a) Please, specify:

☐ How long they last?

☐ Who attends the programme?

☐ What are their main objectives?

☐ Which kind of subject they address?

☐ Who supports them?

11. **Please, on a scale from 1 to 5, could you evaluate the impact of mentoring and induction programmes on teachers?**
    ☐ 1
    ☐ 2
    ☐ 3
    ☐ 4
    ☐ 5

12. **What is the level of satisfaction of teachers participating in mentoring and induction programmes?**

    ☐ Very low

    ☐ Low

    ☐ Good

    ☐ High

    ☐ Very high

13. **Do you think it is useful to have more exchange of best practices among teachers?**

    ☐ Yes

    ☐ No

14. Are there resources and time allocated for mentoring and induction programmes?

☐ Yes

☐ No

15. What are the needs that could be support by a mentoring programme?

_____

16. Which kind of targets could be addressed?

_____

17. What are the conditions provided to make the programme a success? Or to implement the programme?

_____

18. How can the programme be attractive to the teachers?

_____

19. How many hours would you spend on mentoring?

_____

20. Do you think the most experienced professors in your school would be willing to do mentoring?

_____

21. In your opinion, which of the previous experiences/skills are relevant for the role of mentor?

_____

21.a) What could be the main characteristics that a mentor should have?

☐Ages

☐Degrees

☐Good school results

☐Carism

22. With which professionals does your school collaborate the most?

	YES	NO	NOT SURE
Teachers and professionals from the education	☐	☐	☐
Public institutions, regional or national authorities, local municipalities etc.	☐	☐	☐
Youth associations and other stakeholders from youth sector	☐	☐	☐
Universities	☐	☐	☐

23. What are the main barriers in the implementation of mentoring and induction programmes in your school? (Please, select multiple options if needed)

	YES	NO	NOT SURE
The lack of resources (time, money, technical resources, teachers and school staff, etc.)	☐	☐	☐
The lack of interest from teachers	☐	☐	☐

The lack of willingness from the more experienced teachers to be mentors	☐	☐	☐
Lack of time for teachers	☐	☐	☐

24. Are there institutions supporting your mentoring and induction programmes?

	YES	NO	NOT SURE
Public local authorities and municipalities	☐	☐	☐
Private institutions	☐	☐	☐
Teacher training centres	☐	☐	☐
Ministry of Education	☐	☐	☐

25. Please make any additional comments on any aspect of this questionnaire:

26. Please, mention what is your interest to be part of LOOP project:

27. If you are interested to be updated on the latest news and activities and be part of LOOP, please write down your personal contacts and email: _____

Data and place: _____

THANK YOU!

For any doubt or further comment, please refer to Martina Romano

martina.romano@cesie.org

Appendix 4: Questionnaire for responsible for teacher training

LOOP - Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programmes

Project nr.: 2020-1-PT01-KA201-078764

Responsible for teacher training's questionnaire

Dear Mr./Mrs.

In the following pages, you will find a set of questions regarding your involvement and opinion on the mentoring and induction programmes in schools.

This research is part of the **LOOP - Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programmes project**, co-funded by the Erasmus+ Programme of the European Commission.

Please, feel free to give your opinion and help us by completing and returning the questionnaire. It will take no more than 15 minutes.

These individual questionnaires will be kept **confidential** and **anonymous**.

Thank you for your help!

FIRST SECTION: INTRODUCTION

1. **Age**

   ☐ 25 – 35 years old

   ☐ 36 – 46 years old

   ☐ 47 – 56 years old

   ☐ + 57 years old

2. **Gender**

☐ Male

☐ Female

☐ Prefer not to say

3. **In which country do you live?**

☐ Portugal

☐ Greece

☐ Germany

☐ Italy

4. **Years of experience in your sector:**

☐ 0 - 4 years

☐ 5 - 10 years

☐ 11 - 15 years

☐ 16 - 20 years

☐ More than 21 years

5. **Contact details (optional):** _____

SECOND SECTION: THE MENTORING AND INDUCTION PROGRAMME

6. **Do you have or had a peer-to-peer programme?**

☐ Yes

☐ No

6.a) If yes, is the programme compulsory?

