

# Teacher**Ed**

*Capacity building of education employers through the promotion of teacher induction programmes.*

## Event report

### **“Pathways and Partnerships”**: supporting the capacity of employers to build effective new teacher induction in a complex landscape

2nd Peer Learning Activity  
25<sup>th</sup> -26<sup>th</sup> September, Miskolc (Hungary)

*“Learning culture is vital and embodies the symbiotic relationship that must be mutual: both the new teacher and mentor are learning.”*

EFEE, in collaboration with the Hungarian Rector’s Conference and the University of Miskolc, proudly hosted the second Peer Learning Activity (PLA) under the “TeacherEd” project. The event brought together education professionals and stakeholders such as universities, schools, and councils from 11 different European countries. Discussions explored how all the stakeholders involved can connect, collaborate and strengthen their ability to adapt to the ever-changing educational context and, by doing so, create effective induction programmes for new teachers.

The PLA created a creative space that allowed new ideas to emerge, focusing on two main strategies: pathways and partnerships. This happened under the guidance of research expert Dr Hannah Grainger Clemson.



## Induction as an Ecosystem

Dr Hannah Grainger Clemson guided participants through the ecosystem of teacher induction, drawing clear parallels to natural ecosystems. Like a natural ecosystem, the process evolves through cycles of adaptation and growth. The induction ecosystem relies on networking and collaboration among schools, mentors, and external institutions. In the same way as plants and animals rely on their surroundings, the induction ecosystem thrives on interdependence, balancing internal and external support. During the first day of the PLA, we created a physical ecosystem together. This ecosystem, as can be seen in the picture below, represents the pathways and partnerships of teacher induction.



## Discussion points

Small discussion groups and an outside walk encouraged deeper conversations, inspired by the idea that "*when we walk, we talk differently*". Below, you will find three of the many interesting discussion points.



A key area explored was the role of **school monitoring**. It was concluded that monitoring should first be conducted internally, but it should also include external evaluations. However, while it provides an opportunity for reflection and accountability, it can also place schools at a disadvantage if tied to performance-based funding.

The importance of **school culture** was stressed, particularly in terms of encouraging collaboration between experienced and new teachers. In some countries, such as Hungary and Poland, older teachers may feel threatened by the influx of new ideas, creating tension within the school environment, as shared by one of the participants. Establishing a culture that encourages mutual learning from each other is vital for a healthy induction process.

*"The opinion of a new teacher matters as much as the one of experienced teachers."*

The session also focused on the **relationship between schools and universities**. There is often a disconnect between these two, with schools providing university students with teacher training but receiving little else in return. Bridging this gap through organising learning sessions, led by experienced professors, or sharing the latest research and teaching methods could strengthen the induction process for new teachers.

*"I'm still thinking about the symbiosis metaphor. Don't be a leach, find something that is in harmony or beneficial to both parties."*



## Reflections and Closing Remarks

In the closing discussions, participants emphasised the importance of ongoing collaboration across Europe to tackle common challenges. For example, one of the participants noted that Ireland's establishment of the Teaching Council marked a significant step in professionalising the teaching workforce and enhancing accountability, suggesting that other countries could learn from these reforms to improve their induction systems.

The induction process is not isolated; it is part of a larger, interconnected system that requires continuous adaptation, collaboration, and mutual support. Improved communication and support among European countries could enhance the understanding of these dynamics, enabling educators and policymakers to help new teachers and improve overall teaching quality. Another participant emphasised the need to bridge the gap between research and practice. Placing policy at the centre translates one to the other.

All of these insights, along with the research results, will be brought together and concluded at the **final conference on 13<sup>th</sup> May 2025 in Ghent, Belgium.**