



# *Enhancing sustainable democratic culture at schools*

COUNCIL OF EUROPE  
TRAINING PROGRAMME  
FOR EDUCATION PROFESSIONALS

**Mentoring: a way/tool/process for  
effective induction, support and development  
of all the teaching staff through  
a supportive school environment and  
a culture of shared responsibility**

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# Expectations...

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# SD in my school unit...

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**Work in groups** of 5-6 and **answer** the following questions, based on your experiences and perceptions:

- ❑ What activities and/or practices are applied in your school unit in order to promote staff development and especially aimed at the induction, support and development (personal and professional) of newly appointed teachers?
  - ❑ What obstacles/problems do you find in this effort?
  - ❑ What would you like to change in this area or work differently?
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- ✓ Answer the questions using the transparencies provided.
  - ✓ A member of each group will present team's work.
  - ✓ You have 15' to complete the exercise.

# Definitions...

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□ **Staff Development**

□ **Induction**

□ **Mentoring**

# Staff Development (SD)

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- **SD** includes both **personal and professional development** of teachers.
- **SD** is viewed as the body of **systematic activities to prepare teachers** for their job (Scheerens, 2010).
- **SD** is defined as **activities that develop** an individual's **skills, knowledge, expertise** and other characteristics as a teacher (Organisation for International Co-operation and Development, 2009).
- **SD** is the **activities or processes** that are aimed at maintaining or **improving teaching skills, perceptions, attitudes**, and generally the **performance of teaching staff**. SD aims to improve student performance (Seyfarth, 2005)

# Stages/phases of SD

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• **initial training**



• **induction courses**



• **in-service training**



• **continuous professional development within school settings**

# Induction

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- ❑ **Induction** is the term most commonly used in the literature to indicate **support programmes for Newly Qualified Teachers (NQTs)**.
- ❑ **Induction** is seen as a **critical phase** within a continuum of professional learning, beginning with pre-service education and extending throughout the teaching career.
- ❑ As the **process** enabling new **teachers to become effective** (Earley and Kinder, 1994, p 146).
- ❑ Induction should be an **extended process**, which aims to provide NQTs with **orientation to the profession and the school, personal and professional support and opportunities to develop the knowledge, skills and attitudes essential for effective teaching** (Commonwealth Department of Education, Science and Training, 2002, p 11).

# Mentoring

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- ❑ Mentoring is one of the most widely used **strategies for providing** individualised **guidance and support**.
- ❑ Mentoring is seen as an **effective method for supporting and socialising NQTs**.
- ❑ In its **most effective form**, mentoring is seen as **offering a mutually beneficial professional development experience for both mentors and NQTs** (Commonwealth Department of Education, Science and Training, 2002, p 31).
- ❑ Adoption of a mentoring programme within a staff development programme does greatly enhance the induction experiences of the beginning teacher... **teachers, both new and experienced, would benefit...** will promote the value of continuing education programmes (Andrews, 1987, p 152).



# Thoughts and emotions during the first days/weeks of my teaching experience

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**Work in groups**, recall your **thoughts, emotions and experiences** during **the first days/weeks of your teaching experience** and **draw a poster** showing/presenting your experiences as newly qualified teachers. If you had different experiences divide your poster in sections.

- ✓ Use the transparencies provided.
- ✓ A member of each group will present the poster.
- ✓ You have 10' to complete the poster.

# Significance and importance of school-based induction programmes and mentoring

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- ❑ **ITT is unable to equip new entrants** in the profession with all the knowledge, understanding and skills they will need during their career (American Federation of Teachers, 2000; Bezzina, 2006; and OFSTED, 1992).
- ❑ **NQTs face a lot of problems and challenges** during the beginning of their careers (Tickle, 1994, p 33).
- ❑ **A significant number of teachers leave the profession** early – both within the first 5 years and subsequently (Goddard and Goddard, 2006; Ross and Hutchings, 2003, p viii).
- ❑ **The recruitment and retention of teachers** has been identified, in several countries, as **a growing problem in education** (Commonwealth Department of Education, Science and Training, 2002 and Totterdell et al, 2002).
- ❑ School-based induction programmes may also **help to improve teaching and learning outcomes for students and teachers** (Strong, 2006, Bezzina, 2006, pp 420-421).