☐ Yes

☐ No

6.b How did it appear in your offer?

☐ A need address for a group of teachers

☐ A need address by a school

☐ An answer for a normative

7. What are the main topics address?

_____

8. How long the teacher training lasts?

_____

9. How long has it been working?

_____

10. What is the level of satisfaction of teachers participating in training activities?

☐ Very low

☐ Low

☐ Good

☐ High

☐ Very high

11. How many teachers participate in your activities?

_____

12. According to your experience, teachers mostly coming from:

☐ Primary school

☐ Secondary school

☐ High school

☐ VET school

13. On average, the age of teachers is:

☐ 25 to 35 years old

☐ 36 to 46 years old

☐ 47 to 57 years old

☐ 58 or more

14. In your opinion, what are the main needs of the teachers?

_____

15. In your opinion, what are the main challenges the teachers have to face?

_____

16. In your opinion, what kind of support do teachers need?

_____

17. What kind of courses do you offer to teachers?

☐ Master classes / advanced training courses

☐ Language certificates

☐ IT certifications

18. In your opinion, how important is an ongoing training for teachers?

☐ Very important

☐ Important

☐ Not so important

19. On average, what is the age of the trainer?

☐ 25 to 35 years old

☐ 36 to 46 years old

☐ 47 to 57 years old

☐ 58 or more

20. What skills are necessary to be a trainer?

_____

21. How the training programmes can be more attractive for teachers?

_____

22. Please make any additional comments on any aspect of this questionnaire:

23. Please, mention what is your interest to be part of LOOP project:

24. If you are interested to be updated on the latest news and activities and be part of LOOP, please write down your personal contacts and email: _____

Data and place: _____

THANK YOU!

For any doubt or further comment, please refer to Martina Romano

martina.romano@cesie.org

Appendix 5: Template for Interviews

LOOP - Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programmes

Project nr.: 2020-1-PT01-KA201-078764

Interviews with school leaders, mentors and teacher training officers.

Introduction Phase

- Thank the participants for taking part in the LOOP project.

- Self-introduction of the interviewers and their institution.

- Brief description of the purpose of the interview and how the results will be analysed and reported.

- Explanation of how issues of confidentiality will be dealt with (e.g. anonymity).

- Request permission to record the discussion and signing of the consent form and explanation of its purpose.

- Introduction on what mentoring and induction programme is.

Main Phase

Present and discuss each of the questions.

- Years in managing functions?

- What kind of experiences have you had of mentoring and induction programmes?

- What is your opinion about this programmes (who can attend them, how can they be implemented, who can support them, his rate of success, the content)

- What do you think that being a mentor means? (the work that are being held and what should be

- provided, the resources and opportunities give to a mentor)

- In your opinion, how important is to have a structured mentoring and induction programme at the beginning of teachers' career?

- In your opinion, how important is an ongoing training for teachers?

- In your opinion, what are the main needs of the teachers?

- Think about your own personal experience, what challenges you faced at the beginning of your career? What would you have needed more support in?
- What support services could you offer to teachers?
- In your opinion, what are the main characteristics a mentor should have?
- What do you like about being a mentor?
- Is there anything connected with mentoring and induction programme which has not been discussed that you feel strongly about and would like to bring up now?

Concluding Phase

- Thank the participant for his/her participation in the interview and contribution to the project.
- Ask the participants if they have any questions regarding the interview, the use of the data, and if they still give their consent for the use of his responses for research purposes.
- Inform the participant that follow-up of the research results will be provided to them, through the dissemination of the research reports.

After the interview, it is better to write a brief report summarizing the key findings of the interview.

