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# e-CATALOGUE

## Good Practices for new teachers' induction 2021

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

Empowering teachers personal, professional, and social continuous development  
through innovative peer-induction programmes

The creation of this publication has been co-funded by the Erasmus+ grant program of the European Union under grant no. 626148-EPP-1-2020-2-PT-EPPKA3-PI-POLICY. This publication reflects the views only of the author. Neither the European Commission nor the project's national funding agency are responsible for the content or liable for any losses or damage resulting of the use of this publication.

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## Introduction

This document is an e-Catalogue of good practices for teacher induction programmes, career options for experienced teachers or other similar practices and aims to open possibilities for the design of policy instruments in WP2.

Inscribed under the WP1 – *Preparing the soil*, it is the result of a dialectical process of joint construction between LOOP partners. It was compiled by IE-ULisboa and involved different phases of consultation and sharing.

Therefore, the process started with a preliminary list of practices that were identified and described by research partners, which were later organized considering their purpose: induction, mentoring or other that were relevant for the professional development of teachers. Finally, good practices were selected based on a set of selection and quality criteria.

Two instruments were built to characterize the practices: one aiming at one to accommodate descriptions of the identified practice (Annex A – table 1); the other for benchmarking purposes (Annex B – table 2).

In addition to this introduction, this catalog is divided into three parts, followed by annexes. In the first part, the process for collecting good practices is described, presenting the criteria created and used for this purpose. In the second part, there is a presentation of the good practices, which were subjected to a categorization that resulted in three types of good practices: programs of induction, practices to support mentors and other practices for professional development. The third part closes the e-catalogue, highlighting some lessons learned, that is, aspects that arise from the experiences presented and that are insightful inputs that allow partners to become more prepared to proceed to WP2.

# 1. Process for collecting good practices

The good practices were drawn from the partners, first, in a descriptive way, aiming to integrate the general information related to them (see Annex A – table 1). Partners then benchmarked formal and informal practices and provided the IE-ULisboa with more detailed information, namely, methodology, success factors, constrains, lessons learned, impact, validation, and sustainability (see Annex B – table 2).

Then, IE-ULisboa prepared and proposed to the consortium the following *selection* and *quality* criteria to build a common understanding when analysing the added value of practices to be included in the e-Catalogue.

## Good practice selection criteria

1. **Scope** – cover all countries ensuring that at least one practice from each country will be selected and presented.
2. **Diversity** – capture different modalities, whether related to induction programs or mentor preparation.
3. **Relevant timescale and consolidation** – make evident that the objectives determined by initially were attained, well accepted, and embraced by all participants.

## Good practice quality criteria

1. **Goal oriented** – make a clear definition of objectives, activities to be carried out, and stakeholders.
2. **Effective** – display consistency between set goals and the activities implemented.

**Embedded in school organization** – involve a range of key actors (mentors, school principals, tutors, new teachers, experienced teachers, etc.).

Bearing these criteria in mind, all the partners highlighted the practices they considered to have the potential to be used as good practices.

It was then up to the IE-ULisboa to analyse the information, compile it and share it with the LOOP consortium, to reach a consensus on the final selection of practices. Once consensus was reached, the different partners conducted interviews with key actors from the organisations promoting the good practices (or users/beneficiaries) to improve the information provided.

Therefore, amongst the practices presented by each partner, 22 good practices were selected and presented in a common template, which we present in the next section.

## 2. Good practices

The 22 selected good practices are divided into three types: programmes of induction, practices to support mentors and other kind of programmes for professional development, including teachers with different levels of teaching experience (Table 1).

Table 1. Identification of practices

Type	Designation
Induction	<ul style="list-style-type: none"> <li>– Induction year</li> <li>– New teacher induction</li> <li>– Accompaniment of new employees</li> <li>– Sharing Moments/Mentoring of the Greek American Educational Foundation</li> <li>– Probatory year</li> <li>– Ambiente di Supporto INDIRE</li> <li>– Lerr:werkstatt</li> <li>– Fist Employment</li> <li>– Special Pedagogical Approach Induction- Montessori</li> </ul>
Mentoring	<ul style="list-style-type: none"> <li>– Synergy Programme of Laskaridis Foundation</li> <li>– Comencen bé (Good Start)</li> <li>– Programme for Supervision, Monitoring and Assessment of the Teachers' Probationary Period</li> <li>– The Mentoring and Teacher Identity Programme</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>– School for Life</li> <li>– Modernization of the system of professional development of teachers of vocational subjects</li> <li>– Professional training for teachers - Critical Thinking Seminar</li> <li>– Improving teaching (Cro. Unaprjeđenje poučavanja)</li> <li>– Living Diversity</li> <li>– Accademia del Levante</li> <li>– Ikos Ageform</li> <li>– S.O.F.I.A Platform</li> <li>– Sharing Moments</li> </ul>

In the following sections, we present each of the practices, considering their typology.



## 2.1 Good Practices of induction

There are nine selected induction practices, which differ by the level of implementation (national level, regional or local) and the setting where they occur (public schools, private contexts). To illustrate the richness of each practice, a synopsis is presented to briefly contextualize it. Then, more detailed information is provided considering: (i) the aims, (ii) the aspects that facilitate its implementation, and (iii) the challenges involved, as well as (iv) some results achieved.

### 2.1.1. Induction Year (Scotland)<sup>1</sup>

**The Induction Programme** is implemented by the General Teaching Council of Scotland on behalf of the Scottish Government. This programme establishes a one-year paid placement of new teachers in a mainstream public school, providing probationer teachers school-based mentoring and support and it is implemented at a national level since 2002. The programme involves experienced teachers and recent teachers.

**The aims** of the induction year are to develop teachers' competences so that they have a better adaptation to the teaching job and so that are not educators only for young people but also to their colleagues locally, nationally, and internationally.

**The elements that facilitated the implementation of the good practice are the** quality of the support new teachers receive from the mentors, which are trained for the job and the guaranteed paid placement during one year in a school, during which teachers get the opportunity to become fully qualified teachers.

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<sup>1</sup> For further information:

<https://www.webarchive.org.uk/wayback/archive/20190701211038/https%3A//www2.gov.scot/resource/doc/337626/0110852.pdf>

[Induction Scheme.pdf \(eis.org.uk\)](#)

Some **challenges encountered in delivering good practice** are the impossibility to include in an initial teacher education programme all that would ever be required of teachers and the lack of continuity beyond the programme of initial teacher education.

**Some results** of the implementation of the Induction Programme suggests that this is a recognized practice among new teachers and students. In fact, new students perceive “placement” as one of the practices that best prepares them for the teaching job. Overall, probationer teachers felt positive about their induction year experience. 53% share the opinion that the induction programme was effective in helping them reach standard for full registration.

### 2.1.2. New teacher induction (Slovenia)

**New Teacher Induction** (Škofijska gimnazija Vipava) is implemented by a private secondary school (and boarding school) at a local level, since 2015. The programme is based on conversations with the presentation of the school's vision and documents, job shadowing with the mentor, reflection and evaluation of each lesson, constant availability of the mentor throughout the academic year, annual job performance review/interview. The programme involves school leaders (vice-principle), experienced teachers and recent teachers.

