

THE FRAMEWORK FOR A SUPPORT SYSTEM FOR NOVICE TEACHERS

Model 1: Intervention on operative level

Model 2: Intervention on legislative level

Model 3: Path for the future

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TABLE OF CONTENTS

The Development of Support System for Novice Teachers

- 1. INTRODUCTION. WORKING METHODOLOGY FOR A SUPPORT SYSTEM FRAMEWORK**
- 2. FRAMEWORK FOR A SUPPORT SYSTEM FOR NOVICE TEACHERS**
 - a) Model 1: Intervention on operative level
 - b) Model 2: Intervention on legislative level
 - c) Model 3: Path for the future
- 3. MENTOR**
 - a) Characteristics, competences, how to identify a mentor
 - b) Recommendations for a preparatory course for mentors
- 4. CONSULTATION ON THE FRAMEWORK FOR A SUPPORT SYSTEM FOR NOVICE TEACHERS AND ITS OBJECTIVES**
- 5. TOOLS TO BE USED DURING CONSULTATIONS**
 - a) Consultation scenario - Annex 1
 - b) Table to be completed during group work - Annex 2
 - c) Set of questions for brainstorming or mind map work
Model 3: Pathway to the Future - Annex 3
 - d) Model evaluation questionnaire - Annex 4
 - e) Diagram for the description of an example of good practice - Annex5

"(...)As Michael Fullan explained, leaders who want to make strategic changes in their education systems need to do more than delegate responsibilities and try to maintain discipline. They need to create an atmosphere of shared understanding and shared professional responsibility, justify the need for change, and offer support so that the implementation of change becomes possible and the results are credible and far from populist. Leaders need to pool resources, build capacity, transform the organization of work and create the right climate for change, based on a system of accountability that encourages the implementation of innovation and supports development - rather than subordination. They also need to work against the dynamics of hierarchical bureaucracy that still prevail in educational institutions.

System leaders need to address institutional structures that too often reflect interests and habits(...)'.

Andreas Schleicher, World Class, 287:2018



1. INTRODUCTION. METHODOLOGY FOR WORKING WITH THE SUPPORT SYSTEM FRAMEWORK

According to the OECD Education at a Glance 2020 report, in 2018, young teachers (under 30 years of age) made up only a small proportion of the teacher population: 10% in lower secondary (primary schools) and 8% in upper secondary, on average across all OECD countries. This pattern is particularly striking at the upper secondary level in the project countries - 3.03% in Lithuania, 4.06% in the Czech Republic, 7.8% in Latvia, while at the lower secondary level only 3.66% in Lithuania, 7.71% in Latvia, 9.42% in the Czech Republic are young teachers (under 30 years of age), which is below the OECD average.

The ageing of the teaching workforce has a number of implications for countries' education systems. Competitive salaries, good working conditions and professional development opportunities may have attracted young people to the teaching profession in some countries or helped to retain effective teachers in others.

Young professionals are coming into general education institutions, but their numbers are insufficient. This is confirmed by data on the total length of service of teachers in the school. The results of the TALIS survey shows that about 13% of teachers have less than 5 years' seniority, but twice as many teachers with between 6 and 10 years' seniority. This means that a relatively large number of young professionals start working in schools but do not continue as teachers in the long term. This problem needs to be addressed urgently and comprehensively so that countries do not find themselves in a situation where there is a shortage of teachers in educational institutions.

The 2018 TALIS survey indicated that the reason novice teachers drop out is more than likely due to insufficient support from the school administration and the municipality.

Source: Newsletter 1 of the project "The Development of Support System for Novice Teachers".

This dramatic phenomenon of a shortage of young teachers and a lack of those willing to enter the teaching profession is the subject of research and analysis by many institutions, organizations and communities at national and supranational level. The subject of the analyses is various aspects of the education system that potentially account for the reluctance of young people to take up teaching and remain in the profession. Undoubtedly, one reason is the low salaries of teachers compared to other professions, but this is not the only reason.

Partners in an Erasmus+ project **"The Development of Support System for Novice Teachers"**: trade unions LIZDA (Latvia), LESTU (Lithuania), ZNP (Poland) and ČMOS PŠ (Czech Republic) decided to review and analyze the support system for novice teachers in their countries. The aim of the project is to develop proposals for modern forms of support for beginning teachers, which could provide an incentive to enter and continue working in education.

In the first phase of the project, national reports on the working conditions and professional status of novice teachers were compiled and surveys were conducted among novice teachers, school principals and those involved in teacher education and in-service training, as well as representatives of institutions responsible for implementing education policy. The results of the national surveys were compared and discussed in a comparative report.

Beginning teachers from all countries identified other factors causing them to feel unwell or insecure and unsupported, due to what they perceived as inadequate didactic and psychological-pedagogical preparation for working in a modern school and a lack of adequate support in their first years from the school and education systems in general.



Andreas Schleicher, director of the OECD's Education Department and co-author of the PISA study, points to possible reasons for this discomfort in his book 'World Class'.