CONSENT FORM TO PARTICIPATE IN RESEARCH

By signing this form, I _____ agree to participate to the interview in the context of the research project "LOOP - Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programmes", implemented by the Casa do Professor (Portugal), 1.º Peiramatiko Gymnasio Athinas (Greece), ASDPESO // Colégio João Paulo II (Portugal), CESIE (Italy), ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (Greece), Gymnasiale Oberstufe des Schulzentrums Carl von Ossietzky (Germany), IPSSEOA Pietro Piazza (Italy).

The researchers will conduct interviews, which will be recorded (audio or video). The recording will be solely for internal use by the researchers to facilitate analysis

of the relevant information. The recordings will be kept at the responsible organisation. Findings will be recorded anonymously, and nobody will be able to identify you in the research reports, scientific articles, or via any information held on computers.

	SIGNATURE
I understand that information provided during the interview (except for personal information that can identify me) could be used in writing research reports, scientific articles, and for other scientific/research purposes. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	
I understand that I can ask for all necessary information at any time and contact the responsible organisation	
I understand that the interview will be audio or video recorded and the recording will be used only by the researchers for data analysis	

If you have any further questions or suggestions, please feel free to contact us:

Name and surname:

Address:

Phone:

E-mail:

I understand the purpose of the research and agree to participate:

Full name: _____

Signature: _____

Date: _____

Appendix 6: Suggested questions for focus groups

LOOP - Scaffolding in Teachers Development: Mentoring and Mentors in Induction Programmes

Project nr.: 2020-1-PT01-KA201-078764

Composition of the focus group:

5 participants including:

> Teachers
>
> School leaders (headmasters)
>
> Teacher training centres which have experiences or work with induction and mentoring programmes.

- Years in managing functions?
- What experiences have you had of mentoring and induction programmes?
- What do you think that being a mentor means?
- In your opinion, how important is to have a structured mentoring and induction programme at the beginning of teachers' career?
- In your opinion, how important is an ongoing training for teachers?
- In your opinion, what are the main needs of the teachers?
- Think about your own personal experience, what challenges you faced at the beginning of your career? What would you have needed more support in?
- What support services could you offer to teachers?
- In your opinion, what are the main characteristics a mentor should have?
- What do you like about being a mentor?
- Is there anything connected with mentoring and induction programme which has not been discussed that you feel strongly about and would like to bring up now?

XI.   ANNEXS

Annex 1 – TALIS 2018 Results

Comparison teachers needs with TALIS 2018 Results (Volume I), OECD Countries

Student assessment practices		ICT1 skills for teaching		
TALIS 2018	Change between 2013 and 2018 (TALIS 2018 - TALIS 2013)	TALIS 2018	Change between 2008 and 2018 (TALIS 2018 - TALIS 2008)	Change between 2013 and 2018 (TALIS 2018 - TALIS 2013)
%	% dif.	%	% dif.	% dif.
12,9	1,5	18,0	-6,8	-0,4

Source: OECD, TALIS 2018 Database.

School management and administration			Teaching students with special needs		
TALIS 2018	Change between 2008 and 2018 (TALIS 2018 - TALIS 2008)	Change between 2013 and 2018 (TALIS 2018 - TALIS 2013)	TALIS 2018	Change between 2008 and 2018 (TALIS 2018 - TALIS 2008)	Change between 2013 and 2018 (TALIS 2018 - TALIS 2013)
%	% dif.	% dif.	%	% dif.	% dif.
7,9	-0,9	0,0	22,8	-7,7	2,7

Source: OECD, TALIS 2018 Database.

Teaching in a multicultural or multilingual setting		
TALIS 2018	Change between 2008 and 2018 (TALIS 2018 - TALIS 2008)	Change between 2013 and 2018 (TALIS 2018 - TALIS 2013)
%	% dif.	% dif.
15,4	4,6	3,0

Source: OECD, TALIS 2018 Database.