**The aims** of the New Teacher Induction are to ensure new teachers learning about the school's vision, about key school documents, to promote the integrating of the new teacher into the school environment and empowering the teachers in his/her competencies.

**The elements that facilitated the implementation of the good practice** are the existence of written school documents (especially those that differ from public school documents) and the good school climate.

Some **challenges encountered in delivering good practice** are problems concerned with the time management such as time organization and workload.

**Some results** of the implementation of the programme show that teachers are satisfied and involved in the organization, and that they are autonomous in the delivery of the lessons. In the annual interview/job performance review, teachers reflect on their experiences, evaluate their work and expectations, and make plans for the future. It is expected the gradual integration of the new teacher into other school activities and projects.

### 2.1.3. Accompaniment of New Employees (Slovenia)<sup>2</sup>

**Accompaniment of New Employees** implemented in a private school centre (kindergarten, primary, secondary, boarding school, music school) at a local level, since 1993. The Programme includes three joint meetings organized each year for new recruits and each new teacher also gets a personal mentor. The mentor is mainly there to help with professional questions. The current format has evolved over the years and in response to recruitment needs. Over the last 10 years many new people have been recruited and the need for meetings that allow for better integration and sense of ownership has become apparent. The Programme involves school management, heads of departments and direct supervisors.

**The aims** of the programme are to let the new employees know the institution where they work (history); to know and act in accordance with the values, educational principles, and code of conduct; to learn to work as part of a team; have a personal companion (mentor) who introduces them to the work and helps them to answer any predicaments, uncertainties, questions; to form a sense of belonging to the institution.

**The elements that facilitated the implementation of the good practice** are the existence of a systemic monitoring of the Staff embedded in all aspects of the institution's work. Because it is done at all levels, it also makes the work of the individual (the person in charge) easier.

Some **challenges encountered in delivering good practice** are problems concerned with the pandemic context. In fact, in the last year, the institution has been practically unable to run the Programme because it is not the same remotely as in person. The uncertainty of a time limit of the mandate of having to work remotely made it difficult to plan well.

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<sup>2</sup> Website <https://www.stanislav.si/zavod-sv-stanislava/#vrednote=values>

Another issue concerns the fact of monitoring, or the work of the tutors is not additionally paid and therefore not properly valued by the state institutions. As the institution considers it important, they nevertheless implement it, with the intrinsic motivation of the mentors. Also, the time required for this kind of activity is not foreseen and it often happens that it is impossible to find a time for meetings due to full schedules. The institution tries to keep the intrinsic motivation of the mentors high to keep doing their work, because they themselves see the positive reverberations and results in the new recruits. If necessary, more meetings for smaller groups are organized. One of the priorities, which is also enshrined in the vision of the institution, is to monitor all staff even more systematically, including through the upgrading of annual and multiannual evaluations.

The time for this kind of activity is not foreseen and it often happens that it is impossible to find a time for meetings due to full schedules.

This practice will certainly be maintained and introduced to other similar institutions. There are also plans to upgrade the system. After each meeting, an interim evaluation is carried out for staff feedback. At the end of the Programme (after one year) there is a more comprehensive evaluation.

**Some results** of the implementation of the programme shows that in the majority of cases, new employees rate the experience very positively. The results are also visible in the integration and participation of the employees in the collective. Other results reveal that new teachers are more integrated into the collective; there is an improved job performance, a high level of motivation to work, they value having a companion to help in times of uncertainty, they learn about the different units (kindergarten, primary school, grammar school, boarding school) and they develop networks between staff (friends and confidants).



### 2.1.4. Sharing Moments / Mentoring of the Greek American Educational Foundation (Greece)<sup>3</sup>

**Sharing Moments** is implemented by a private school, at a school level, since 2007. It has taken place five times since 2007 within the framework of a wider two-year induction programme of 160 hours to strengthen the pedagogical capabilities of newly appointed teachers. The scientific responsibility of the wider induction programme belongs to the Department of Social and Educational Policy of the University of Peloponnese. The mentoring part of the programme corresponds to about 25 hours programme per cycle. The mentoring programme is realized in collaboration with the University College of London Institute of Education as well as with the Department of Social and Educational Policy and its core is the following: i) Seminars to mentors (experienced selected teachers) and to mentees (newly appointed teachers). These seminars are participative and often in groups. ii) Planning of common lessons among couples of mentors and mentees. Firstly, the mentee observes and discusses one lesson of the mentor and vice-versa. There are common activities afterwards during which both mentors and mentees discuss their experiences in plenary sessions.

**The aims** of the Sharing Moments are to strengthen the pedagogical capabilities of newly appointed teachers and to introduce them into the culture of the schools of the American Education Foundation.

**The elements that facilitated the implementation of the good practice** is related to the fact that the foundation has an old tradition of collaboration among its staff even from the times of the foundation of the first College. There are many collaborations with famous Universities such as Harvard, Cambridge, and University College of London

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<sup>3</sup> <http://cronos.wedia.gr/>

Institute of Education. The Foundation allocates a significant part of its economic resources to support high quality professional development programmes for its teachers.

There are not significant **challenges in delivering good practice** since the culture of the Foundation encourages various teachers' CPD initiatives.

**Some results** are the spread and strengthen the collaboration culture as well as facilitation of newly appointed teachers (mentees) to adjust and improve on the one hand and refresh the more experienced older teachers (mentors). Those results are based in a study with quantitative and qualitative data using audio-visual material in the school year of 2010-2011 and structured questionnaires for 2013-2014 and 2014-2015. Data were accumulated from approximately 60 pairs of mentors-mentees throughout the three school periods of practical application. The results show that the Programme offered important professional gains; both in the mentor's revitalization and self-reflection, as well as the mentee's broadening of their horizons and enhancement in their performance in class. The participating teachers focused on collaborative teaching and constructive dialogues/discussions which follow their mutual observations, the aim in the lesson and in the feedback they acquire from their colleague/observer.

### 2.1.5. Probationary Year (Portugal)

**The Probationary Year** is implemented by the Ministry of Education of Portugal, at a national level since 2009/2010. The probationary period is intended to verify the teacher's ability to adapt to the required professional performance profile, has a minimum duration of one school year and is completed in the educational or teaching establishment where he exercises his teaching activity. The Probationary Year involves monitoring and supporting the process by gathering the perspectives of the different participants and solving the problems detected or forwarding them to the proper bodies. The program involves school directors, experienced teachers, and recent teachers, and includes the training of mentors, the assessment and reporting of the probationary period.

**The aims** are to assess the teaching performance and control of the competencies required to access the teaching profession, and to support the teachers in the beginning of their professional careers.

**The elements that facilitated the implementation of the good practice** are the being mandatory to enter in the teaching career; the opportunity to work and have the support from other teachers; the opportunity to improve professional competencies; being all school year; being paid for their work; to have access to pedagogical, scientific, and bureaucratic information on the teaching career.