"...Expectations of teachers are high and growing every day (see Chapter 3). They are expected to have a deep and broad understanding of what and who they teach and how their pupils learn. What teachers know and care about can make a huge difference to student learning. We expect much more from teachers than their job description indicates. We expect them to be passionate, empathetic and caring, to make teaching their top priority and to encourage students to engage and take responsibility. We also expect them to respond appropriately to the diverse needs of students from different social, cultural and linguistic backgrounds and to promote tolerance and social cohesion. That they will continually assess pupils' skills and provide feedback, and that their pupils will feel valued and included in various collaborative learning tasks. We want teachers to collaborate among themselves and work in teams, with parents, the environment of other schools. They set common goals and plan, and monitor their achievement. Students will not want to be lifelong learners if they do not see in the attitudes of their teachers' similar needs for lifelong learning, to broaden their horizons and to question established knowledge.

Today's teachers of 'networked' students also have to deal with the challenges brought about by digital technology: from information overload to plagiarism; from protecting children from online dangers such as cheating, invasion of privacy or harassment to establishing the right 'dose' of social media. If used in the right proportions, technologies can support the formation of critical audiences for online services and electronic media, making informed choices and avoiding harmful behaviors..."

Such high expectations are also encountered by novice teachers who, in most cases, have been prepared for their careers by institutions where the *transmission model* prevails. Also in their own memories and educational experiences, the *transmission model* prevails. This has a very strong impact on novice teachers' ideas about the future workplace and their role.

On the website of the Asia Society, an organization that has been documenting the proceedings of these meetings since 2011, the first International Summit of the Teaching Profession¹, you can find a report prepared by Rosefsky Saavedra and V. Darleen Opfer 'Teaching and Learning 21st Century Skills: Lessons from the Learning Sciences' for the prestigious The RAND Corporation².

In characterizing the current state of education, the authors write "...[t]he prevailing approach to compulsory education in much of the world is still the 'transmission' model, in which teachers impart factual knowledge to students through lectures and textbooks. In the American context, for example, the standards and accountability movement that began in the early 1990s led to the development of standards that were taught primarily through a transmission model and tested through recall-based

¹ The International Summit on Teaching Profession brings together ministers of education, union leaders and other teacher leaders from the most effective and rapidly improving education systems to examine how best to improve the quality of education. By improving the quality of teachers, teaching and learning. Each year, the summit organizers produce a report on the state of the profession, which provides a starting point for discussion.

² The RAND Corporation (from the phrase 'research and development')[7] is a US nonprofit global policy think tank established in 1948 to offer research and analysis to the US armed forces. It is funded by the US government, corporations, universities and individuals.

It has grown to assist other governments, international organizations, private companies and foundations on a range of defence-related issues. RAND strives to solve problems in an interdisciplinary and quantitative way by translating theoretical concepts from formal economics and the physical sciences into novel applications in other fields, using applied science and operations research.



assessments. Even among many US National Board-certified teachers³ the transmission model dominates. Although many countries are moving away from this model in their education systems, it often dominates for two primary reasons - because education systems are difficult to change and because the transmissivity model requires less disciplinary and pedagogical knowledge from teachers than the contrasting constructivist model, in which students actively - rather than passively - acquire skills and knowledge. In the transmissivity model, students have the opportunity to assimilate information, but usually have little practice in applying this knowledge in new contexts, communicating it in complex ways, using it to solve problems or using it as a platform to develop creativity. Therefore, it is not the most effective way to teach 21st century skills..."

<https://asiasociety.org/education/teaching-and-learning-21st-century-skills>

This brief but very apt assessment of the state of affairs may provide an excellent answer to the question of where the inadequacy or even dissatisfaction of all school stakeholders: teachers, students and parents with the functioning of the education system comes from. This is because they are all aware of the need to move away from the *transmission model*, but none of the stakeholders on their own and without a huge effort from the state is able to change the existing paradigm.

Two of the best performing education systems in the world, Hong Kong and Shanghai, moved away from *the transmission model* a decade ago. In both systems, reforms address students as a whole, mobilize broad social support and balance centralized and decentralized control accordingly. How did they do it?

It began with decades of empirical research into how learning happens in individuals. The science of learning can be boiled down to nine points, all of which relate to how students learn 21st century skills and how pedagogy can respond to new learning needs, these include metacognition, teamwork, technology and creativity - these are also 21st century skills in themselves.

We used the descriptions of the desirable qualities of a 21st century school teacher to develop the third element of the support framework called *Path for the future*.

In contrast, both the research findings and the support framework provided a starting point for describing the mentor competencies and the mentor preparation course for the novice teacher.

2. A FRAMEWORK FOR A SUPPORT SYSTEM FOR BEGINNING TEACHERS

Adequate support for a novice teacher can have a major impact on their professional development and their desire to remain in the profession. It can also be of great importance in developing a sense of empowerment, job satisfaction, and a conviction of the importance of the teaching profession in society. For young people today it is of great importance, but is not reflected in the literature on education issues. More space has been devoted to this issue by American scholars, as reported by Linda Hargreaves of Cambridge University in her article *The Status and Prestige of Teachers and Teaching*.

³ In the US, National Board Certification is the most respected professional certification available in education and provides many benefits for teachers, students and schools. It is designed to develop, retain and recognise outstanding teachers in the profession and generate continuous improvement in schools across the country. <https://www.nbpts.org/> [translator's note].



"(...)Teachers are entrusted with the task of ensuring children's intellectual development and preparing each new generation to meet the challenges of the future. One would expect such an important job to enjoy high status and considerable respect and rewards in any society, but as we shall see, this is not always the case: while teachers in some countries enjoy high salaries and comfortable working conditions, in others they may have to work two jobs to survive, or may not be paid for months. Fortunately, as noted by Lortie (1975), teachers tend to seek more 'psychological' rewards - the desire to give children a good start in life and the pleasure of seeing them learn - rather than material rewards for their work. (...)"