Using Atlas.ti software for coding the results of teachers needs and grouped them into group codes and categories based on teachers 'needs results of TALIS, 2018

Code / Quotations	Code Groups
Administrative work,	School management and administration
Being an effective teacher for the students, didactically and humanely	School management and administration Teaching in a multicultural or multilingual setting
managing and using the technology efficiently,	ICT1 skills for teaching
managing classes	Student assessment practices
organizing the school day (time management)	School management and administration
preparing teaching material	Student assessment practices
student-teacher/teacher-parent relationship.	School management and administration
they spent several non-teaching hours in preparing classes.	Student assessment practices Teaching in a multicultural or multilingual setting
understanding and integrating all the structural documents,	School management and administration
young teachers have no hours for self-training and self-improvement	Student assessment practices School management and administration

Code/ Quotations	Code Group 1
Administrative work	School management and administration
Being an effective teacher for the students, didactically and humanely	School management and administration
Organizing the school day (time management)	School management and administration
Student-teacher/teacher-parent relationship.	School management and administration
Understanding and integrating all the structural documents	School management and administration
Young teachers have no hours for self-training and self-improvement	School management and administration

Code/ Quotations	Code Group 2
Managing and using the technology efficiently	ICT1 skills for teaching

Code / Quotations	Code Group 3
managing classes	Student assessment practices
preparing teaching material	Student assessment practices
they spent several non-teaching hours in preparing classes.	Student assessment practices
young teachers have no hours for self-training and self-improvement,	Student assessment practices

Code/ Quotations	Code Group 4
being an effective teacher for the students, didactically and humanely	Teaching in a multicultural or multilingual setting
they spent several non-teaching hours in preparing classes.	Teaching in a multicultural or multilingual setting

Importance of training programmes for teachers according to TALIS, International Survey

Percentage of teachers for whom the following elements were included in their formal education or training	Content of some or all subjects taught	Pedagogy of some or all subjects taught	General pedagogy	Classroom practice in some or all subjects taught
	%	%	%	%
OECD average-31	92,2	89,1	92,0	87,8
EU total-23	92,4	82,2	82,8	84,3
TALIS average-48	93,1	90,1	92,5	88,8

Source: OECD, TALIS 2018 Database.

Percentage of teachers for whom the following elements were included in their formal education or training	Teaching in a mixed-ability setting	Teaching in a multicultural or multilingual setting	Teaching cross-curricular skills[1]	Use of ICT[2] for teaching
	%	%	%	%
OECD average-31	61,9	34,8	65,1	56,0
EU total-23	57,6	31,7	58,1	52,9
TALIS average-48	64,3	38,5	69,3	60,3

Source: OECD, TALIS 2018 Database.

Percentage of teachers for whom the following elements were included in their formal education or training	Student behaviour and classroom management	Monitoring students' development and learning
	%	%
OECD average-31	71,6	69,5
EU total-23	64,8	62,7
TALIS average-48	74,9	72,5

Source: OECD, TALIS 2018 Database.

Percentage of teachers who felt "well prepared" or "very well prepared" for the following elements, by year of completion

	Content of some or all subjects taught	General pedagogy	Classroom practice in some or all subjects taught	Teaching in a mixed-ability setting
	Total	Total	Total	Total
	%	%	%	%
OECD average-31	80,1	70,1	71,0	44,1
EU total-23	81,9	59,3	66,8	41,5
TALIS average-48	83,2	74,7	74,8	49,7

Source: OECD, TALIS 2018 Database.

	Teaching in a multicultural or multilingual setting	Teaching cross-curricular skills	Use of ICT for teaching	Student behaviour and classroom management	Monitoring students' development and learning
	Total	Total	Total	Total	Total
	%	%	%	%	%
OECD average-31	25,5	49,2	42,8	53,1	52,9
EU total-23	23,8	43,4	39,4	47,1	47,1
TALIS average-48	31,4	55,9	49,1	60,2	59,7

Source: OECD, TALIS 2018 Database.