Some **challenges encountered in delivering good practice** are the existent gap between the beginning of professional activity (as a contract teacher) and the entry into the career. Only when entering the career are teachers involved in the probationary year processes, and they may already have several years of professional experience. Other challenges are concerned with the fact that not all the teachers are collaborative (the team).

**Some results** of the implementation of the programme show that the length of service provided by the teacher in a probationary period is counted for the purposes of

progression in the teaching career, if it is classified with a mention equal to or higher than Good. Also, the teachers recognize significant impacts of the probation period on teachers' professional development and schools' organizational development, namely in the strengthening of collaborative work between the different levels of school management and the construction of knowledge in the areas of teaching and teachers' evaluation.



### 2.1.6. Ambiente di Supporto INDIRE (Italy)<sup>4</sup>

**Ambiente di supporto INDIRE** is a platform for new teachers/mentors, implemented at a national level since 2016. The Indire Neoassunti platform is an online tool that allows new teachers and tutors to follow a training course that offers them all the different notions needed to carry out this role. The Indire Neoassunti portal is for teachers who are ready to take up their duties each year, a website that offers them a wide range of information related to the various tasks they must complete during the school year itself. This allows them to understand what goals need to be achieved, how to proceed in order to perform all their duties in an optimal way and at the same time it will also be possible to know all the various professional development courses that allow the teachers themselves to be able to cover this role in an optimal way.

**The aims** are to support Induction and mentoring.

**The elements that facilitated the implementation of the good practice** concerns to the fact that the Indire Neoassunti platform takes on great importance since it allows teachers on trial, during a school year, to actually be able to carry out in the best possible way the role of teacher for which they have undertaken the course of study.

Some **challenges encountered in delivering good practice** are to bring the generation less inclined to use technology for mastering digital skills and increase literacy on information and data. In addition, issues related to cybersecurity have been crucial points to address.<sup>5</sup>

**Some results:** thanks to this kind of portal, the world of education is improved because this site offers all the tools necessary for teachers to be able to play their role and offer students all the information they need to be properly trained and especially placed in a

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<sup>4</sup> <https://neoassunti.indire.it/2021>

<sup>5</sup> <https://neoassunti.indire.it/2021/approfondimenti/framework-digicomp/>

working environment at the end of the school career that they will face. In addition, only the best teachers will be able to continue their career path, since new teachers who do not meet the objectives will not be retained within the school for which they have done the probationary year. Concerning the total number of Italian teachers who have used the INDIRE platform, at the end of the 20/21 school year, there are almost 25,000 teachers who have begun to document the stages of their training and probationary year in an online environment. In addition, more than 12,486 tutors were associated with their teachers, which means that there is a ratio of about one welcoming tutor for every two teachers in training and probation.<sup>6</sup>

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<sup>6</sup> [neoassunti.indire.it/2021/approfondimenti/neoassunti-2021-un-modello-consolidato-negli-anni/](https://neoassunti.indire.it/2021/approfondimenti/neoassunti-2021-un-modello-consolidato-negli-anni/)

### 2.1.7. Lehr:werkstatt (German)<sup>7</sup>

**Lehr:werkstatt** is implemented by University and teacher education center since 2011 at regional/national level. The concept of the Lehr:werkstatt brings together student teachers with an experienced teacher over the course of a school year. The tandems formed through matching are supported and further trained by a variety of university support services, consisting of block phases, study-related phases, competence workshops and individual learning journeys. For one school year, a student teacher (Secondary school: Gymnasium or Realschule) and a teacher work together in tandem. During this Lehr:werkstatt year, these tandems are supported and trained through a variety of university offers. Students benefit from early practical experience, teachers receive new impulses, and pupils receive more intensive support. The initiative involves student teachers and teachers, and includes 5 Universities, and participating schools and pupils.

**The aims** for students are to take an active role in the classroom and gain experience from the very beginning, to have a realistic insight into the future professional field and to have the opportunity to test their aptitude as well as theoretical knowledge. The experienced teachers are given the opportunity to experience new methods and the pupils also benefit, for example, from more individual support.

**The elements that facilitated the implementation of the good practice** concerns to the fact that the matching of the Tandems, all participants (students, teachers, schools and pupils) benefit from the tandem approach. In addition, these tandems are accompanied and provided with further training through a variety of university support services,

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<sup>7</sup> <https://lehrwerkstatt.org>

consisting of block phases, study-accompanying phases, competence workshops and individual learning journeys.

Some **challenges encountered in delivering good practice** is bringing together the experienced teacher with the teacher in training, for example, with regard to the same subjects. If the number of hours or days of the subject for formed tandem is low, the inclusion of another experienced teacher may be necessary. But also, with regard to the location of the schools, which may be further away from the university location, requires student mobility.

**Some results** are that student teachers benefit from the following aspects, in particular: reflection on career aspirations, profound career decisions, realistic insight into school life and the teacher routine, classroom experience and intensive guidance. Teachers can benefit from the following elements, for example: more individual support for their own students, feedback from students, new impulses, team teaching, support and relief, their own further training and support of the training of the teachers of tomorrow. Pupils have the following advantages, among others: second contact person, different personalities and methods and individual support. Schools gain from the following factors, for instance: team orientation in the collegium, space for projects and further learning activities, enhanced support conditions and contribute in a valuable way to the training and further education of teachers. Good practice is scientifically accompanied by the participating universities.



### 2.1.8. First Employment (Slovenia)

**First Employment** is implemented by primary and secondary schools, as well as kindergartens under the implementation from the ministry, at a national level, since 2015. This program was devised on the previously run apprenticeship program that was conducted nationally. The general systemic requirement of having young teachers attain certain skills and undergo a period of work at an institution before they can become fully certified to work in schools, provided the rough direction of the set up for the program. The ministry opens up a call for tenders and schools can run selection processes and apply with selected candidates with prepared wholesome training/induction programs. A key element in awarding projects to schools is the regional representation and support for underprivileged communities. Once selected the candidates undergo a period of training under mentorship paid for by the ministry. A work plan is devised that includes getting to know the workings of the whole school, including administrative work, hospitality in various subjects, co-teaching with a mentor teacher, conducting independent lessons and, finally, teaching independently in one or more departments. Participating in teacher training, meetings and conferences. Emphasis is on preparation for cross-curricular teaching and updating the teaching of the subject for which he/she is professionally qualified. The programme involves school project implementation team, the mentor, and the management.

**The aims** of the programme are train teachers for independent learning, including implementing all the prerequisites to approach the national professional board examinations.

**The elements that facilitated the implementation of the good practice** are the fact of young teachers get work experience to approach the professional board examination. Obviously being able to guarantee financial resources for 8 (or 6 in case of kindergarten)

months is a great added benefit for the participating institutions. During this period trainees generally cannot exceed half the worktime doing solo tasks.

One **challenge** is in the target group limited to young teachers without full qualification under the age of 30. The other is limited funds and a number of teachers that would require this program being very high. Only roughly about 10% of all teachers approaching the board examination have gained the necessary work experience through this program. An additional “spin-off” program for teachers without full qualification over the age of 30 was devised and is run by a national institute for management in education. The “I’m learning to be a teacher” program is, in some aspects, similar to “First employment” but is somewhat smaller in scale.

