

Induction Phase

After the guest-speakers were finished presenting their fields, we had an open session where questions were asked and answered, and we discussed the recommendations and possible challenges as well as risks regarding the current situation with the “induction phase”.

Challenges:

- Focusing on the teacher as a person with needs
- Mentors: Conflicts could arise between advising the mentee and assessing them, as well.
- Who supervises the mentors? How can we be sure that the mentor is the best person for the job?
- Time: The timeframe is a challenge for the mentor as well as for the mentee. Time is flying by and there isn't enough time to advise, assess and get the help a new teacher needs.
- In Austria after college-students have completed their Bachelor's degree, they can enter into the induction phase at the same time while studying for their Master's degree. All of this must be done full-time: full-time studying and full-time teaching practice. This is impossible in our eyes.

Risks:

- Teaching isn't the only thing to advise and assess. There are many other items that need to be taken into consideration.
- Supply and demand. Will there be enough mentors for all of the mentees?

Recommendations:

- 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 head of the school's willingness to establish the programme and to support the mentor's activities and the mentor's official appointments
- Regional solutions for structural differences, for example the use of regional mentors for newly qualified teachers working in small schools