



Newly Qualified Teachers and Their Mentors During the Induction

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1. Introduction

The position and the role of the teacher have specific importance in upbringing and education and in the student knowledge. Historically we know about the development of civilization in Europe. The teacher profession as “a working area” was also fundamental and important. In Antique Rome and Greece, there were two kinds of teachers: 1. those who taught all subjects together, 2. teachers specialist who taught some subjects, for example: history, rhetoric, geometry, etc. (Průcha, 2000).

The sequential developments of teacher's had been professionalizing. The significant difference between the teacher in the past and the teacher in current is in his/her professional prepare and teacher training during his/her study at school. This diverse is possible to see in several countries in all countries the world, also in Europe.

The first prerequisite for successful NQTs' adaptation into the school practice during the first years and possibility its' organizing is to prepare the usable Programme of induction, Manual or Handbook which should help to NQTs', Mentor, headmaster and other teachers, too.

The author defines main aims of this article as: 1. to shortly describe the international project INNOTE; 2. to describe and refer several views at school induction; 3. to describe the relationship between NQTs' and main persons whose contain during the school induction; 4. to describe the relation and cooperation between the Newly qualified teacher (NQT) and Mentor during the first years in induction phase; 5. to summarize results of relation between NQTs' and Mentors.

2. What means INNOTE?

Induction for Novice Teachers (INNOTE) is the international project which is focusing on incorporating beginning newly qualified teachers into the school practice in several countries in Europe. 13 partner institutions from eight European countries were involved in the project: University of Groningen (Netherlands), Dr. Nassau College (Netherlands), Charles University Prague (Czech Republic), Gymnázium Jiřího Gutha – Jarkovského (Czech Republic), University of Joensuu (Finland), Joensuun lyseon peruskoulu (Finland), Comenius University in Bratislava (Slovakia), School Dr. Milana Hodžu (Slovakia), University of Regensburg (Germany), St. Mariengymnasium Regensburg (Germany), University of Edinburgh (Great Britain), Eszterházy Károly Főiskola (Hungary) and University of Tartu (Estonia).

The main aim of project is to develop support system for NQTs' and his/her induction phases. Other aim of the project is to get knowledge about newly qualified teachers, mentors and theirs cooperation during the first years of induction into the school practice and into the school community. The involved countries enrich each other, develop and create a complex induction, training program emphasising data and information based on research. Working materials as well as further tasks for the project team partners are published on the internet, especially on the working website designed only for members of project. These materials enable mutual exchange of knowledge and ideas within the project community.

The starting work point of the project was the realisation of a comparative analysis of the current position of induction of NQTs' into the teaching practice from the documents in every partner's country. Project participants also carry out interview with NQTs' in every country. The next important work point was the realisation the national workshop about induction for NQTs'. A next phase was to make the interview with stakeholders, was to make the national workshop for Mentors. In this time the member of project are summarize the results.

The project partners collaborate on developing the best verified procedures, activities for helping into the induction of NQTs' in the school community with the aim to support the start of their profession teaching career. Working materials as well as further tasks for the project team are published on the internet on the working version of website designed only for project members, which enables mutual exchange of knowledge and ideas within the community.

3. Induction for NQTs' in several European countries

As we mentioned above in the project INNOTE there are eight partners' countries. For this part of article author describe criteria for analysis the induction in some EU countries: 1. Estonia became as the member of project during the second half of the year 2011; 2. until time when this article was composing is on the working website of project all needs documents for analysis.

The criteria of analysis satisfy just these countries: Netherlands, Czech Republic, Finland, Slovakia, Germany and Hungary. The author creates the three categories: 1. NQT in the international context (history and current time); 2. collaboration between the school and institutions (as University); 3. NQT at school.



3.1 Partially results

In first category called as NQT in the international context (history and current time) there are these partially results:

- *Netherlands* – in past there didn't pay a more attention of NQTs' and their needs; today is at school individual space for induction (some projects, etc.); induction is very wantable in school community;
- *Czech Republic* – the last "methodical book from the year 1986; there is no formal induction; the schools are preparing the activities "alone";
- *Finland* – there is no formal induction; schools apprehend the needing of formal induction for NQTs'; between the schools there is big autonomy;
- *Slovakia* – during the past the induction had a sinusoid curve; there is formal induction; NQT has adaptation - programme and he/she must finish he/she induction phase until 2 years (minimum is 2 months);
- *Germany* – there is no formal period, but in Bavaria there is a legal regulated induction and it is until 24 months.
- *Hungary* – in the legislation there wasn't describe the formal induction; every NQTs' had a Mentor; NQT is a teacher until 3 years of induction.

In the second category called as Collaboration between the school and institutions (as University) the analysis shows that in every those countries collaboration between the school and institutions is on the voluntariness base and it is organized as a practice training during the study at University or during the study at High school.

The results in last category called as NQT at school, are presented as:

- *Netherlands* – the schools are cooperate at raising the professional teacher development; the pay attention is on the student teachers;
- *Czech Republic* – is not obligatory of induction for schools, but headmasters is preparing the programs and activities for NQTs' and Mentors;
- Finland* – there is project Verme since 2010 which is focusing on mentoring of peer-group (of Mentors);
- Slovakia* – the lot of NQTs' are finished the induction until the first year of his/her induction phase; NQTs' obtained the help from Methodical Centres;
- Germany* – induction phase is 2 years; the big attention is paying at student teachers (the future teachers);
- Hungary* – the Mentor should be the teacher who had minimum 10 years practice as a teacher.

For the other view of induction we try to show you a table 1 of support for NQTs' in other several countries (Eurydice, 2009, pp. 160).