**Some results** of the implementation of the programme shows that a significant number of young teachers gaining work experience (and other conditions) required to approach the professional board examination and gain full qualification to work as a teacher. The success of the program is regularly reported to the EC as a part of the follow up on the funds used from the ESS.



### 2.1.9. Special pedagogical approach induction - Montessori (Slovenia)

**Special pedagogical approach induction** is implemented by a private Montessori school centre at a local level, in part pertaining to an international program, since 2015. The traineeship starts a few months before the candidate is selected for the post. Candidates are initially familiarized with the methodology of the Montessori approach and the responsibilities that await them. Those who meet the conditions or are willing to undertake further training (Montessori pedagogy) are given the opportunity to meet individually with the management on several occasions. New candidates are regularly involved in the work process and are also required to design their own independent lessons. Longer-serving colleagues are very helpful in the process. The traineeship involves new teachers, the head teacher, the senior active teacher (with the longest Montessori diploma status) and colleagues from the subject area.

**The aims** of the traineeship are learning about Montessori pedagogy, learning about teamwork and individual work, integration into the school environment, empowerment of teacher competences, preparation of individualized lessons, involvement in practical work.

**The biggest facilitating factor that facilitated the implementation of the good practice** is the already acquired knowledge of how Montessori pedagogy works, as all Montessori schools follow the same method.

Some **challenges encountered in delivering good practice** are related to the fact the induction period is of limited duration, as it is linked to the call deadlines. As a result, the selected candidate may prove to be unsuitable over time. Due to the limited number of staff, replacements are also a major challenge, and this is also reflected in the induction process, as mentors can be very busy. Things are always resolved through discussion and internal rearrangements. New candidates would like to get more information on specific issues, but many times they cannot get it from their mentor, as

they are all learning and adapting every year (the program has only been running for 7 years in Slovenia). Another big challenge is that many times the teacher is left to his/her own discretion and sometimes must put in a lot of effort to get a result, but that is also a source of satisfaction.

**Some results** are good teamwork, satisfaction, collegiality and empathy, interest in work, willingness to grow personally. Once the system is set up (in two years' time, when the nine-year completion of the entire primary school is reached), the aim is to make the mentoring scheme even clearer.

## 2.2. Good Practices to support mentors

This e-catalogue offers four practices specially dedicated to mentors, which differ by the level of implementation (national level, regional or local) and the organisations involved (public authorities, private institutions, universities, and municipalities). To illustrate the richness of each practice, a synopsis is presented to briefly contextualize it. Then, more detailed information is provided considering: (i) the aims, (ii) the aspects that facilitate its implementation, and (iii) the challenges involved, as well as (iv) some results achieved.



### 2.2.1 Synergy programme of Laskaridis Foundation (Greece)<sup>8</sup>

**Synergy programme of Laskaridis Foundation** is implemented by private foundation organizing CPD programmes for teachers at local level, since 2016. This programme aims at the support of primary schools located in Attica Region so as to cope with students within autism spectrum. It is organized in collaboration with the Autism Organization of UK. The main concept of mentoring is related with the training of psychologists (external mentors) in order constantly support one or more teachers (in each voluntarily participating public primary school) in order to become more resilient to the problems created from autism (internal mentors) who subsequently steadily support other teachers on the same problem. The programme is based on a two-step mentoring process. First professional psychologists are trained to become mentors for teachers wishing to cope with special needs of children within the autism spectrum. Secondly, the trained mentors become internal mentors for other teachers of their schools. Each year more than 10 schools in total participate into the Synergy programme (during the last year due the pandemic only three schools with 5-6 teachers from each one of them participated in the programme).

**The aims** of the Synergy programme are train psychologists so as to act as external mentors to schoolteachers who need training for coping with the needs of children within the autism spectrum; and train schoolteachers so as to act as mentors (internal mentors) in their schools of other teachers who need training for coping with the needs of children within the autism spectrum.

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<sup>8</sup> <http://www.laskaridisfoundation.org/>

<http://mentalhealth.laskaridisfoundation.org/synergy-2/>



**The elements that facilitated the implementation of the good practice** are the organizational support and the small funding of the programme from Laskaridis Foundation, and the culture and commitment of the Foundation promoting teachers' CPD initiatives.

Some **challenges encountered in delivering good practice** are the development and application of a comprehensive evaluation methodology of the programme. Moreover, the Covid-19 pandemic prevented many schools to participate into the Synergy programme. The challenges are overcome through close cooperation and iterative re-planning of the programme based on the conclusions drawn from its evaluation in each cycle.

**Some results** are the increase of the resilience of teachers working with children within the autism spectrum.



### 2.2.2. “Comencem bé!” (“Good Start !”) (Spain)<sup>9</sup>

“Comencem bé!” is implemented by Catalan Government (Regional Ministry of Education), at a regional level, since 2006 to 2012. The programme consists of appointing an experienced teacher as a mentor for a novice one during the first year as professional. The experienced one will mentor the novice at least once a month to help him/her to develop the required skills in teaching. There was no single methodological strategy for the development of mentoring. There has been a great diversity of practices, hence two novice teachers they may experience very different tutoring processes. The programme involves novice teacher; experienced teacher; school headteacher.

**The aims** of the programme are to train new 3-12 years old pupils’ novice teachers in the new schools to mentor and to support them in the first year as professional teachers to accompany them in order to develop the basic skills.

Supervision by school directors **has facilitated the implementation of the programme**, at least at the formal level.

Given the lack of a protocol for the application of the programme, some **challenges encountered in delivering good practice** are due to the lack of advice for the implementation of mentoring, with a theoretical background and practical guidance. Also, there is a lack of a pedagogical and peer evaluation that delves into the results of the programme. It has only served to cover the administrative record so that the novice teacher can continue in the system.

**Some results** shows that beginner teachers have improved professional competence and integration into the school. Those who have done more intense tutoring, they perceive a higher level of benefits. The next steps are establishing a more explicit and recognized role for some school teachers to take on the task of mentoring on a regular and efficient basis.

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<sup>9</sup> [https://blocs.xtec.cat/juando/files/2007/11/comencem\\_be\\_20061.pdf](https://blocs.xtec.cat/juando/files/2007/11/comencem_be_20061.pdf)



### 2.2.3. Programme for Supervision, Monitoring, and Assessment of the Teachers' Probationary Period (PSMATPP) (Portugal)

**Programme for Supervision, Monitoring, and Assessment** is implemented by Aveiro University at a regional level (Aveiro, Braga, Évora, Faro and Lisbon), since 2009/2010 to 2015. During the implementation of the programme, the probationary teachers were accompanied by a teacher-mentor from the school who was responsible for providing didactic, pedagogical, and scientific support. The training sessions focused on the articulation between practice, its theorisation, and reinvestment in practice. The PSMATPP strategy went through the operationalisation of the professional induction system, which was already provided for the Teaching Profession Career Statute, as a probationary year for all teachers who obtained a permanent position for the first time, having at least five years of teaching experience. In addition to research, the programme involved: the training of those involved; awareness-raising among school management; supervision of practices, evaluation, and production, and dissemination of the generated knowledge.