Some researchers, as the author points out, see this sense of responsibility and relationship with children as an 'insoluble barrier' to improving teacher prestige (Hoyle, 2001).

In everyday discourse, terms such as prestige, status, esteem, and respect are used almost interchangeably. Prestige is defined as 'influence, reputation or general recognition resulting from qualities, achievements, associations', while status, is defined as 'position or position in society; rank; profession⁴ ; relative importance'. It is worth noting the occurrence of the term *profession* in this enumeration. In many countries, the distinction between profession and occupation is very important. Also in Poland, the special role of professions defined as professions in those fields on which the well-being and future of fellow citizens depended was emphasized. Unfortunately, today this nomenclature is not used even in scientific publications, which makes it very difficult to properly understand texts translated from other languages.

Later in the article, Linda Hargreaves recalls the concept of 'subjective status' as a perception of one's rank or prestige. "(...)Thus we have both a 'subjective' dimension of status (individual perceptions of prestige) and an 'objective' dimension (the socio-legal entitlement of the individual) (Turner, 1988, p. 5). This subjective dimension is particularly relevant in the case of teachers, whose subjective status tends to undervalue and, arguably, limit their objective status. Finally, Hoyle (2001), a long-time researcher of teacher status and professionalism, argues for the adoption of a consistent terminology that recognizes prestige, status and esteem as distinct components of 'status'. Hoyle's definitions are as follows:

- occupational prestige: the public perception of the relative position of a profession in the hierarchy of occupations (p. 139).
- Professional status: the category to which competent [opinion] groups assign a profession (p. 144) In other words, whether or not competent groups such as politicians, civil servants, social scientists define teaching as a profession.
- Professional respect: the respect that a profession enjoys among the general public because of the personal qualities that its representatives bring to their primary task (p. 147). (...)"

In our view, ***the framework of the support system for beginning teachers*** is intended to raise the level of subjective status - pride in being a teacher. This should be done through a better understanding of the teacher's role in society and the conscious development of professional competences, the mastery of which provides a greater sense of empowerment and, consequently, job satisfaction

⁴ Profession - in sociology and anthropology: a profession that requires lengthy preparation, usually through the necessity of a university degree, and often an apprenticeship. It is characteristic of the profession to associate in professional associations, to create its own codes of ethics, and to restrict access to practice against non-members. The term traditionally referred to priests, doctors, teachers and lawyers, but nowadays professions can also include nurses, architects, accountants or social workers, among others. In the social sciences, for many years the dominant view derived from the functionalist paradigm was that professions are created to satisfy specific needs of the collective, to guarantee a high standard of service. Hence, *professionalism* defines a high standard of performance of an activity.

[https://pl.wikipedia.org/wiki/Profesja_\(zaw%C3%B3d\)](https://pl.wikipedia.org/wiki/Profesja_(zaw%C3%B3d))



a) Model 1: Intervention on operative level

The first element of the **framework for the support system for beginning teachers** is a description of the intervention at the operational level. The starting point for its description is a list of problems reported by respondents and reasons why they do not feel adequately supported in their first years of work. We feel that these barriers should be removed in the first instance and the problems solved. Our findings are presented in the form of a table, which we propose to use during the consultation. Below is its working form. The advantage of such a presentation of the obstacles existing in the existing support systems is that proposals for removing the drawbacks can be gathered during the national consultation. This can be done by those involved in the consultation, coming from competent bodies, taking into account local specifics and opportunities. This will also create the conditions for dialogue and give all stakeholders the feeling that they have contributed to the improvement of the existing support system in the individual countries and to the final concept of the **support framework**.

Systemic issues requiring consideration, redevelopment or introduction are:

- Financial support in the form of one/two starting salaries;
- Funding for the first teacher's kit – laptop and printer with scanner;
- Financial allowance for the use of own infrastructure when working online for more than 1 month
- Business accommodation;
- Funding for the purchase of teaching aids, e.g. books, methodological manuals, etc.
- A reduction in the number of teaching hours in the first year/two years of service while maintaining the salary as at full salary;
- Free refresher courses;
- Mentor care - the standard of mentor work.

<i>Model 1: Intervention on operative level</i>	<i>Model 2: Intervention on legislative level</i>	<i>Other comments</i>
Financial support in the form of one/two starting salaries		<i>In tabular form, it is self-explanatory what provisions at the legislative level should appear in order to realise such a demand</i>
Funding of the first teacher's kit - laptop, printer with scanner		
Financial allowance for the use of own facilities when working online for more than 1 month		
Business accommodation		
Provision of appropriate mentoring	Here, the legal context appears to be crucial: • competence, • responsibility, • principles of cooperation with the mentee, • forms of work, • how the mentor's work will be monitored and evaluated, • method of remuneration.	<i>In well-functioning democracies and an administration focused on meeting the needs of citizens, it would be sufficient to describe the purpose and benefits of the mentor and his/her collaboration with the teacher.</i>