	Percentage of teachers who took part in the following induction activities[1] during their first employment, by teachers' teaching experience					
	Formal induction programme[1]		Informal induction activities[1]		No induction activities[1]	
	Total	More than 5 years (b)	Total	More than 5 years (b)	Total	More than 5 years (b)
	%	%	%	%	%	%
OECD average-31	33,5	34,1	23,7	24,1	61,6	60,7

EU total-23	37,8	39,5	24,6	25,3	58,7	56,8
TALIS average-48	35,5	35,9	24,8	25,1	60,2	59,5

Source: OECD, TALIS 2018 Database.

Percentage of teachers for whom the following provisions are included in teacher induction at their school[1]

	Courses/seminars attended in person		Online courses/seminars	
	According to teachers[2]	According to principals[3]	According to teachers[2]	According to principals[3]
	%	%	%	%
EU total-23	64,6	65,5	22,9	35,9
TALIS average-47	68,7	68,9	28,5	35,6

	Online activities[4]	
	According to teachers[2]	According to principals[3]
	%	%
EU total-23	20,9	32,5
TALIS average-47	24,6	33,0

	Planned meetings with principal and/or experienced teachers	
	According to teachers[2]	According to principals[3]
	%	%
EU total-23	78,3	92,5
TALIS average-47	81,5	95,0

	Supervision by principal and/or experienced teachers	
	According to teachers[2]	According to principals[3]
	%	%
EU total-23	65,7	89,0
TALIS average-47	75,5	91,9

	Networking/collaboration with other new teachers	
	According to teachers[2]	According to principals[3]
	%	%
EU total-23	56,6	75,5
TALIS average-47	65,3	78,5

	Team teaching with experienced teachers		Portfolios/diaries/journals	
	According to teachers[2]	According to principals[3]	According to teachers[2]	According to principals[3]
	%	%	%	%
EU total-23	38,5	59,0	35,8	38,1
TALIS average-47	52,2	67,6	46,6	45,3

	Reduced teaching load		General/administrative introduction	
	According to teachers[2]	According to principals[3]	According to teachers[2]	According to principals[3]
	%	%	%	%
EU-total 23	16,6	27,3	54,8	74,3
Talis average -47	23,1	31,7	63,1	85,1

1. The sample is restricted to teachers who took part in induction activities at the current school based on teachers' responses and also have access to induction activities based on principals' responses.

2. Teachers reported which provisions were part of their induction when they began work at their current school.

3. Principals reported which provisions were included in teacher induction at the school at the time of the survey. Principals' responses were merged to teacher data and weighted using teacher final weights.

4. For example, virtual communities.

Source: OECD, TALIS 2018 Database.

Relationship between self-efficacy and participation in induction activities during first employment

	Dependent on:	
	Took part in any induction activities (formal or informal) during first employment[2]	Years of experience as a teacher[3]
OECD average-31	0,125	0,018
EU total-23	0,127	0,019
TALIS average-48	0,119	0,018

1. The index of self-efficacy measures teacher self-efficacy in classroom management, instruction and student engagement.

2. Dummy variable: the reference category is not having taken part in any induction activities (formal or informal) during first employment.

3. Number of years.

Source: OECD, TALIS 2018 Database.

Relationship between self-efficacy and participation in induction activities during first employment and content of teacher education

Index of self-efficacy[1]	Took part in any induction activities (formal or informal) during first employment[1]	Years of experience as a teacher[2]	Content of some or all subject(s) taught included in formal education or training[3]	Pedagogy of some or all subject(s) taught included in formal education or training[3]
OECD average-31	0,080	0,021	0,071	0,076
EU total-23	0,095	0,021	0,149	0,010
TALIS average-48	0,075	0,020	0,065	0,046

	General pedagogy included in formal education or training[3]	Classroom practice in some or all subject(s) taught included in formal education or training[3]	Teaching in a mixed ability setting included in formal education or training[3]	Teaching in a multicultural or multilingual setting included in formal education or training[3]	Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving) included in formal education or training[3]
OECD average-31	-0,047	0,004	0,166	0,227	0,263

EU total-23	-0,026	0,092	0,122	0,204	0,277
TALIS average-48	-0,094	0,016	0,162	0,222	0,323

	Use of ICT (information and communication technology) for teaching included in formal education or training[3]	Student behaviour and classroom management included in formal education or training[3]	Monitoring students' development and learning included in formal education or training[3]
OECD average-31	0,050	0,141	0,093
EU total-23	-0,031	0,169	0,072
TALIS average-48	0,060	0,154	0,146

Source: OECD, TALIS 2018 Database.