The training framework for the mentors was built around the different dimensions of the act of teaching. The training methodology, in the form of a workshop, with 50 hours (25 hours of classroom work), was based on the concept of professional development, considering the mentor as both object and subject of training, with the training process and supervision work carried out in the field. The mentoring programme was designed for a group of experienced teachers, professionally committed, and recognised by their peers as responsible and competent professionals. In fact, these teachers were already at an advanced stage of their teaching careers, corresponding to those that some authors consider being mastery or even stable. The mentors applied their action to a set of teachers, concomitantly with their training process.

**The aims** of the training programme are exploring and deepening the pre-existing skills of the mentors, emphasising the permanent nature of professional learning,

encouraging their personal and collective involvement in the whole process. At the same time, the mentoring and the supervision processes which were associated with it and constituted a new challenge for the teachers, so the training was assumed as a response to new situations, from a problem-solving perspective. During the training, there was also a concern to establish relationships between professional development, supervision, and the act of teaching.

**The elements that facilitated the implementation of the good practice** are the monitoring by the curricular department; the creation of a collaborative dynamic between teachers; a greater teacher integration; the support of other teachers in the school; the extension to the community. The mentors' perception of the quality and usefulness of the training process also revealed as positive aspects the possibility of sharing experiences and difficulties, which was even a highly valued fact in the mentoring sessions; the adequacy and clarity of the addressed topics, since the sessions were organised taking into account the developed process in the field; the adequacy of the available made documents, which allowed closer monitoring of the programme; the discussion of ideas; the identification of problems and the search for solutions; the possibility of clarifying doubts; the availability and quality of the trainers; the effective support to supervision; the respect for the practices of each school.

Some **challenges encountered in delivering good practice** are the absence of training before the beginning of the process; the fact that the training took place simultaneously with the intervention, not allowing for more sustained action in the field. The lack of definition of the desirable profile of the trainee teacher as a reference for evaluation and the lack of direct training of teachers on probation and documentation before training were also mentioned. Within this set of points for improvement, the need for a greater number of supervision reports and a more in-depth analysis of supervision instruments were also noted, as was the individualisation of feedback concerning work. Some reports noted that the action had low visibility in the school cluster, which also did not show recognition for the developed work.

**Some results of the teacher-mentors' reflections** on the impact of the training on probationary teachers revealed that: the capacity for critical analysis of action increased; the support for decision making; the diversification of teaching strategies; and the support for planning increased capacity for self-evaluation. They also identified improvements in time management and planning forms, greater attention to the

development of previously neglected skills in students, the optimisation of information and communication technologies, the improvement of direct intervention with students, and teacher performance.

#### 2.2.4. The Mentoring and Teacher Identity (MID) programme (Spain)<sup>10</sup>

**The Mentoring and Teacher Identity (MID) programme** is implemented by University of Vic-UCC and Municipality of Vic, at a local level, since 2018. The MID programme includes two areas of action. On the one hand, it proposes to all first-year students of the Bachelor's Degrees in Early Childhood Education and Primary Education, and of the double degree in Early Childhood and Primary Education, to spend one morning a week during the whole academic year in a school in Vic. This alternating structure allows for constant reflection from the university classrooms in relation to the reality of school life. On the other hand, the MID programme also includes six training seminars on the construction of the teaching identity and mentoring for teachers from the University and teachers from the 11 schools in Vic in order to jointly define how to improve the accompaniment of future teachers and their professional profile. From these seminars will emerge a stable working team made up of schoolteachers and FETCH faculty that will promote the presence and participation of active teachers in the classrooms of the Faculty. The MID programme involves School teachers, School directors, Lecturers of the Faculty of Education, and Teachers training Students.

**The aims** of the MID programme are move towards the creation of the figure of the mentor teacher who can better accompany students during the periods of stay and internships in the eleven nursery and primary schools in the city of Vic, and help to form,

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<sup>10</sup> <https://www.youtube.com/watch?v=M1czy7QFZs8&t=9s>



at the same time, the teaching identity of the students of the Faculty of Education's teaching degrees.

**The elements that facilitated the implementation of the good practice** are commitment of the institutions, strong involvement of school management, and effective coordination from the Faculty of Education.

Some **challenges encountered in delivering good practice** are related to Excessive teaching load of university lecturers and schoolteachers, which leads to difficulties in conducting joint seminars on a continuous basis. The challenges are overcome through joint and continuous work between teachers and university faculty, and with very dynamic and active seminars.

The **main result** is the maintain close relationship between universities and schools to improve the mentoring of trainees and new teachers joining the schools.



## 2.3 Other professional development good practices

This e-catalogue presents nine practices of continuous professional development of teachers, which differ by the level of implementation (national level, regional or local) and the type of organisations that led the programmes/initiatives (NGO's, public authorities, etc.). To illustrate the richness of each practice, a synopsis is presented to briefly contextualize it. Then, more detailed information is provided considering: (i) the aims, (ii) the aspects that facilitate its implementation, and (iii) the challenges involved, as well as (iv) some results achieved.

### 2.3.1. School for Life (Croatia)<sup>11</sup>

**School for Life** is implemented by the Ministry of Science and Education of the Republic of Croatia at national level since 2018. School for Life is the name of an experimental program carried out by the Ministry of Science and Education. 48 primary and 26 secondary schools from all counties in the Republic of Croatia participate in the "School for Life". The experimental program is conducted in the 1st and 5th grade of primary schools and in the 7th grade for the subjects of biology, chemistry, and physics. In secondary schools, it is conducted in the 1st grade of gymnasium schools in all subjects and in the 1st grade of four-year vocational schools in general education subjects. The aim of the experimental program is to check the applicability of new curricula and forms of working methods and new teaching aids. The Programme involves the Ministry of Science and Education of the Republic of Croatia, primary and secondary schools.

**The aim** of the Program is to test the applicability of new curriculum and forms of work methods and new teaching aids with regard to the following objectives: increasing

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<sup>11</sup> <https://skolazavot.hr/english/>

students' competencies in problem solving and critical thinking; increasing student satisfaction at school and motivating their teachers.

**The elements that facilitated the implementation of good practice** presumed the real need for a reform of the educational system, expressed by all actors involved in the implementation. Thus, the Program gathered as its main stakeholders most relevant authorities of the Croatian educational structure - from the main governing body of the Ministry of Education and Science to the Agency for Vocational Education and Training, Education and Teacher Training Agency, Croatian Academic and Research Network - CARNET, National Centre for External Evaluation of Education (NCVVO), and Agency for Mobility and EU Programmes. Gathering all main actors included in the development and evaluation of educational policies may have assisted in a more effective and coherent implementation process.