Tab.1 Regulations and/or recommendations on types of support available to new entrants to the teaching profession in primary and general (lower and upper) secondary education (ISCED 1, 2 and 3), 2006/07

Figure D23: Regulations and/or recommendations on types of support available to new entrants to the teaching profession in primary and general (lower and upper) secondary education (ISCED 1, 2 and 3), 2006/07

	DE	EE	IE	ES	EL	FR	IT	CY	LU	MT	AT	PL	PT	RO	SI	SK	UK	IS	LI	TR
Regular meetings for the discussion of progress or problems	•			•	•	•			•	•		•	•	•		•	•	•	•	
Assistance with the planning of lessons	•		•	•	•	•	•		•	•		•		•		•	•	•	•	•
Assistance with the assessment of lessons	•		•	•	•	•			•	•		•		•		•	•	•	•	•
Participation in classroom activity and/or classroom observation	•			•	•	•			•	•		•		•		•	•		•	•
Organisation of optional training				•		•			•			•	•			•			•	•
Special compulsory training				•	•	•	•	•									•		•	•
Visits to other schools/resource centres				•		•			•	•		•					•	•		•
Existence of a final 'on-the-job' qualifying phase	•	•				•			•		•	•	•	•	•	•	•			•
No current measures	BE, BG, CZ, DK, LV, LT, HU, NL, FI, SE, NO																			
Source: Eurydice.																				
Additional notes																				
Belgium (BE nl): In September 2007 mentoring was introduced for new teachers.																				
Spain: The organisation of the first year of work is the responsibility of the Autonomous Communities and may vary slightly from one Community to the next.																				
Luxembourg: Participation in classroom activity and/or classroom observation and a final 'on-the-job' qualifying phase are support measures in place only for secondary level teachers.																				
Austria: The final 'on-the-job' qualifying phase only concerns teachers intending to work at the <i>allgemeinbildende höhere Schule</i> .																				
Poland: In accordance with the legal regulations, school heads are obliged to appoint a mentor (an experienced teacher) for each new entrant.																				
Turkey: An ISCED level 2 does not exist. The entire single structure (eight years for pupils aged from 6 to 14) is considered to be ISCED 1. The Figure illustrates the situation within this single structure.																				
Explanatory note																				
The support measures listed here are examples of the type of activities that a school would be expected to offer depending on an individual's specific development needs.																				

The table 1 describes the activities (or categories) which should the NQT do during the induction in the country: regular meetings for the discussion of progress or problems, assistance with the planning of lessons, assistance with the assessment of lessons, participation in classroom activity and/or classroom observation, organisation of optional training, special compulsory training, visits to other schools/resource centres, existence of a final "on-the-job" qualifying phase. The last category, no current measures, is in BE, BG, CZ, DK, LV, LT, HU, NL, FI, SE, NO.

4. Who is collaborating with NQTs´ during his/her induction phase?

The NQT has time to meet, cooperate and collaborate with several people during his/her induction phase. The most important persons from school community for his/her induction during the first years are: 1. headmaster of the school, 2. mentor, 3. peer-teacher, 4. other colleagues, 5. pupils/students, 6. parents. Every people who is collaborating with NQTs´ during his/her first years at school should be define as subjects which are determinate his/her teacher´s personality. The cooperation/collaboration is centroid of social relation between parents as a family and school as a teacher (Majerčíková, 2011).

In this article the author is given attention at NQT and his/her Mentor.

4.1 Newly qualified teachers (NQTs´), Mentor and their collaborating

A newly qualified teacher is for the purposes of the project INNOTE perceived as a teacher with less than 1.5 years of teaching practice that is of experience after finishing teacher preparation programs in school. The other condition is that newly qualified teachers entering the project don't participate in any post-training program. NQTs´ are in the induction phase of their professionalization and they still have some things to learn.

The Mentor is one of the important person who is taking care of newly qualified teachers during his/her phase of induction. The members of project INNOTE together with NQTs define the Mentor as a person who should "create a safe atmosphere; ask inductive questions and WHY questions (...); give evidence (...); help to develop mentee´s professional knowledge and understanding, skills and abilities (...); be able to listen, not to dominate (...); have a



mentor's training." The one of the most role of Mentor during the induction is affording to NQTs' support every time when he/she need it.

The support by Mentor means that NQT should get knowledge and other kind of support attributed to the experienced, personal and suitable collaborator, help to NQTs' as a new employee (in social environment, school culture, facilitates orientation, etc.).

An effectible possibility for Mentor is creating a functional relationship between him/her and NQT during the first year of induction. Provided "good" support by Mentor can survive after formally designated time for an induction.

5. Conclusion

Newly qualified teachers expect help from their older colleagues (Wiegerová, Szimethová, 2011), NQTs' want to discuss with peer-colleagues, with the other teacher in the school. The NQTs' want to educate themselves.

Usually the NQTs' have a lot of work, time to time they are a class teacher too (during the primary education it is "no-write rule").

How we described, the induction has differences in assessment requirements, from nothing to very strict induction. The other differences are the possibility to see in bureaucracy, from nothing to very intensive. However, if in school is nothing (in the country is no introduction), there is more stress (the NQT's, Mentors and headmasters too are more stressful).

Effectively organised induction helps the newly qualified teachers' become a part of a teacher community where everyone learns or wants to learn something new. Induction of NQTs' has a number of benefits that can be more or less formal. The covenable tools for teachers, especially for NQTs', should be much more valuable the printed documents as we described as the Programme of induction, Manual or Handbook, which is also known as an orientation package. In the orientation package NQTs' should find the necessary information for his/her induction (support with teaching, students, parents, etc.).

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