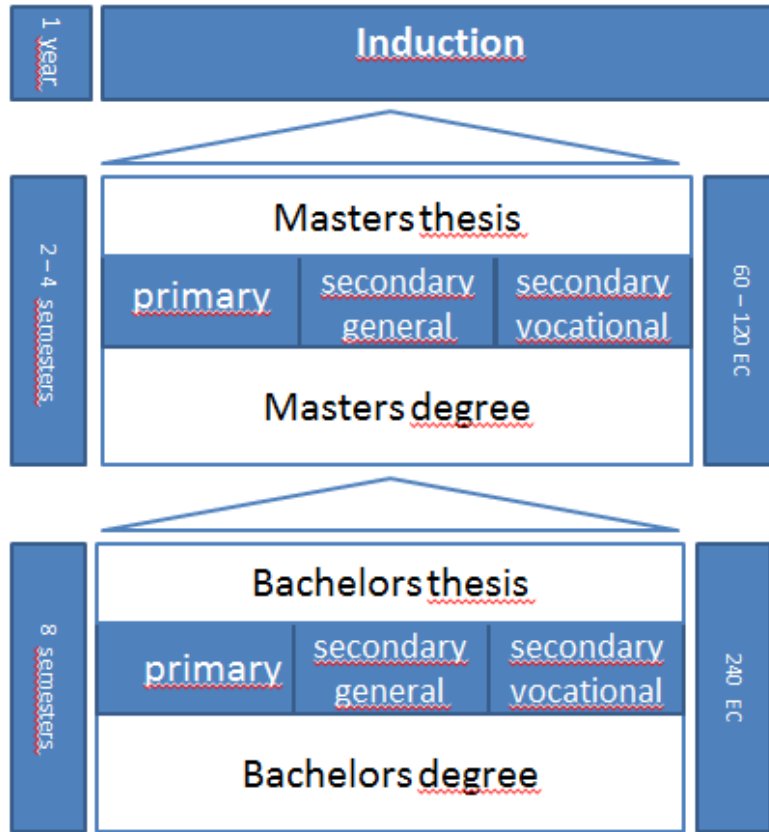


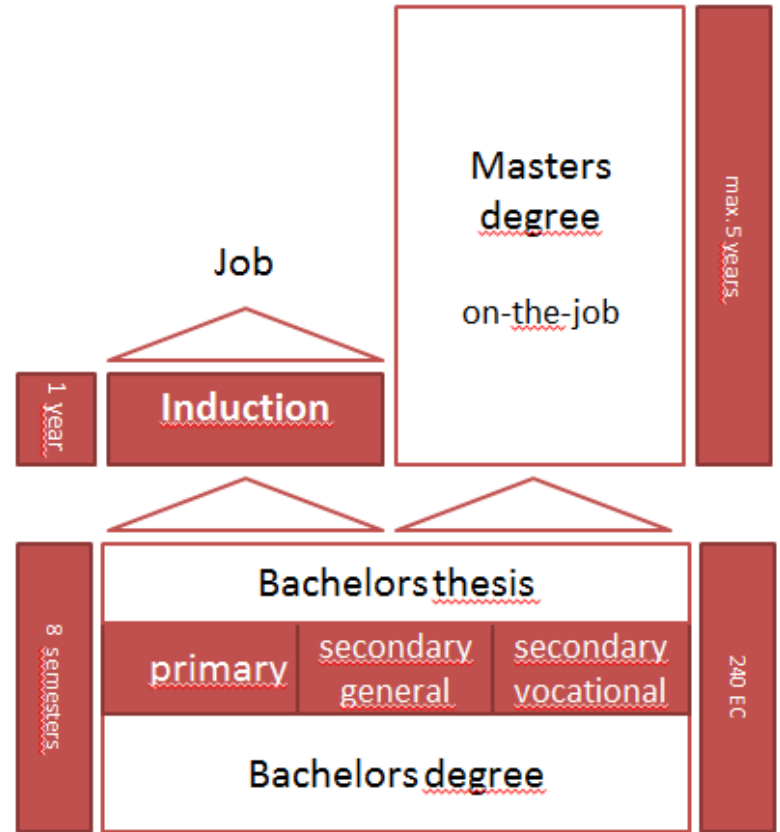
Educational Programmes for Newly Qualified Teachers and Mentors during an Induction Phase