Some **challenges encountered in delivering good practice** can be divided into different segments. Firstly, the experimental program associated the need to introduce new regulation and direction of learning. Simply put, learning for grades should give priority to learning for life and future. Although both approaches are problematic individually: the first because it fits into the existing idea that the main goal of education is to collect excellent grades that are almost regularly the result of memorizing and reproducing a lot of data, and the latter because it assumes that future content can be successfully predicted and planned. Secondly, an issue of compliance and understanding of requirements in the implementation of a particular policy arose. Several teachers and principals were concerned about the lack of knowledge and skills needed to devise new approaches. Although they welcomed the shift in focus to skills development, they expressed concern about the danger of “degrading” knowledge. Furthermore, concerns were expressed about the possible mismatch between the new curriculum and the Croatian Qualifications Framework, which could result in a disadvantage for students who were part of the pilot project. Many have warned that engagement is time consuming and significantly increases the workload. Some find the online format difficult to use for this purpose. The principals, on the other hand, pointed out that the professional development was not sufficiently adapted to their needs. Many teachers welcomed the autonomy provided by the new curriculum, but at the same time expressed concern about taking responsibility for issues previously determined by the government or agencies. Some teachers pointed out the contradiction between



encouraging autonomy on the one hand and detailed specifications of learning outcomes on the other. A few teachers noted that the system was not sufficiently aligned with the experimental program as much as it could have been (e.g., pedagogical oversight counsellors were not sufficiently involved in the reform).

**Some results** have shown that teachers need to have greater support in resources and more coordinated professional development that allows them to find meaning in educational policy. This includes: hiring subject experts to generate a critical mass of people who understand the idea behind the reform; facilitating the establishment of social networks with researchers and professional associations working in parallel with teachers to better understand the reform; creating an atmosphere of trust so that classroom practice can be openly discussed; encouraging debate not only about what politics is, but also about what it means to put it into practice; availability of materials and resources close to the teacher's daily practice that are in line with the guiding idea of the reform and that increase the teacher's understanding of the reform.



### 2.3.2. Modernization of the system of professional development of teachers of vocational subjects (Croatia)<sup>12</sup>

**Modernization of the system of professional development of teachers of vocational subjects** is implemented by Agency for Vocational and Adult Education of Croatia at national level, since 2014 until March of 2021. The Project aims to strengthen the capacity of teachers and raise their social reputation, by: increasing the number of teachers participating in professional development processes; ensuring greater availability and relevance of the content and materials of professional training which will result in improving the quality of training; harmonization of national priorities and implementation of training based on the needs of teachers / schools; defining long-term goals of professional development; providing mechanisms and measures for strengthening teacher competencies and motivation for professional development; development of a comprehensive professional development strategy and improvement of the teacher promotion system.

**The aims** of the Programme are to enable progress and development of an innovative, open and flexible system of professional development of vocational teachers; to support and provide better opportunities for strengthening teacher competencies; raising the quality of teaching and student achievement and the capacity to implement reforms in vocational education.

**The element that facilitated the implementation of the good practice** was impact of the Agency on a wider scope, being the main body on national level for providing professional development for the segment in question, and having necessary capacity for building a solid network.

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<sup>12</sup> <https://www.asoo.hr/projekti-i-suradnja/esf-projekti/modernizacija-sustava-strucnog-usavrsavanja-nastavnika-strukovnih-predmeta/>  
<https://edu.asoo.hr/>

Some **challenges encountered in delivering good practice** have been identified in the first stage of the project, through exhaustive qualitative field research, and can be taken both as obstacles for implementation, as well as a set of results, including the conclusion that teaching profession in Croatia does not offer an appropriate system of promotion or appropriate financial incentives. Limited system of advancement is observed in the form of insufficient possible degrees of advancement, inadequate system scoring and unfair accompanying (teachers of theoretical and practical classes, that is, teachers in different sectors do not have the same opportunities to collect points for advancement). Furthermore, systemic lack of support from the collective and financial resources, difficulties in organizing classes, limited number of participants and small number of gatherings within the year, as well as inapplicability due to the poor equipment of schools, all proved as potential obstacles.

**Some results** of the Project include the production of the “Concept of the new model of professional development for teachers of vocational subjects”<sup>13</sup>, through which 2 cycles of professional development training was offered to a total of 306 vocational teachers; 23 expert conferences/meetings were organised in Croatia. Expert conferences for teachers had also started to be implemented through the new model of professional development, which in the end, expanded the total time of duration of teachers training. Four major events titled “Days for teachers of vocational subjects” were organised, through which, across more than 150 workshops and lectures, around 1700 teachers underwent further training. For school directors of vocational schools, 3 national conferences were organised, and, in the end, an online platform for supporting professional development was developed ([edu.asoo.hr](http://edu.asoo.hr)).

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<sup>13</sup><https://www.asoo.hr/wp-content/uploads/2020/06/Koncept-novog-modela-stru%C4%8Dnog-usavr%C5%A1avanja.pdf>



### 2.3.3. Professional training for teachers — Critical Thinking Seminar (Croatia)<sup>14</sup>

**Critical Thinking Seminar** is implemented by Nansen Dialogue Centre, at a national level. Nansen Dialogue Centre in Osijek is a Croatian NGO founded in April 2001 with the main goal of social reconstruction of post-conflict and multi-ethnic communities in Eastern Croatia. Their vision is inclusive and functional multi-ethnic community, and their mission is social reconstruction of post-conflict and multi-ethnic communities. The Programme is running since 2020. In Krasno Polje at the foot of the northern Velebit Nansen Dialogue Centre organized professional training - Critical Thinking Seminar for primary and secondary school teachers. During the three-day lectures and workshops, the seminar leader assistant professor Bruno Ćurko from the Faculty of Philosophy in Split, introduced the participants to the basic principles of critical thinking in teaching, the contents of formal and informal logic necessary for shaping critical thinking, games of defining concepts and organized a trip to Zavižan where teachers enjoyed the innovative method of Philosophical Walk.

**The aims** of the Programme are to educate teachers for teaching different critical thinking strategies and to educate teachers how to use CT strategies in their direct work with students.

**The elements that facilitated the implementation of the good practice** are specific ad-hoc structure of the designed activities, which arose from the realistic needs of teachers related to the specific content, connected with the particular expertise of content providers, and their ability to transfer knowledge.

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<sup>14</sup> <https://www.ndcosijek.hr/odrzano-strucno-usavrsavanje-seminar-kritickog-misljenja/>



Some **challenges encountered in delivering good practice** are one-time particularity of the practice, as well as narrow impact which arose from the limited quantity of participants. This could be mitigated by a firmer support of the governing structures, recognizing the importance of these themes on a larger scale, and formalising the opportunities to engage in them.

**Some results** indicate possible contribution for solutions to larger professional development on a national scale, but also point out practical issues which may arise from efforts to implement them on a wider level. Nevertheless, what this practice has unequivocally shown is teachers' needs for specific ad-hoc activities of professional development.