# Research findings...

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- What were your **personal and professional needs** during the first two years of teaching experience?
  - **Guidance and support** (from a mentor or/and experienced teachers or/and the head teacher).
- **Indicate the extent you believe that the particular form of support would be beneficial for you as NQT.**
  - access to an appointed mentor,
  - peer support group meetings,
  - cooperative planning with a team of teachers,
  - Observing other teachers' lessons (informally).

# Research conclusions...

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## 1. Whole school involvement in induction

- ✓ **All staff** needs to be made aware of the school's induction provision and **take active roles in the support and training of all NQTs.**
- ✓ School-based **induction programmes should be a part of a staff development programme which supports all teachers** through mentoring and coaching that supports modeling, questioning, observations of practice, and feedback (B.Darling-Hammond, Meyerson, LaPointe & Orr, 2010).
- ✓ **Mentoring should be organised to benefit both the novice and the experienced teachers.**
- ✓ **The interaction between NQTs, experienced teachers and mentors** and the exchange of their experiences and ideas **may be very beneficial.**

# Research conclusions...

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## **2. The importance of the creation of a positive and supportive school culture**

- ✓ **Effective induction programmes depend on school cultures,** which foster openness, collaboration, help-seeking and criticism within a culture of shared responsibility, mutual support and development.
- ✓ **In cultures of shared responsibility NQTs receive support** and guidance not only from the mentors but **also from other experienced colleagues.**
- ✓ **A positive teacher culture** or climate **includes cooperation between classes of the same grade; team-teaching;** and avoiding injustices amongst colleagues.
- ✓ **NQTs need and ask for** supportive administrations, colleagues who share advice and feedback, and safe, well-managed environments.
- ✓ Teachers value a collegial atmosphere, supportive leadership, time and space to share and learn from each other **as essential for greater job satisfaction and student achievement.**

# Study of scenarios or problems or incidents:

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- ✓ Work in groups.
- ✓ Choose only one scenario.
- ✓ Use the transparencies provided.
- ✓ A member of each group will present the group's ideas.
- ✓ You have 15' to answer the scenario.

# Study of scenarios or problems or incidents:

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## **1<sup>st</sup> scenario:**

You are a headteacher in a school unit in which two newly qualified teachers (NQTs) have been appointed. Describe how you will organise the process of induction, support and development (personal and professional) of NQTs?

# Study of scenarios or problems or incidents:

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## **2nd scenario:**

You are a headteacher in a school unit in which, from the beginning of the school year, a colleague will be absent with maternity leave/sick leave. In his/her place a substitute will be appointed. What will you do to promote the personal and professional development of the specific colleague?



# Study of scenarios or problems or incidents:

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## **3rd scenario:**

A newly appointed colleague in your school unit faces the following problems/difficulties:

- classroom discipline
- planning of lessons
- relations with colleagues (he/she is not coming to teachers' office during the breaks, he/she is not connected with any colleague, he/she does not speak with anybody etc).

What will you do to promote the personal and professional development of the specific colleague?

# Conclusions

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- ❑ We need to **build bridges** across classrooms.
- ❑ **Mentoring** offers one way to **bridge the gap imposed by isolation.**
- ❑ The opportunity to observe and participate in work with colleagues becomes so revered that staff members work hard to support and nurture the many structures that promote this collaboration.
- ❑ **Interactions** have the potential to **enable teachers to learn from and with one another** and to reflect on crucial aspects of curriculum and instruction.
- ❑ **Mentoring** places teachers' **self-esteem and professional respect on the line.**
- ❑ **The sky is the limit!** Where to start is a real dilemma.

# Skills and characteristics of an effective mentor

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We will watch a movie showing **ways of effectively developing the relationship between a mentor and a newly qualified teacher** and the **skills and characteristics of an effective mentor**. Draw up a list of them.

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**Thank you very much for  
your cooperation!!!**

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