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TEACHER EDUCATION NEW



Option 1:
consecutive development

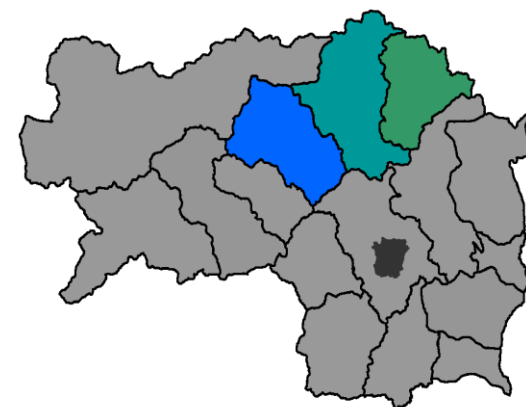


Option 2:
concurrent development
on-the-job



SUPPORTING NEW TEACHERS AT THE BEGINNING OF THEIR PROFESSIONAL CAREER

A Collegial Mentoring Project in Styria, Austria



Participating schools and persons

2012/13

32 Schools

35 Mentors

42 New Teachers

2013/14

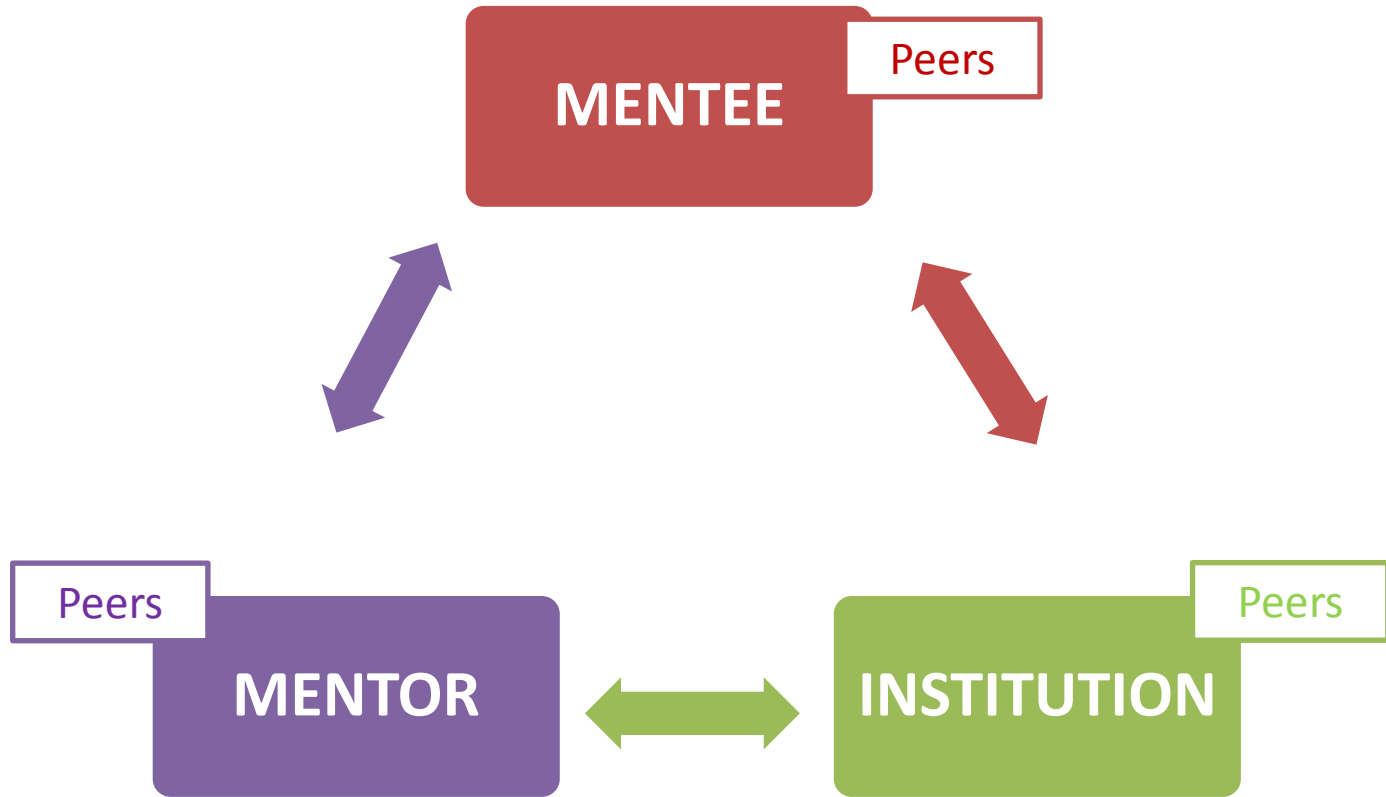
26 Schools

28 Mentors

31 New Teachers



SYSTEMIC VIEW OF MENTORING



FOCUS AREAS OF THE PROJECT

New teachers are supported by experienced colleagues at schools

Further education
courses for new
teachers

Further education
courses for heads
of schools

Further education
courses for collegial
mentors

Monitoring research



TOPICS OF THE FURTHER EDUCATION COURSES

Further Education New Teachers	Further Education Heads of Schools	Further Education Mentors
classroom management; parent-teacher meetings	professional challenges for new teachers	reflecting and defining the role of a mentor
professional role and identity	mentors' roles and responsibilities	inducing learning conversations
individualization in teaching; assessment	basics about educative mentoring in school	observing and providing feedback



AIM OF THE RESEARCH

The overall aim of the study was to explore factors of successful mentoring on personal and structural levels.

One central question:

Which specific educational programmes are important for newly qualified teachers during the induction phase?



RESEARCH METHODS

Time Table	Target Group: New Teachers	Target Group: Heads of Schools	Target Group: Mentors	Expert Group (one per district)
October 2012 2013	written survey		written survey	expert interviews with new teachers, mentors and heads of schools
January 2013 2014				
March 2013 2014	group discussion	group discussion	group discussion	
April 2013 2014				expert interviews with new teachers, mentors and heads of schools
June 2013 2014	written survey		written survey	

RESULTS

	Educational Programmes for Newly Qualified Teachers
Curricular Knowledge	performance assessment; annual teaching plan; national educational standards;
Pedagogical Knowledge	teaching pupils with behavioral problems; teaching pupils with low German language skills; teaching mixed-level classes; classroom management;



RESULTS