### 2.3.4. Improving teaching (Cro. Unaprjeđenje poučavanja) (Croatia)<sup>15</sup>

**Improving teaching** is implemented by the Forum for Freedom of Education (Forum za slobodu odgoja) is a non-profit, non-governmental and non-partisan organization founded in 1992, and registered in 1998 under the Law on Associations. The basic goal of the Forum for Freedom of Education is to promote the implementation of educational standards of a modern democratic society in the Croatian educational system. The programme is implemented at a national level since 2014. The vision of the program is to modernize and enrich the teaching process by supporting teachers at all levels of education from early and preschool education to higher education to develop critical thinking in children and youth by use of different techniques, methods, and tools to make teaching more active and children and youth more engaged. The seminars within the program are intended for everyone, regardless of their teaching experience - whether as a new teacher you want to learn something new or you want to enrich your teaching using your experience and new methods. The program is implemented through 3 professional development seminars: a) Reading and writing for critical thinking; b) Active learning and critical thinking in higher education; c) Teaching reading and writing based on literacy assessment.

**The aims** of the Programme are to modernize and enrich teaching process, to offer support for teachers at all educational levels, to develop new methods and knowledge for educational processes.

**The elements that facilitated the implementation of good practice** are the direct applicability of what can be learned as well as flexibility in application in different academic disciplines. An approach tailored to the real needs of teachers ensures a high

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<sup>15</sup> <https://fso.hr/unaprijedenje-poucavanja/>

degree of pragmatism of content aimed at improving the overall quality of the teaching process.

Some **challenges encountered in delivering good practice** are that although principled support and gratitude to educators in the system exists, fundamental documents and strategies still do not adequately recognize the importance of significant investment in the material and social position of educators. The investment plans are focused almost entirely on infrastructure projects, and only declaratively recognize the improvement of the material and social position of teachers. That said, initiatives such as these are still not formalized, but endure due to the individual initiative of teachers who are willing to invest personal resources in their own professional development.

**Some results** show that such practices can positively impact the overall educational picture; active application of learned contents in the daily teaching process brings more diversity, dynamism, more enthusiasm in preparation, and more thinking about teaching and the way students experience it.



### 2.3.5. Living Diversity (Croatia)<sup>16</sup>

**Living Diversity** is implemented by NGO: The Step by Step (Korak po korak) is non-governmental, non-profit institution whose main activity is the professional development of educational workers from pre-school to secondary education and the accompanying publishing activity, at national level since 2015. This education helps primary school teachers to create an intercultural learning environment to encourage students to understand and appreciate diversity. In these seminars, teachers learn how to teach students to think critically, how to recognize the stereotypes and prejudices they are exposed to, and how to develop the ability to react non-aggressively to prejudice or injustice experienced by them or their peers. Instead of the usual 'tourist' approach to diversity, teachers are offered a series of new strategies that they will be able to use on a daily basis in their work and thus create a classroom in which interculturality is valued and lived.

**The aims** of the Programme are to educate teachers for intercultural learning environment to develop new strategies for teachers that they will be able to use on a daily basis.

**The elements that facilitated the implementation of good practice** are the general need for focus on the highly relevant issues addressed by the practice, which transcend the educational environment, and reflect on the complete cultural and social outlook of the actors involved. These elements address the importance of schools and its teachers not only as educators, but also as crucial facilitators necessary for strengthening community and building blocks of societal environment.

Some **challenges encountered in delivering good practice** arose from the systemic disregard of subjects and themes in questions, leaving teachers to seek professional development through their own personal initiative, relying on non-formal institutions

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<sup>16</sup> <http://www.korakpokorak.hr/hr/seminari/9>

and seeking forms of professional growth outside what their local or regional governmental providers can offer them.

**Some results** show the relevance of discussing risk factors related to intercultural learning, how starting positions are passed down through generations, how prejudices and stereotypes develop and how we pass them on to children, what is oppression and how we can recognize it, how we can work to create group identity and how we can build an alliance in action for social justice. These initiatives prove that the more coherent approach in relying on particular and specific situations and problem solving is crucial in covering various aspects of teacher's tool set, not only educational, but also connected to emotional, cultural, and social aspects of the profession. Results also show that initiatives with shorter time load (as these activities usually require 24 participation hours across two modules) can significantly increase teachers' overall motivation, confidence and sense of collective security.

### 2.3.6. Accademia del Levante (Italy)<sup>17</sup>

**Accademia del Levante** is implemented by the Centre of training of teachers/schools (Italy) a local/regional level since 2005. Accademia del Levante is accredited by the Italian Ministry of Education and provides the necessary certifications for validation. Accademia del Levante aims to enhance the competitiveness of the territory, through the development of soft skills and the creation of competent professional profiles in the field of Information and Communication Technology (ICT), certified internationally and consistent with the European e- Competence Framework (e-CF). Accademia del Levante took its first steps in 2006 in Bari. The courses offered concern numerous specializations: CISCO, Java, Web development, home automation and IoT, European computer license, basic IT, project management, social media marketing, Linux, Adobe.

**The aims** of the Programme are to promote Induction and mentoring processes.

**The elements that facilitated the implementation of the good practice** are the combined use of online and offline training programs. They enrich the Italian territory with new professional figures and promote technological innovation, through the enhancement of specialist knowledge, in order to achieve economic and social improvement.

**The main challenge encountered in delivering the good practice** is the competition among the various providers of teacher education services and courses, increasing the difficulty of positioning Accademia del Levante as main provider. In addition, Accademia del Levante has become a MIUR (Ministry of Education) accredited entity according to Ministerial Decree 170/2016, emphasizing the challenging path of the accreditation process. Therefore, teachers will be able to purchase the following services: 1) courses

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<sup>17</sup> <https://www.accademiadellevante.org/>

for updating activities and qualification of professional skills, 2) computer certifications, and 3) books, also in digital format.

**Some results** are the true satisfaction of the trainees is in the acquisition of knowledge, skills and professional competencies, demonstrable through the achievement of certifications. Accademia del Levante commitment is to select trainers with valid and proven technical and communication experience.

### 2.3.7. IKOS Ageform (Italy)<sup>18</sup>

**IKOS Ageform** is implemented by Centre of training of teachers/schools at local/regional level since 1987. The mission of IKOS is to share and allow the dissemination of knowledge in the field of techniques and theories of well-being, mainly understood as well-being of the person at 360 °, body-mind-soul. IKOS Ageform is accredited to the MIUR with DM. 177 of 24 May 2001, for the training of school teaching staff. By enrolling in ANY COURSE proposed, IKOS Ageform certifies with a "Certificate of Competence Acquired" the attendance of a specific path and delivers the complete Certificate for Reporting the expenditure made. The training and updating activities dedicated to teachers aim to enrich their professionalism, adding to their cultural and life background a very interesting cross-section of the world of communication, verbal, symbolic, non-verbal together with a curious wealth of strategies and techniques of NLP (Neuro Linguistic Programming) bioethics, wide-ranging. The target group is teachers.

**The aims** of the Programme are concerned with induction and mentoring. The training and updating initiatives that we present ensure the personal and professional growth of teachers, with the aim of optimizing the quality of teaching interventions, motivating and educational at all levels.

**The elements that facilitated the implementation of the good practice** are the offer of different courses for teachers aimed at the acquisition of certain soft skills, such as improving the climate in the classroom, the relationship with parents, the management of students with disabilities.

