National framework for mentoring of newly qualified teachers in kindergarten and school

Principles and Obligations for Mentoring Newly Qualified Teachers in Kindergartens and Schools
Eva Bjerkholt
Associate professor
University of South-Eastern Norway

Tove M. Thommesen
Norwegian Directorate for Education and Training
The concept mentoring and NQTs

Mentoring
Some researchers prefer the concept mentoring others guidance or supervision.

Newly qualified teachers – NQTs
The first years (1-3 years) of being a teacher in schools and kindergartens after graduation from teacher education.
The induction phase

..the first years in teaching are a time of complex behavioral and conceptual professional learning and thus a time of intensive professional development.

In this mutual interaction, socialization means that the beginning teacher is influenced by the context, but at the same time in his/her turn affects the structures in which s/he is socialized (Kelchermans and Ballet 2002, p. 106).
National framework for mentoring of newly qualified teachers in kindergarten and school

- **Principles and obligations** for mentoring of newly qualified teachers in kindergarten and school
- **A web-based handbook**
- Updated **education** (30 ect) based on the principles.
Background


• 2003: A national project and a national network consisting of representatives from all universities and university colleges that offer teacher education from 2003.

• 2003: A working group of members from Norwegian Association of Local and Regional Authorities (KS), Teacher unions, County Governor and The Ministry of Education (KD) was set up.
Partnership between stakeholders at the national level

Minister of Education and Research (KD)

KS, Teacher unions
Unions of private employers

Teacher Education institutions and Teacher Education Organisations (UHR-LU)
Since 2009 there has been an agreement between The Ministry of Education and Research and The Norwegian association of Local and Regional Authorities to ensure newly qualified teachers in their first job an induction and mentoring programme – Allowing for local variations.
Surveys & Evaluation

• 2010, 2012, 2014 Surveys

• 2016: Evaluation conducted by

4 of 10 newly qualified and newly employed teachers said that they had not received guidance and counselling in any form.
Evaluation

- Those teachers who received guidance were satisfied, but there were large variations in scope, content, frequency, structure and quality of the guidance (induction) programmes.
- The NQTs that received mentoring became safer and more conscious of the significance of their own competence and experience.
- The NQTs seemed more confident to share the competences they had acquired during their teacher education.
- The NQTs saw mentoring as important for their development as teachers.
- NQTs who had participated in mentoring were more positive in their assessments of their first year as teacher.
- The mentors’ competence was useful also in school and kindergarten development.
- The mentor education offered new career paths for teachers.

(Rambøll, 2015 and 2016)
• Develop a national framework for a guidance scheme for newly qualified teachers.

• To ensure that all new NQT receive mentoring.
February 2017

- A parliamentary resolution about a national framework for an induction and mentoring programme
  - To ensure that all new NQT receive mentoring
  - Allow for local variations of programmes
The strategy brings together central themes from ongoing processes in different parts of the education system.

- Mobilise everyone involved in teacher education.
- Stakeholders involved.

Professional development for newly qualified teachers

The government will:
– work with stakeholders to draw up a national framework for an induction programme for newly qualified teachers which ensures that all newly qualified teachers receive mentoring, while allowing for local variations.
Objectives for 2025

• Teacher education institutions offer courses aimed at the various mentoring roles in kindergartens and schools.

• The institutions are conscious of the students’ transition from initial education to professional practice and prepare them for contributing to the professional learning community in their place of work.

• All kindergarten and school owners operate a mentoring programme that covers all newly qualified teachers.

• Professional learning communities in kindergartens and schools help ensure a smooth transition to the teaching profession.
National Framework for mentoring – three elements

- **Principles and obligations** for mentoring of newly qualified teachers in kindergarten and school
- **A web-based handbook**
- Updated **education** (30 ect) based on the principles.
Principles and obligations

• Recommendations based on what we know from research and experience.

• Based on months of cooperation between the Ministry, KS, Private Kindergartens' Organisation, Private Schools' Organisation, teachers/teachers student organisations (among them the largest one - Union of Education Norway), and the organisation Universities Norway (UHR-LU).
Principles for mentoring programmes

Is based on research and experience-based knowledge of mentoring NQTs and the importance of further professional development in the profession.

Creates a transition between education and profession that both sustains and challenges NQTs in practicing the teaching profession.

Creates a good connection between the qualification that takes place in education and further professional development in the profession.

Includes, recognizes and uses the NQT as a resource and contributor in the professional community.
Principles continue...

- Is adapted to the NQTs' prerequisites and needs.
- Motivates the NQTs to further develop and remain in the profession.
- Is seen in conjunction with other competence measures in kindergartens and schools.
- Is adapted to local conditions in terms of organization and content.
- Is systematically implemented and prioritized the first two years.
- Through scheduled time for planning and implementation by both mentors and NQTs.
- Following a structured and targeted plan.
- With a frequency and scope that contribute to learning and development.
- Both individual and group mentoring.
Principles continue... Qualified mentors

Is preferably carried out by qualified mentors (30 ECT) who keep professionally updated and receive opportunities for postgraduate and / or further education.

Should preferably be conducted by mentors who do not have a formal leadership responsibility for the NQT.
Stakeholders obligations

Employers are responsible for ensuring that NQTs are well looked after. Mentoring and competence development are part of this responsibility.

The stakeholders shall support the responsibility of owners and managers in kindergartens and schools so that they facilitate and implement mentoring for NQTs in accordance with the principles of this document.

The stakeholder will inform and anchor the national frameworks in their own organization and create an understanding of the importance of mentoring in order to achieve this goal.

The stakeholder will have dialogue between themselves along the way on follow-up of the principles and obligations, and implement measures related to their areas of responsibility.
Research/evaluation

• How do we follow up the principles and obligations?
• Measured development: scope and quality of guidance of newly qualified teachers
• Reports in 2020 and early 2021

Reports and experiences forms basis for discussions on:
• Revising and continuing the principles and obligations?
• Should the national framework include other measures?
National budget focusing on mentoring

- Teacher Education:
  - Information on induction and mentoring programme
  - Collaboration on establishing sustainable induction programme
  - Networking
  - Mentoring education
- Municipalities and private kindergarten/school owners
  - The municipalities apply for financial support based on an estimated number of NQT’s in schools 2019-2020 (60 mill; 28 600 per NQT)

The municipalities apply for financial support based on an estimated number of NQT’s in schools 2019-2020 (60 mill; 28 600 per NQT)
References

- **Principles and obligations for mentoring Newly Qualified Teachers** (NQTs) in kindergartens and schools
- A web-based **guideline/handbook** on how good mentoring schemes can be designed and implemented locally
- A national **curriculum** plan for mentoring education (30 ECT)
- **Teacher Education 2025 – National strategy for Quality and Cooperation in Teacher Education** (2017)[https://www.regjeringen.no/contentassets/d0c1da83bce94e2da21d5f631bbae817/kd_teacher-education-2025_uu.pdf](https://www.regjeringen.no/contentassets/d0c1da83bce94e2da21d5f631bbae817/kd_teacher-education-2025_uu.pdf)
- [https://www.nyutdannede.no/](https://www.nyutdannede.no/)
Thank you