	It would be good for the mentor to be legally established as one of the distinguished roles in the education system and, consequently, for a pathway to be described for applying for it (procedure for obtaining the relevant competences/qualifications, procedures for selection and assignment).	
Provide opportunities for apprenticeships and testing of optimal solutions for work in the institution, including participation in situations of solving various critical situations in the school (educational problems, cooperation with parents, undertaking interdisciplinary activities, working with the use of the project method, the specificity of work with students with special educational needs, taking action related to the challenges posed by cultural and civilization conditions: climate, non-heteronormativity, students with migration experience, populism and consumerism)	It seems important to develop provisions for the forms of involvement of the young teacher in the process of working on his/her own development: • leading and participating in observed activities, • participating as an observer in the work of teams involved in resolving critical situations, • the conditions for contact and use of specialized training and cooperation with specialists dealing with activities in areas that pose a challenge in the teacher's daily work (working with ideas-climate, chauvinism, populism, etc.; openness to excluded environments; specificities of working with pupils with special educational needs)	<i>In well-functioning democracies and administrations focused on meeting citizens' needs, it would be sufficient to ensure that representatives of non-governmental organizations specializing in activism on behalf of the areas identified as "critical" areas of school work are able to contact and cooperate with novice teachers.</i>
Optimizing young teacher participation in formal professional development activities: • A thorough diagnosis of competency needs resulting from the differences caused by the aims, methods and ways in which teachers are prepared for the profession during their higher education and the daily challenges arising in school practice; • access to the necessary information and the facilitation of the search for, and subsequent contact and use of, solutions to strengthen the acquisition of new, targeted, specific competences;	It is difficult to talk about formal provisions in such a case. Maybe it is worth thinking about the possibility of formulating conditions for the beginner's participation in self-development work: • choice of training; • the possibility of using an external coach or tutor; • opportunities for cooperation with specialists working in the third sector but also within scientific organizations.	<i>Most of these assumptions and, in their own way, expected solutions are embedded in sets of goals, missions or scopes of action of many organizations related to education or support of educational development. The problem is the facade and limited effectiveness of their practice on a daily basis.</i>
Provide opportunities to seek inspiration, share experiences,	Most of the above-mentioned activities, at least in Poland, are	<i>As above - most of these assumptions, in their own way</i>



expand knowledge, gain contacts and find solutions on your own at your own convenience through: • the opportunity to participate in a selected network of teachers facing similar challenges, • use of content resources, examples or templates, practical solutions collected on a specially designed platform; • using the resources available and direct contact with a specialist to find useful sources or inspiration for their own work; • contact with and the opportunity to benefit from the support of a mentor/tutor/external advisor specialized in the teaching practice of the chosen subject or the use of selected, attractive and in some way alternative teaching methods; • ongoing access to research and explorations by researchers involving alternative forms of teacher and school work.	part of the tasks of the school and teacher support system and include the statutory activities of such institutions as: • educational libraries, • teacher training centres, • psychological-educational counselling centres. What is worth working on is the clarification of these tasks with provisions for young teachers. <i>This is a challenge for universities. Perhaps to initiate a discussion on graduate care. Perhaps in some way formalizing collaboration with schools in the region.</i>	<i>expected solutions, are embedded in sets of goals, missions or scopes of action of many organizations related to education or support of educational development. The problem is the facade and limited effectiveness of their practice on a daily basis.</i>
Developing a solution, event, informal organization or procedure to demonstrate the value and benefits of teachers entering the profession.	This is an idea for an event involving a group of teachers just entering the profession. It is difficult to put such a task within the scope of the law. Maybe as part of the awards given by the government administration - the superintendent, the minister. Indicating how important teachers who are just entering the profession are and how much in their commitment can be seen already in the first five years of work.	<i>It would be good if such an event as relevant to the environment were to be taken up by the Ministry of Education.</i>

b) Model 2: Intervention on legislative level

The survey questionnaires used in the research contained numerous questions, not all of which related to systemic support issues. They also included questions relating to symbolic issues falling within the realm of ritual, e.g. welcome letters etc.

In developing the support framework, we focused on systemic issues, as rituals are firmly embedded in the culture of individual countries and even individual regions, have a long tradition and in our view do not require either inclusion in the support framework or other interference. It is important that



these gestures, which are important for the realm of customs, do not replace the actual support of beginning teachers.

Legislative solutions depend on the legal systems in force in each country and the acts governing the operation of education systems.

In our opinion, it would be desirable that, at the consultation stage, the participants of the meetings enter in the table possible, i.e. in their opinion feasible to introduce or amend proposals for provisions in existing legal acts. It is likely that national consultations will result in a number of recommendations, which will be universal in nature. These types of recommendations will be included in the documents summarizing the project.

c) Model 3: Path for the future

As Andreas Schleicher notes in his book *World Class Schools*, in which he has collected and interpreted the results of many years of research on education systems conducted by the OECD, surveys among educational administrators at various levels, students, parents and teachers, and during dozens of study visits: "(...)The key to excellence in teaching is not technology, but a sense of responsibility for professionalism. The best education systems of the 21st century will strive at all costs to develop a sense of shared responsibility for professional practice among teaching staff. I meet many people who argue that more autonomy cannot be given to teachers and educational leaders because they lack the capacity and knowledge to use it fully. There may be some truth in this, but it is impossible to develop teachers' creativity if you only require them to stick to a prescribed model of teaching. In the same way that those who have only been trained to reheat ready-made hamburgers will not succeed in becoming chefs.

When, on the other hand, teachers see the classroom as their territory and students approach learning in the same way, then education can be expected to be effective. Trust, transparency, autonomy and a culture of professional cooperation must therefore be fostered simultaneously (...)"

