**Survey of Education Employers on the topic of New Teacher Induction**

This survey focuses on **“induction”: a programme of (mostly) in-school professional development that offers support and guidance for teachers during their first years of employment.**

This survey is part of a European project by the European Federation of Education Employers (EFEE). The project is exploring how education employers can be better supported in developing effective induction programmes for school teachers that are new to the profession (their first years).

In some countries this is a formal requirement, but in some it is not. In some countries teachers are already qualified when they begin their first employment; in other countries teachers are not fully qualified until after their induction.

A review of recent research highlights the importance of ‘early career’ teachers feeling integrated and active in a school as they continue to develop their pedagogy and professional identity. It is important that this project gathers the opinions and experiences of current education employers from across Europe.

The survey is designed for school heads, directors of multiple schools, local or regional (municipality) officers that employ and manage teachers.

The survey is available in 25 languages and comprises 14 questions in total: 3 simple background questions to understand the context of the respondent and 11 questions about new teacher induction in their context. Most of the questions are multiple choice and the survey will take approximately 20 minutes to complete. Where the questions refer to ‘school’ this also means Early Years and upper secondary or VET college, if this is your context.

**Data Protection**

By completing this survey, you agree to us using your responses to increase the knowledge and understanding of the project participants. Your responses will remain anonymous; you will not be identifiable by name or institution, only when it is useful to know that certain responses come from a country or type of school (e.g. primary school principals in Austria). An analysis will be presented at a project meeting and a summary of the results will appear in the final project report. The original survey data will be kept in a password-protected digital folder and deleted one year after the project ends.

I confirm that I have read the Data Protection statement and I am content to complete the survey.

**Your context**

**1) Which country/education system are you employed in?**

Albania

Austria

Belgium – Flemish Community

Belgium – French Community

Belgium - German-speaking Community

Bosnia and Herzegovina

Bulgaria

Croatia

Cyprus

Czechia

Denmark

Estonia

Finland

France

Germany\*

Greece

Hungary

Iceland

Ireland

Italy

Latvia

Liechtenstein

Lithuania

Luxembourg

Malta

Montenegro

Netherlands

Norway

Poland

Portugal

Republic of North Macedonia

Romania

Serbia

Slovakia

Slovenia

Spain

Sweden

Switzerland

Turkey

United Kingdom – England

United Kingdom – Northern Ireland

United Kingdom – Scotland

United Kingdom – Wales

\*If you work in Germany, please add your federal state:

Baden-Württemberg

Bayern

Berlin

Brandenburg

Bremen

Hamburg

Hessen

Mecklenburg-Vorpommern

Niedersachsen

Nordrhein-Westfalen

Rheinland-Pfalz

Saarland

Sachsen

Sachsen-Anhalt

Schleswig-Holstein

Thüringen

**2) Which level of school education do you work for?**

- Early Years (0-6 years)

- Primary (up to 11 years)

- Secondary (11-16 years)

- Upper secondary (for 16+ years)

**3) What is your specific role as an ‘employer’ of teachers?**

- Headteacher/principal

- Director of more than one school

- Local (municipality) or region manager

- Other – please state

**What currently exists**

**4) What induction programme exists in your school (or schools, or in your municipality)?**

- There is a formal induction programme for teachers that are new to teaching.

- There are informal induction activities for new teachers, but not part of a mandatory induction programme.

- There is an administrative (information only) introduction to the school for new teachers.

- None of the above

- Other (please state)

**5) What support is offered to teachers working at your school (or schools, or in your municipality)?**

Select box A if it is offered to new teachers in their first year of teaching.

Select box B if it is also offered to all teachers.

- Mentoring by experienced teachers with regular meetings

- In-school seminars on aspects of teaching

- Encouragement to attend external professional development courses

- Scheduled meetings with the school principal (headteacher, director)

- A ‘buddy’ – semi-formal support from a teacher colleague

- Teacher observing another teacher in the classroom and giving feedback

- Time for teachers to collaborate on designing lessons or projects

- Collaboration with other schools (sharing pedagogical practice or creating a joint learning opportunity for pupils)

- Encouragement to join networks/virtual communities of teachers across schools discussing ideas and challenges

- Team teaching (teaching as a group and reflecting on the outcome)

- Creating a journal or portfolio to support professional learning and reflection

- A dedicated well-being coach

- A reduced teaching schedule

- None of the above

**6) Which of the above (question 5) would you like to offer for beginning teachers, or more of, that is not currently offered? Why is it difficult for these things to exist?**

**7) In your opinion, how would you rate these purposes of an induction programme for new teachers at the start of their careers? Put them in order where 1 is the most important purpose and 10 is the least important.**

- To improve teachers’ pedagogical competence – their knowledge and skills in teaching

- To strengthen teachers’ professional identity – the individual sense of their goals and personality as a teacher