1. The index of self-efficacy measures teacher self-efficacy in classroom management, instruction and student engagement.

2. Number of years.

3. Dummy variable: the reference category refers to the given element not having been included in formal education or training.

Index of job satisfaction and participation in induction activities during first employment and content of teacher education	Took part in any induction activities (formal or informal) during first employment[2]	Years of experience as a teacher[4]	Content of some or all subject(s) taught included in formal education or training[5]	Pedagogy of some or all subject(s) taught included in formal education or training[5]

Source: OECD, TALIS 2018 Database.

Index of job satisfaction and participation in induction activities during first employment and content of teacher education	General pedagogy included in formal education or training[5]	Classroom practice in some or all subject(s) taught included in formal education or training[5]	Teaching in a mixed ability setting included in formal education or training[5]	Teaching in a multicultural or multilingual setting included in formal education or training[5]	Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving) included in formal education or training[5]

Source: OECD, TALIS 2018 Database.

Index of job satisfaction and participation in induction activities during first employment and content of teacher education	General pedagogy included in formal education or training[3]	Classroom practice in some or all subject(s) taught included in formal education or training[3]	Teaching in a mixed ability setting included in formal education or training[3]	Teaching in a multicultural or multilingual setting included in formal education or training[3]	Teaching cross-curricular skills (e.g. creativity, critical thinking, problem solving) included in formal education or training[3]

Source: OECD, TALIS 2018 Database.

Index of job satisfaction and participation in induction activities during first employment and content of teacher education	Use of ICT (information and communication technology) for teaching included in formal education or training[3]	Student behaviour and classroom management included in formal education or training[3]	Monitoring students' development and learning included in formal education or training[3]

Source: OECD, TALIS 2018 Database.

Comparison participation in mentoring programmes with TALIS 2018 Results (Volume I), OECD Countries

	Percentage of principals reporting that teachers with the following characteristics have access to a mentoring programme in the school			
	Only teachers who are new to teaching have access[2]	All teachers who are new to the school have access	All teachers at the school have access	No, at present there is no access to a mentoring programme for teachers in this school.
	%	%	%	%
OECD average-30	26,5	19,1	18,5	36,0
EU total-23	34,0	16,1	15,2	34,6
TALIS average-47	24,7	19,1	22,8	33,4

Source: OECD, TALIS 2018 Database.

	Percentage of teachers who are involved in the following mentoring activities as part of a formal arrangement at the school	
	Have an assigned mentor	Is an assigned mentor for one or more teachers

	TALIS 2013	TALIS 2018	Change between 2013 and 2018 (TALIS 2018 - TALIS 2013)	TALIS 2013	TALIS 2018	Change between 2013 and 2018 (TALIS 2018 - TALIS 2013)
	%	%	% dif.	%	%	% dif.
OECD countries	11,6	10,6	-1,2	14,1	12,5	-1,7

Source: OECD, TALIS 2018 Database.

	Percentage of principals reporting that new teachers at the school have access to			
	Formal induction activities[1]	Formal induction activities, only for teachers new to teaching	Informal induction activities	No induction activities
	%	%	%	%
OECD average-30	53,6	20,0	73,7	12,9
EU total-23	55,3	25,1	70,7	15,8
TALIS average-47	56,2	19,8	72,8	13,4

Source: OECD, TALIS 2018 Database.

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Scaffolding in Teachers Development:
Mentoring and Mentors in Induction Programs