The task of support systems for novice teachers is to prepare them to be school chefs, not to reheat ready-made dishes. Therefore, the support system should give them confidence that they can cope with the challenges. When preparing support systems, the competences of the future should be taken into account, i.e. providing beginning teachers with such training that they do not receive during their professional (study) preparation phase or insufficiently during their study phase. These elements of professional preparation should take place in the form of in-service training and with the involvement of a mentor in the school. We write about this extensively in the section on the role of the mentor and their preparation.

The pathway for the future should include training for novice teachers in:

- approach to teaching and the shift from a model of transmission to a model of knowledge production by students according to the principle: from *cognitive conflict, through exploration and personal procedures of understanding, to social negotiation and, as a result, reconstruction and changes in the behavior of meanings in the mind*;
- preparing to respond to contemporary global challenges, e.g. climate change, migration, etc.;
- teacher research work, the ability to recognize, describe and analyze critical incidents and case reports;
- the teacher's place in the school community, co-creating a shared vision for the school and school space, preparing for collaboration with other members of the school community;
- the ability to communicate with other stakeholders, primarily parents;



- professional ethics;
- preparation for working in inclusive teams and with students experiencing long-term stress, depression etc., including work planning;
- developing broad digital competence.

3. MENTOR

Support for people starting out in their chosen profession can be provided in many different ways. It can include facilitation, counselling, coaching, tutoring or just mentoring. Each of these approaches has its own advantages and disadvantages. The facilitator is an undoubted communication enhancer. Given our age, experiences and resulting beliefs, we have different understandings of different words, their meanings and the challenges they generate. A facilitator facilitates communication and allows us to more quickly identify the goals, objectives and responsibilities of the role. The counsellor generally knows how things are supposed to be, what this implies and what the responsibilities and constraints are. A coach facilitates the formulation of goals and related development paths. He or she facilitates the identification of our inner constraints and key values and how these can determine our careers. A tutor, like a counsellor can and does know a lot and, at the same time, like a coach, allows us to choose from this knowledge and ability what is crucial and optimal for us to strengthen our role in the team. Finally, a support and need for mentor.

The mentor combines the competences and roles of all the above mentioned functions of possible support for the person starting out in a specific role. It is good when he/she is a champion, an authority and a set of key competences in the area of activities for which the young person is being prepared. Ultimately, **a mentor should be a person who, especially at the beginning of a teaching career, should be an important element in the development path of the beginning teacher. Someone who will share his /her knowledge, but also or perhaps even primarily, his/her experience. When endowing someone with the role of mentor, it is worth ensuring that it is someone who has** previously achieved what every teacher needs, both at the beginning of the journey and in the area of target expectations. Last but not least, it should also be someone who is able to help their mentee find the right solution, either by drawing on their own experience, or by skillfully referring to the resources of the person they are supporting.

A mentor should be someone who makes his or her mentee capable of formulating developmentally appropriate goals and selecting the most effective and feasible solutions to achieve them, following the right course. It is also important that the mentor treats the mentee's success as his or her own. It is also important that the mentor treats the mentee's success as his/her own, that he/she is able to notice it, describe it, acknowledge it and celebrate it as much as the mentee. This makes it all the more important to ensure that it is someone not only with a lot of experience, but also with a wide range of personal achievements. It cannot be someone who knows everything and nothing at the same time - in other words, an expert on everything and nothing - or a theoretician. It has to be a person with real experience, with practice, having travelled his or her own path, carrying the baggage of his or her own trials, perhaps mistakes made, but certainly also successes.

Mentoring is the hallmark of an organization that places a high value on human resource development mentoring is a feature of an organization that places a high value on the development of human resources, where there is a good atmosphere and a positive organizational climate and where the people involved respect each other and are open to cooperation. It is used as part of a systematic approach to support the careers of employees and to prepare them for effective work both in a specific position and within an organization. The important thing is that a successful mentoring process is not



only a well-motivated mentee, but above all a competent, well-chosen mentor. The effects of the work of both people are evidenced by a perceptible increase in self-confidence, practical and good use of specialist knowledge, functioning freely within the organization, its structures and culture, as well as development and examples of commitment, activity, creativity and a cooperative and supportive attitude towards others.

a) Features, competence profile, competences, how to identify a mentor

A mentor can be called a person who is able to help others in many ways to transform their knowledge, work or thinking. At the same time, which is also not insignificant, he or she can be considered as a person who, thanks to his or her competence and experience, is a role model, or at least an important point of reference to follow in the search for one's own ways of performing certain tasks or fulfilling a chosen role. The main aim of a mentor is to support the personal and professional development of the mentee by, among other things, helping him or her to grasp the broader meaning of what is currently happening, which may seem irrelevant at first glance.

The mentor should build a relationship with his/her mentees aimed at developing their abilities within their chosen career path. This relationship should be based, on the one hand, on a soft form of leadership and, on the other hand, on providing inspiration and resources to learn and work on one's own development, while stimulating and inspiring the mentee as a person who learns and grows within a certain function or role. The soft leadership aspect is particularly evident in decision-making processes, where the mentor advises, although never makes the decision, even when he or she disagrees with his or her mentee. This is because the mentor's responsibility is only to provide an opinion or expertise based on his or her own experience and using his or her knowledge, skills or relevant know-how.