	Educational Programmes for Newly Qualified Teachers
Social Skills	communication in parent-teacher meetings; management of work relationships to colleagues and heads of schools; identification of expectations of heads of schools and superintendents
Personal Skills	time management concerning planning and preparing materials; work-life balance; living up to one's own expectations of being a teacher



Civil Service Law of 2013 – Education Services Mentors' Duties

- Providing guidance for planning and organizing lessons
- Analyzing and reflecting on teaching
- Giving support regarding professional development
- Observing lessons in the induction period
- Assessing newly qualified teachers' professional development
- Putting together progress reviews for the new teachers



Civil Service Law of 2013 – Education Services

Who is allowed to become mentors up until 2029/2030?

- Certified teachers who supervise college-students within their weekly teaching practicum or certified teachers who supervise students during their one year teaching internship

or

- Attending relevant courses which have a scope of at least 30 EC



Civil Service Law of 2013 – Education Services Who is allowed to be a mentor in 2029/2030?

- Five years teaching experience
- Successful completion of „Mentoring, starting out and accompanying the professional career “ in the scope of at least 60 EC



Present Situation Regarding Education and Training Mentors in Styria March 2016

- About 5000 students in teacher training
- As of October 1, 2015: there's a new curriculum for teacher education (primary and secondary level)
- Numerous programs are being offered for mentors at various institutions (universities, University College of Teacher Education in Styria, venture project between KFUG – PHSt – PHB - KPH)



Contents for Training the Mentors

- Methods and tools for classroom observation and analyzing lessons
- Reflecting on individual learning biographies
- Introduction to process-orientated procedures – communication as a dialogic process and individual feedback in the teaching and learning process
- Communication and interaction
- Self-awareness regarding team and group work
- Goal and solution-orientated communication
- Mentoring in the context of training the teachers and in the context of the beginning of the teaching career; e-mentoring



