

Danish University Colleges

Induction and mentoring – counselling to sustain beginning teacher in a lifelong professional career

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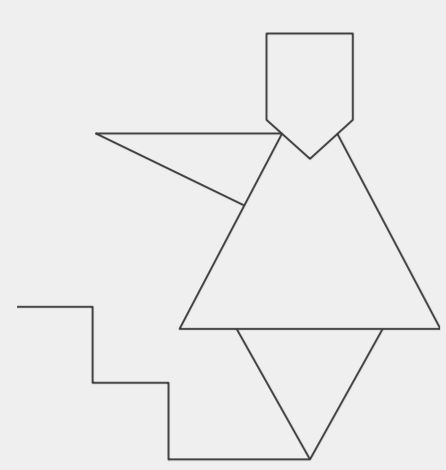
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Induction and mentoring – counselling to sustain beginning teacher in a lifelong professional career

We present a review-study. Our aim is to analyse the literature pertaining to induction programs and mentoring for beginning teachers. Research question: What are the documented influences of induction programs and mentoring in sustaining beginning teachers in a lifelong professional career development?

The review is part of a Danish research project named "Induction programs and mentoring" carried out by Research Centre VIA Profession and Education in collaboration with The Danish Union Of Teachers. The results of the project will provide part of the basis which a Danish model of induction can be developed.

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Research design

We have chosen to make "a review of reviews". By systematically examining already existing reviews, we are able to constitute the knowledge base of our project.

In our review we have included only peer reviewed meta-analysis, meta-synthesis, systematic reviews and overviews about the importance of support from Europe, New Zealand, Australian, USA and Canada. Published in the years 2006-2016. We have included 7 studies.

induction necessary for career development

Career development is more than getting a foothold in the job. Beginning teachers must be continuously supported and maintained in their developing of teaching.

Induction program elements: The most prominent component of induction is mentoring. Other significant elements: Professional learning communities, mutual observation, collaborative planning and evaluation.

Leadership and school cultures: Collaborative school cultures and supportive leaders

Organization: Planning and scheduled collaboration meetings with mentors, peers and colleagues. Plan of lesson observations.

Mentoring as a key element

Mentoring-programs:

Promote increased retention and reduce feeling of isolation, increase confidence and self-esteem, professional growth, improve self-reflection and problem-solving capacities.

Have a positive impact on student-achievement, classroom management skills and the ability to manage time and workloads for the beginning teacher.

Mentoring is most effective when:

Mentors have received training as mentors

Mentors teach the same subject as their mentees

It is responsive to the needs of the mentee