As a result, the key competences a mentor should have are:

- adequate motivation to act in a supportive, non-directive and focused on the needs and developmental possibilities of the mentee;
- communication skills including the ability to give clear and constructive feedback and the ability to listen to others;
- a willingness to help and an openness to work with others that fosters an inner conviction of the importance and prestige of the work of teachers;
- proficiency in sharing experience, including effective communication of necessary and complete information;
- taking care to keep a secret and inspire confidence;
- knowledge and understanding of what is required in a given situation;
- the ability to translate knowledge into concrete behavior;
- the ability to self-evaluate and distance oneself from both oneself and the client.

For the evaluation of the mentor's work, the key points are:

- quality of information provision;
- practice providing assistance to others;
- information transfer;
- delegating tasks;
- cooperation and sharing of experience;
- encouraging independence;
- conducting the conversation;
- respect for the knowledge and skills of others.



In addition, the mentor should be able to learn lessons for the future, build his or her authority within the team, listen to and take into account the opinions of others and support those working with him or her in their development.

Method of identifying a mentor

The mentoring expected to support teachers in the first years of their professional career should be linked to the competences, experience and clearly defined role of the mentor in the organization. The competence profile for mentors proposed above, including a set of eight key competences and eight characteristics identifying the effectiveness of the mentor can be used as a reference to identify those to whom we decide to entrust a mentor role. The proposed profile can also be used to evaluate their performance.

Practically, depending on the role, tasks and expectations inherent in the competences of a teacher starting in our organization, it would be useful to define the necessary knowledge, skills and attitudes that should be fostered in the first years of their work. The next step would be to look for a person who can share their own experience in the so defined desired competences to the fullest extent. The last step is to find a person who, on the one hand, will have the desired experience and, on the other hand, will be characterized by the skills and attitudes as described in the competence profile of the mentor. It is the combination of these two areas that will provide the basis for a mutually beneficial mentoring process for the organization and for the development of the mentor.

An important aspect of getting people optimally prepared to work together and then act as mentors would be to give them the opportunity to attend relevant training and then use the materials, including descriptions of experiences and good practices on a digital platform specifically designed for them.

b) Recommendations for the mentor preparation course

Training for mentor candidates should include both knowledge and practical skills aspects and elements to obtain the expected attitudes conducive to the role for which it would prepare its participants.

I. Knowledge

1. The role, tasks and objectives of mentors in supporting newcomers.
2. Mentor competency profile.
3. Legal context.
4. Organisational opportunities.

II. Skills

1. Applying key communication competences.
2. Practice applying elements of the counselling, tutoring and coaching workshop to the work of a mentor.
3. Practice identifying needs, formulating objectives and programming development activities.
4. Ability to monitor and evaluate actions taken and goals achieved on an ongoing basis combined with feedback and celebration of successes.

III. Attitudes

1. Awareness of individual characteristics as an influencer of others (mainly thinking and acting styles).



2. Knowledge of and a high level of identification with the set of values that define the attitudes of the modern teacher.
3. Knowledge, acceptance and daily practice of the ethical principles of teacher work.
4. High level of acceptance and identification with the developmental needs of the mentees.

4. CONSULTATION ON THE FRAMEWORK FOR A SUPPORT SYSTEM FOR BEGINNING TEACHERS AND ITS OBJECTIVES

The project partners will consult the concept developed in the first phase of the project to support novice teachers in the months of November - December 2022.

The consultation will therefore aim to:

- verification of the whole concept, including its individual elements - models,
- adaptation of the concept to national needs,
- enriching and complementing the concept and its individual elements, e.g. by presenting examples of good practice,
- an indication of the extent to which the concept is universal, transnational and can be used in mutual learning.

In a sense, the Erasmus + project 'Development of Support System for Novice Teachers (SupportTeachers)' No. 2021-1-LV01-KA220-SCH-000024284 is intended to result in the development of good practice.

This is not surprising, as the development of good practice(s) is often the main objective of a non-project and then presenting the results of the project, i.e. the good practice developed, to others so that they can benefit from it. This is why it is so important to make sure that the effects of a project are seen, described and shared.

"(...)There are no clear regulations or research results in the Polish literature that clearly define the criteria for selecting good practices.

Anna Karwinska and Dobrosława Wiktor's paper entitled 'Entrepreneurship and social benefit: identifying good practice in economics' lists criteria such as:

- effectiveness,
- performance,
- planning,
- reflexivity (self-evaluation),
- innovation,
- versatility,
- ethics.

Other studies indicate that an action (project) can be considered good practice if it meets the following criteria:

- is lawful,
- is realistic, feasible,
- sustainable (economically, environmentally and socially efficient, i.e. it has the capacity to involve different actors, communities and organizations),
- replicable, i.e. applicable elsewhere, or by others,



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- makes use of local human and material resources.
- is innovative.
- The criteria cited are open-ended and can be supplemented as required.

Descriptions of good practice will only be a good example if the situation of the entity wishing to use it is very similar to the one described, so the description should include the wider context in which the project was carried out. Descriptions of good practice should be dated so that it does not turn out that there are better, more modern methods of solving a particular problem. Attention should also be paid to the issue of language. It is important to remember that the language used in a good practice description is intended to serve a wide audience.

Particular emphasis should therefore be placed on the usefulness of these descriptions for those who would like to implement the practice in question, or to better understand the mechanisms by which successful ventures work(...)."

<http://cdr112.e-kei.pl/leader/index.php/200-czym-jest-dobra-praktyka-zasady-i-kryteria-identyfikacji>

We can also apply the above principles when presenting the results of our work at the end of the entire project.