- To improve teacher collaboration in the school

- To raise the confidence of less experienced teachers

- To expand teachers’ own curriculum subject(s) knowledge

- To improve beginning teachers’ classroom and pupil behaviour management

- To support well-being within the staff

- To encourage teachers to be innovative from the start of their career

- To learn how to communicate with parents

- To cope with the time management of being a teacher

**Supporting early career teachers to be integrated and active in the school**

**8) As an employer, what do you expect of teachers in their first year in the profession?**

Choose one option for each:

- I have No (zero) expectations for a new teacher to do this in their first year

- I expect new teachers to do this Less than an experienced teacher

- I expect new teachers to do this the Same than an experienced teacher

- I expect new teachers to do this More than an experienced teacher

No expectations

Expect less

The same

Expect more

- Amount of teaching (number of lessons in their timetable)

- Contributing ideas to subject and school meetings

- Taking on a leadership role other than classroom teaching (e.g. digital tool specialist)

- Running an extra-curricular activity

- Meeting with parents to discuss pupil progress

- Attending professional development sessions

- Creating a new module or series of lessons as part of the curriculum

- Adapting teaching to learners with additional needs

- Other – please describe and state whether you expect less or more

**9) Research evidence highlights that it is important for early career teachers to be integrated into their school, and develop their own meaningful role. What do you think can prevent some teachers from doing this?**

Respond with Strongly agree / Agree / Disagree / Strongly Disagree for each:

- Not having enough knowledge and understanding of teaching and learning

- Not having had enough practical experience in schools as part of their ITE (initial teacher education) studies

- Not having clear opportunities to take on additional roles in school

- Needing extra time to plan lessons and perform their basic role

- The negative attitude of other experienced teachers towards new teachers

- Lack of confidence in supervising pupils

- Lack of imagination or creativity in their professional work

- Teachers do not fully understand how schools work at the start of their career

- School leaders do not see beginning teachers as fully capable

- New teachers are less interested in professional development compared to experienced staff

- Working in a school in an unfamiliar context/location/community

- Working only part-time, or in two or more different schools

- Not having a good working relationship with their mentor or immediate colleagues

- Other reason that you would strongly agree with

**10) Do some types of teachers need individual or additional support to become engaged and competent teachers within your school community?**

For each type:

Select box A if you do recruit or receive this type of teacher

Also, select box B if you find that they typically need additional support from you and other staff when they arrive at the school.

A – Yes, recruit

B – Yes, need extra support

- Teachers arriving immediately after graduating from ITE (initial teacher education at university or college) as their first profession

- Teachers have completed ITE (initial teacher education) but this is not their first profession (they have worked in another profession)

- Special Education Needs teachers

- Part-time teachers

- VET teachers or teachers from a dual academic and technical institution

- Teachers from outside of your town/city/region (= new to the local community)

- Teachers from overseas (= trained/experienced outside of your country)

- Younger teachers that are new to the profession but have not had any formal teacher education (no ITE certification; recently graduated in another academic field)

- Older teachers that are new to the profession (with no formal teacher education) but have been working in another profession

- Other type not mentioned but needing additional support

**11) Please give an example of one successful approach that you take to supporting teachers at the start of their career.**

**Capacity-building of staff**

**12) What is your involvement in the recruitment of new teachers? Choose all options that describe your process.**

- I receive the CV (curriculum vitae) or application document of individual candidates

- I receive a report from the ITE institution (teacher education university or college) about the teacher’s competences at the end of their studies

- I have the opportunity to meet a new teacher in person before they begin work in the/my school

- School heads are told by the local (municipal) authority which new teachers they will receive - it is the choice of the authority

- I receive teachers from a central (state / national) system of new teacher allocation

- I can give my opinion or a preference for a new teacher, based on information that I receive in advance

- The new teachers that I manage have a choice of which school to work in – they have chosen my school(s)

- If the new teacher does not fit well within the school in their first year, I can arrange for them to move to another school

**13) What would help school principals (headteachers, directors) to be better supported as they seek to improve induction approaches for beginning teachers?**

Choose up to 5 options:

- Training on induction approaches as part of their own leadership professional development

- Clear guidance on effective induction approaches from regional and national authorities

- More control over the new teacher recruitment process

- Knowing how to formally assess the progress of a new teacher

- Consistency of approach to new teachers across schools

- Making induction programmes mandatory

- More autonomy to implement or design induction programmes

- Having induction included as an official part of staff recruitment and management policies

- Flexibility and/or increased funding to boost the number of experienced staff that can support beginning teachers *(for example, give time in the week separate to teaching; hire extra staff; send staff on professional development courses)*

- The ability to reward experienced staff that support new teachers *(for example award salary or promotion points to mentors)*

- Partnerships with universities and colleges that specialise in teacher education

- School principals (headteachers, directors) being classroom teachers in order to better appreciate the needs of teachers

- Access to a network or forum with other school principals (headteachers, directors) to discuss how to support early career teachers

- A clear procedure for selecting and supporting good mentors for new teachers

- Other (please state)

**14) We would like to know what you would recommend to education policy makers (national or regional decision-makers who set formal requirements and create guidance).**

**What is one thing that would make a significant difference to helping teachers that are new to the profession to become, and remain, positive and active members of their school communities?**