Some **challenges encountered in delivering good practice** are related to the accreditation process to deliver the services offered. Indeed, although it was established

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<sup>18</sup> <https://pnlt.it>



in 1987, IKOS Ageform became an institution accredited by the MIUR with DM. 177 of 24 May 2001, for the training of school teaching staff. Today, IKOS Ageform offers highly educational courses in Neuro-Linguistic Programming, Hypnosis, Family Mediation, Counseling, and much more, aimed at multiple professionals, including physicians, psychologists, psychotherapists, lawyers, teachers, social workers, and students in every field.

**Some results** of this practice. People represent a unique resource, able, more than others, to adapt and stimulate new solutions, innovations, in order to enhance the potential for change peculiar to the multiple instances coming from the individual and the group. The quality is expressed in a service designed "ad hoc" for each need and social environment, with the integrated aim of increasing awareness, skills, abilities, values and communication of the person and the social context in which he moves. IKOS Ageform is accredited to the MIUR with DM. 177 of 24 May 2001, for the training of school teaching staff. By enrolling in ANY COURSE proposed, IKOS Ageform certifies with a "Certificate of Competence Acquired" the attendance of a specific path and delivers the complete Certificate for Reporting the expenditure made.

### 2.3.8. S.O.F.I.A Platform (Italy)<sup>19</sup>

**S.O.F.I.A Platform** is provided by the Ministry of Education of Italy at a national level since 2016. From the perspective of possible implementations of digital technologies in the management of initial and continuous training of teachers, Italy since 2016 has implemented the digital platform S.O.F.I.A. which allows teachers to enrol in continuous training courses to develop a professional plan. Teachers have at their disposal a rich catalogue of training proposals to subscribe directly from the portal at any time. When the catalogue is set up, schools, accredited bodies, qualified associations and accredited subjects can propose their courses on the portal. This wide availability of training promotes and maximizes the connections between national priorities, training plans and teachers' professional needs. The initiative involves teachers, NGO, and Center of training of teachers/schools.

**The aims** of the initiative are to promote professional development of teachers.

**The elements that facilitated the implementation of the good practice** are the fact of the S.O.F.I.A. platform is the only Italian digital portal that facilitates the connection between certified institutions that promote training courses and new teachers who need it.

Some **challenges encountered in delivering good practice** are related to 1) the difficulty in connecting accredited entities that deliver training courses with teachers and 2) the level of digitization of senior teachers. However, since 2016, the S.O.F.I.A platform has grown, simplifying processes, and establishing itself as the main platform for Italian teacher training courses.

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<sup>19</sup> <https://sofia.istruzione.it/>



**Some results** of the initiative are the possibility for teachers to access a simple tool to collect all their training/updating experiences, in order to have a personal archive of their training commitments. All Italian teachers will have a personal portfolio containing all training courses completed. The documentation refers only to certification of participation in training courses. The certificate is related to the expression of a judgment of self-evaluation (satisfaction questionnaire by the teacher) as a first moment of verification of the initiatives, to guarantee the student and in view of an improvement of the training, and with a view to improving training practices.



### 2.3.9. Sharing Moments (Portugal)

**Sharing Moments** is implemented by a public school, at a school level, since 2015/2016. Following an external evaluation of the school cluster, it was established the need for collaborative work. The school management with the support of some teachers in charge created and established this practice. At the end of the school year, the results were presented to the community, within a school seminary. In this initiative teachers work in pairs and attend each other lessons. After the lesson, they both fill in a form (the form is the same for all subjects/teachers) and discuss it in small groups within the department. The practice is not mandatory, but it is open for all the teachers of all levels from kindergarten to 9<sup>th</sup> grade.

**The aims** of the Sharing Moments are to develop procedures in order to improve skills of pedagogical supervision; to encourage a collaborative environment; to encourage multidisciplinary and peer work; and to change professional practices.

**The elements that facilitated the implementation of the good practice** are related to the fact that it was not a mandatory practice; teachers could choose the partner they wanted to work with. A clear statement from the school management that this practice wasn't at all related with the teachers' evaluation process. Other aspects are concerned to the fact of the process is open to scrutiny; the results are analysed in small groups, and the results are shared yearly.

Some **challenges encountered in delivering good practice** were the fact that, initially, only a few teachers collaborated, but as time went by more teachers started to work together; to overcome the idea: 'It's useless!'; to keep the practice strictly pedagogical (and not on students' behavior). Sustainability is the most difficult aspect to accomplish because there is a tendency to keep it (Momentos de Partilha) less frequent, or less practiced; so, every year the teachers in charge - with the support of school management - have to make an effort to keep the practice going.



**Some results** show that teachers are more willing to work collaboratively; teachers discuss new approaches to new problems; and students like lessons with two teachers. Those the results are presented and discussed in the annual seminary, that is a good example of the validation process.

### 3. Some lessons to retain

1. **Support and mentoring:** lasting for at least one academic year, including school integration and induction, as a part of a process of continuous, lifelong professional development.
2. **Recruitment of mentors:** experienced teachers who value interdisciplinarity, teachers as reflective practitioners.
3. **Training:** of mentors, of mentees; in real work context, immersive in school culture.
4. **Coordination modes:** teamwork, multidisciplinary teams, peer work, co-teaching, intercultural learning environments, collaboration with other partners (e.g., NGO, municipalities, universities).
5. **Commitment:** experienced teachers, other professionals (e.g., psychologists); school leaders (principal, head of department); public authorities (national/local authorities of education); private partners; etc.
6. **Gains:** valorisation of the mentor's work; payment of new teachers; employment guarantee after the induction period.
7. **Work conditions:** time for common work included in the schedules of new teachers and mentors; a final seminar to chair the work done.



## Annexes

### Annex A

#### Identification of practices

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**TABLE 1 - SHORT DESCRIPTION GOOD PRACTICE DESCRIPTION**

**Q1. Title of the good practice:**

**Q2. Type of entity implementing**

**Q3. Location /geographical  
coverage:**

**Q4. Year of release/starting  
(month/year)**

**Q5. Still ongoing?**

**Q6. Key objectives**

**Q7. Brief description of good  
practice**

**Q8. Key actors involved**

**Q9. Target group(s)**

**Q10. Sources (*website, links,  
documents*)**



Annex B

TABLE 2 - BENCHMARKING OF PRACTICES	
<b>METHODOLOGY</b>	Q11. <i>What methodology has been used to address the initial issue and lead to good practice?</i>
<b>SUCCESS FACTORS</b>	Q12. <i>Elements that facilitated the implementation of the good practice (institutional, economic, social, and environmental)</i>
<b>CONSTRAINTS</b>	Q13. <i>Challenges encountered in delivering the good practice.</i>
<b>LESSONS LEARNED</b>	Q14. <i>How were the challenges overcome?</i>
<b>IMPACT</b>	Q15. <i>Results of the good practice/ expected results</i>
<b>VALIDATION</b>	<p><b>Validation of the good practice (if applicable)</b></p> <p>Q16. <i>Has the good practice been validated with the stakeholders/final users? Provide a brief description of the good practice validation process.</i></p>
<b>SUSTAINABILITY</b>	<p>Q17. <b>What are the next steps?</b></p> <p>Q18. <i>Will the good practice be continued or extended?</i></p>