5. TOOLS TO BE USED DURING CONSULTATIONS

The tools presented below for use in national consultations are a non-binding proposal. They can also be modified and adapted by the project partners. The advantage of using uniform tools is that the proposals and conclusions collected in this way will help in the further development of subsequent products. They can be particularly useful when developing the mentoring course concept. The course of the consultation should not only be documented by lists of participants, but for internal project purposes the outputs of the consultation such as posters, lists of ideas generated during the brainstorming etc. should be photographed.

Annex 1

Consultation scenario

General comments,

- ✓ *The selection of participants for the consultation is a free matter for the project partners, but according to the project description it is desirable that teachers, teacher educators-trainers from in-service training institutions, teacher education academics, trade union representatives participate.*
- ✓ *The duration of the consultation should not be less than 90 minutes. The authors of the scenario suggest that it should be a minimum of 180 minutes. This is a time covering two standard sessions of one and a half hours each. This length of time will also allow people living outside the place where the consultation will be organized to attend.*
- ✓ *The organizers of the session are encouraged to send the agenda of the meeting and encourage them to share examples of good practice. To this end, it is desirable to send participants a good practice description flowchart, thus improving the good practice discussion section.*
- ✓ *Consultation organizers should consider whether it will be helpful to send documents such as a country report, a benchmarking report or a concept for supporting the beginning teacher with its evaluation to participants at an earlier date. This decision largely depends on the culture of consultation that exists in the setting and country. The authors of the scenario do not consider this necessary, as experience shows that participants in similar meetings generally do not read extensive materials.*
- ✓ *Independently of this consultation, the authors of the concept and the consultation scenario recommend establishing contacts with representatives of academic, teacher education and teacher training centers. These people could take part in the consultation as critical friends and provide a complementary or polemical voice to the concept presented, even in a separate contribution.*

COURSE OF THE CONSULTATION			
Time	Action	Who?	Comments
15'	Opening of the meeting, presentation of the consultation objectives, presentation of the meeting agenda Introduction of participants	Organisers of the consultation	The familiarization part can be a game if the consultation time includes at least 2 sessions



10'	Presentation of the purpose of the project, its phases and working methods in the various project phases	National project coordinator	
20'	Presentation of reports including: Brief information on the project methodology (research questionnaires) conclusions of the national report conclusions of the comparative report	Report authors	
15'	Introducing a national concept of teacher education and support for the 21st century school	Representative of an academic or further education center	
30'	Participants analyze the entries in the table and add to them their proposals for solutions in the substantive, organizational and legal parts. As far as possible, they illustrate their proposals with examples of good practice	Work in small groups, once participants have been divided up by the organizers	Number of groups depends on the number of participants Ask the groups to select a reporter from among their members. The form of presentation can be a poster - a flip-chart sheet. Posters can be prepared in advance by the organizers. Consider whether to divide the table into smaller parts to make the work more efficient.
15'-40'	Coffee break or short lunch		As it has been 90 minutes since the start of the meeting, at least a short break will certainly be needed. This break is not included in the duration of the consultation and its length depends on the capabilities of the Participants and the organizers
40'	Presentation of the outcome of the group work	Reporters from each group	Each group should have a minimum of 10' to present the results of their work. The presentation time should also allow for comments from the floor and questions
20'	Discussion of the final element of the concept Model 3. The discussion should be focused on the planned mentoring course and attempt to answer questions: • How long should/could the course take? • What content should it contain to meet the needs of a 21st century school and the teachers of such a school? • What methods and techniques should be used during this course?	Moderator	Representative of an academic or further education center
25'	Filling in the evaluation sheet	Organisers	Participants fill in the evaluation sheet. However, if time permits, then it is advisable to consider extending the discussion and



			asking for the sheet to be filled in after the whole meeting.
5'	Summary of the meeting, including information on how the results of the consultation will be used Farewell.	Organisers	

Annex 2

Table to be completed during group work

<i>Model 1: Intervention on operative level</i>	<i>Model 2: Intervention on legislative level</i>	<i>Other comments</i>
financial support in the form of one/two starting salaries		
financing of the first teacher's tool kit - laptop, printer and scanner		
A reduction in the number of teaching hours in the first year/two years of service while maintaining the salary as at full salary;		
free and relevant in-service training courses for beginning teachers;		
financial allowance for the use of own infrastructure when working online for more than 1 month		
company housing		



Set of questions for brainstorming or mind map work Model 3: Path to the future

The organizers or their invited facilitators develop the program for the mentoring course by answering questions:

- How long should/could the course take?
- Should the issues listed below become part of a mentor's training to support a novice teacher in developing the competencies needed in 21st century schools?
These are:
 - a revision of the approach to teaching and a shift from a transmission model to a model of knowledge production by the students according to the principle: from *cognitive conflict, through exploration and personal understanding procedures, to social negotiation and, as a result, reconstruction and changes in the behavior of meanings in the mind*;
 - preparing to respond to contemporary global challenges, e.g. climate change, migration, etc.;
 - preparation for teacher research, the ability to identify, describe and analyze critical incidents and case reports;
 - to define one's own place in the school community, to contribute to a shared vision of the school and the school space, to prepare for cooperation with other members of the school community;
 - developing the ability to communicate with other stakeholders, primarily parents;
 - understanding what professional ethics are;
 - Preparation for working in inclusive teams and with students experiencing long-term stress, depression etc., including work planning;
 - developing broad digital competence.
- What methods and techniques should be used during such a course?