Contents for Training the Mentors

- Coaching
- Area of Conflict: Counseling vs. Assessing
- Scientific Work
- University Didactics
- Methodology

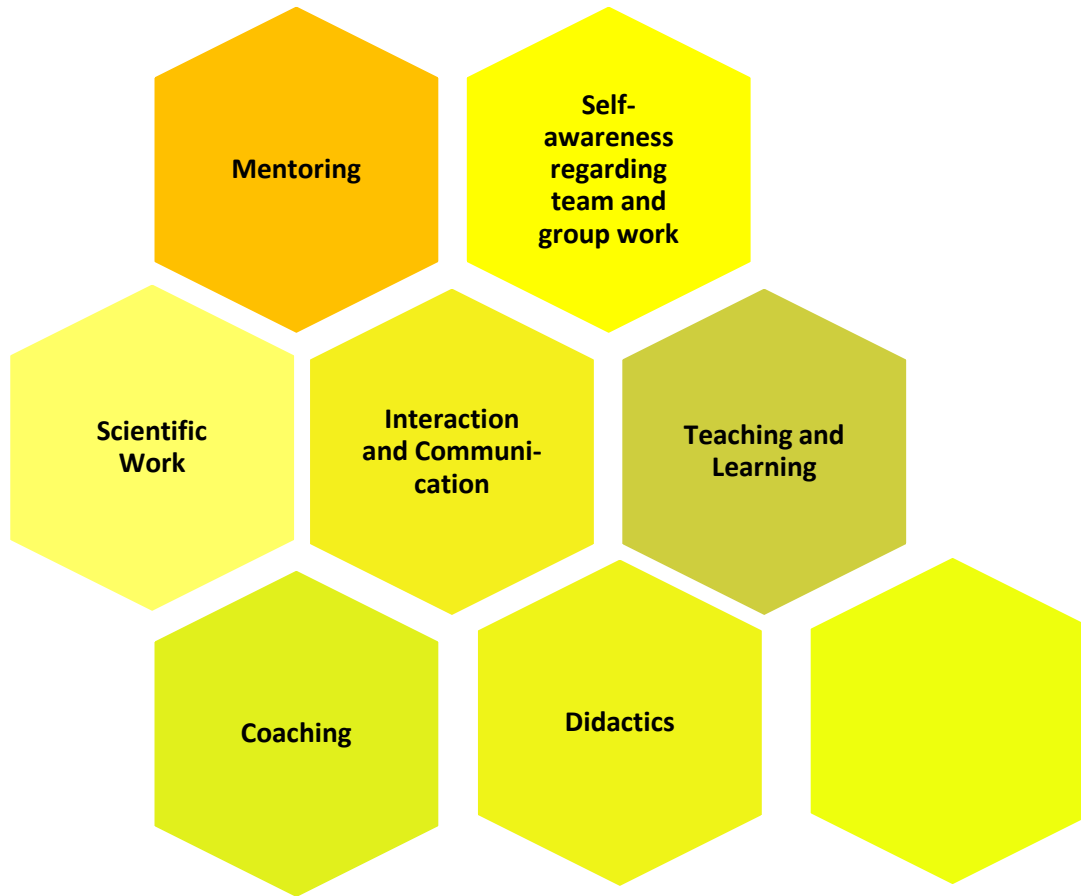


Principles of the Mentoring Program

- Training modules
- Attendance
- Phases of blended learning
- Networking (Praxis_aktuell)
- Participation on the teacher-training model of the University College of Teacher Education
- Proofreading principle
- Modular principle



Modular principle



RECOMMENDATIONS

A successful induction phase needs

- a reduction of teaching time for newly qualified teachers and mentors to enable communication, reflection and learning in professional communities
- high quality in-service training facilities for mentees as well as mentors.
- the principal's willingness to establish the programme and to support the mentor's activities and the mentor's official appointment.
- regional solutions for structural differences, for example the use of regional mentors for newly qualified teachers working in small schools