The pathway for the future should include training for novice teachers in:

- approach to teaching and the shift from a model of transmission to a model of knowledge production by students according to the principle: from *cognitive conflict, through exploration and personal procedures of understanding, to social negotiation and, as a result, reconstruction and changes in the behavior of meanings in the mind*;
- preparing to respond to today's global challenges, e.g. climate change, migration, etc.;
- teacher research work, the ability to recognize, describe and analyze critical incidents and case reports;
- the teacher's place in the school community, co-creating a shared vision for the school and school space, preparing for collaboration with other members of the school community;
- the ability to communicate with other stakeholders, primarily parents;
- professional ethics;
- preparation for working in inclusive teams and with students experiencing long-term stress, depression etc., including work planning;
- developing broad digital competence.



Evaluation questionnaire for a support framework for beginning teachers

Dear Sirs,

We would like to invite you to participate in the evaluation process of the concept of support for novice teachers developed on the basis of research carried out in four countries: Latvia, Lithuania, Poland and the Czech Republic within the framework of the Erasmus + programme project "Development of Support System for Novice Teachers (SupportTeachers)" No. 2021-1-LV01-KA220-SCH-000024284. We are convinced that the answers you provide in this questionnaire will allow the authors to revise the initial assumptions, make them more practical and ultimately introduce your proposed ones.

1. Please rate the importance of the proposed solutions on a scale of 1-6 where 1 means considering the proposal as completely worthless and 6 as a key proposal in the process of supporting the young teacher:
 - financial support in the form of one/two starting salaries
1----2----3----4----5----6
 - financing of the first teacher's tool kit - laptop and printer with scanner
1----2----3----4----5----6
 - financial allowance for the use of own infrastructure when working online for more than 1 month
1----2----3----4----5----6
 - company housing
1----2----3----4----5----6
 - ensuring proper mentoring
1----2----3----4----5----6
 - providing opportunities for apprenticeships and testing optimum solutions to work in the organisation
1----2----3----4----5----6
 - optimise the young teacher's participation in formal professional development activities
1----2----3----4----5----6
 - providing the opportunity to seek inspiration, share experiences, expand knowledge, acquire contacts and find solutions at one's own convenience
1----2----3----4----5----6
 - developing a solution, event, informal organisation or procedure to demonstrate the value and benefits of teachers entering the profession
1----2----3----4----5----6
2. In what forms and to what extent do you expect systemic legislative support from the state for the process of supporting the development of the young teacher in terms of:
 - forms of reception and induction of a young teacher in a school

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- formal rules to support the competence development of beginning teachers

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- the legal basis for the work of mentors

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3. Please select what you consider to be the key developments for young teachers conditioning the future pathway of the Early Years Teacher Support Framework (please select and highlight by underlining 3 of the suggestions below):

- approach to teaching and the shift from a model of transmission to a model of knowledge production by students according to the principle: from *cognitive conflict, through exploration and personal procedures of understanding, to social negotiation and, as a result, reconstruction and changes in the behavior of meanings in the mind*;
- preparing to respond to contemporary global challenges, e.g. climate change, migration, etc.;
- teacher research work, the ability to recognize, describe and analyze critical incidents and case reports;
- the teacher's place in the school community, co-creating a shared vision for the school and school space, preparing for collaboration with other members of the school community;
- the ability to communicate with other stakeholders, primarily parents;
- professional ethics;
- preparation for working in inclusive teams and with students experiencing long-term stress, depression etc., including work planning;
- developing broad digital competence.

Thank you!



Diagram for describing an example of good practice

If the organizers consider it important, they may precede the prepared scheme with a short explanation, e.g. as follows

Dear Sirs,

We would like to invite you to participate in a consultation on the concept of support for novice teachers developed on the basis of research carried out in four countries: Latvia, Lithuania, Poland and the Czech Republic within the framework of the Erasmus + programme project "Development of Support System for Novice Teachers (SupportTeachers)" No. 2021-1-LV01-KA220-SCH-000024284. We are convinced that through the consultation the proposed concept will be analysed and enriched by your proposals, including examples of good practice presented by you.

Is it worth participating in the development of a good practice database?

We would be very grateful if you could share with us examples of good practice on supporting beginning teachers that you have encountered in our country. This will be an important part of the report summarizing the consultation phase in our country.

Sharing good practice not only promotes the organization, institution or community, but gives a sense of satisfaction that the results of the work done can serve others.

Definition of good practice

Definitions of 'good practice' vary from country to country, depending on the applicable law, the economic situation and often cultural norms and experiences, so let us recall that by good practice we mean an action that has produced concrete, positive results, is innovative, is sustainable and replicable, and can be applied under similar conditions elsewhere, or by other institutions.

For ease of reference, we remind you that the description of good practice should include:

- Information on the organization/institution that has implemented the good practice in question - a form of support for the beginning teacher*
- The context in which this took place*
- Main good practice activities*
- Concrete results*
- Problems encountered and lessons learned (optional if known to you)*
- Budget (optional, if known to you)*
- Justify why you consider the action to be an example of good practice*
- Link to a page where you can find more information about a good practice*

Without wishing to add to your workload, we encourage you to keep your description brief and, if possible, in bullet points or sentence equivalents and not to exceed a standard page of text, i.e. no more than 1800 characters with spaces.

Thank you for your help and commitment!



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