

1.Start - Basic information

1.1 Project information

Project title Sustainable Ecosystems of Mentoring for Newly Qualified Teachers
Project number NPHZ-2020/10047
Project period 08/2020 - 08/2023

1.2. Access to the report

Editor access

Read only access

2.Institutions - Institutions

2.1.Coordinating institution Coordinating institution

2.1.1. Coordinating institution

University of South-Eastern Norway (NO-USN)

Type of institution: University

Campus:

USN Campus Notodden (NO)

2.1.2. Unit

Unit at coordinating institution: Faculty of Humanities, Sports, and Educational Science

2.1.3. Legal representative

Name: Kjendlie, Per-Ludvik
E-mail: per-ludvik.kjendlie@usn.no
Address:
Phone number: 35952826

2.1.4. Contact person

Name: Brokke, Tonje Harbek
E-mail: Tonje.brokke@usn.no
Address:
Phone number: +4735026418

2.2.Partner institutions Partner institutions

2.2. Partner institutions

Institution: DK-Danmarks Lærereforening (DK)
:
Type of institution: Trade Union
Unit:
Contact person: Bonde, Åse
Gender:
E-mail: abo@dlf.org
Phone number: +4533696222
Fax number:

Institution:	NO-UTDANNINGSFORBUNDET (NO)
:	
Type of institution:	Trade Union
Unit:	
Contact person:	Havre, Sissel
Gender:	
E-mail:	Sissel.Havre@utdanningsforbundet.no
Phone number:	+4724142232
Fax number:	
Institution:	FI-University of Jyväskylä (FI)
:	
Type of institution:	University
Unit:	
Contact person:	Heikkinen, Hannu.L.T.
Gender:	
E-mail:	Hannu.L.T.Heikkinen@jyu.fi
Phone number:	+358503421346
Fax number:	
Institution:	IS-University of Akureyri (IS)
:	
Type of institution:	University
Unit:	
Contact person:	Svanbjörnsdottir, Birna
Gender:	
E-mail:	Birnas@unak.is
Phone number:	
Fax number:	
Institution:	DK-VIA Learning & Teaching, Centre for research & development, VIA University College (DK-VIAUC)
:	
Type of institution:	University College
Unit:	
Contact person:	Frederiksen, Lisbeth Lunde
Gender:	
E-mail:	lluf@via.dk
Phone number:	+4587551705
Fax number:	
Institution:	IS-The Icelandic Teacher Union (IS)
:	
Type of institution:	Trade Union
Unit:	
Contact person:	Gunnarsdottir, Anna Maria
Gender:	
E-mail:	anna@ki.is
Phone number:	
Fax number:	

Institution:	EE-Tallinn University (EE)
:	
Type of institution:	University
Unit:	
Contact person:	Eisenschmidt, Eve
Gender:	
E-mail:	eve@tlu.ee
Phone number:	
Fax number:	

Institution:	SE-LÄRARFORBUNDET (SE)
:	
Type of institution:	Trade Union
Unit:	
Contact person:	Båvner, Per
Gender:	
E-mail:	per.bavner@lararforbundet.se
Phone number:	
Fax number:	

Institution:	FI-The Trade Union of Education Finland OAJ (FI-OAJ)
:	
Type of institution:	Trade Union
Unit:	
Contact person:	Lyhykäinen, Päivi
Gender:	
E-mail:	paivi.lyhykainen@oaj.fi
Phone number:	
Fax number:	

Institution:	EE-Estonian Educational Personnel Union (EE-EEPU)
:	
Type of institution:	Trade Union
Unit:	
Contact person:	Voltri, Reemo
Gender:	
E-mail:	reemo.voltri@ehl.org.ee
Phone number:	
Fax number:	

3.Reporting - Reporting

3.1.Objectives

3.1.1. Objectives

The goal for our previous project (NPHZ-2017/10042) was to establish a Nordic cross-sectoral network to develop systems for induction and mentoring for newly qualified teachers in the Nordic countries. The project organised a successful summit in 2019, supported by The Nordic Council of Ministers and Nordiska Lärarorganisationers Samråd (NLS). The NTI-Nordic Teacher Induction Network was established and applied for this project SEM - Sustainable Ecosystems of Mentoring for Newly Qualified Teachers.

The SEM project has analysed how induction and mentoring can find its 'ecological niche' (or not) in the respective countries educational ecosystems, drawing on the dissemination of

research and development work of the previous project. The different countries have developed different models for collaboration between trade unions and researchers where topics to be explored include identifying structures for further professional support and development in a lifelong-learning perspective.

The results of the work is summed up in the anthology *New Teachers in Nordic Countries - Ecologies of Mentoring and Induction*, published through Open access by Cappelen Damm Academic. It is also presented at the Nordic Educational Research Association (NERA) by organizing symposium at the NERA conferences in 2021 in Denmark, in 2022 in Iceland and in 2023 in Norway, and at the European Educational Research Association (EERA/ECER) conferences in Armenia 2022 and Scotland 2023. The results of the project is also presented nationally in all the participating countries as conferences or seminars or part of a larger conference, we call it road shows for Induction and Mentoring. The nationally roadshows were arranged in 2022 and 2023.

The project has grown from a long time collaboration between researchers in Sweden, Finland, Estonia, Denmark and Norway to be a cross-sectorial network with researchers and teacher's unions from all the Nordic countries except the Faroe Islands and Greenland. There has been mutual inspiration and influence in the different countries both on the political agenda and between the sectors research and teacher's unions. This unique collaboration between researchers and teachers' unions makes a strong contribution to research and experience-based knowledge about both the transition from education to profession, and the professionalisation of the teacher role.

- * Marjo Vesalainen from the Ministry of Education and Culture in Finland participated as a discussant in a symposium organized by NTI-SEM at the NERA 2023 conference in Oslo, Norway
- * The symposiums arranged at NERA and ECER have received appraisal for bringing forth the cross-sectorial networking experiences
- * The collaboration has also occasionally branched out to include organisations such as other teacher unions and student unions, representatives from local authorities, NLS (Nordic Teacher's Council) in the discussions and presentations
- * The national conferences (road shows) had visitors from NTI network representatives that brought the Nordic perspectives in to the respective national conference

The project has also initiated a European network *Ecologies of Teacher Induction and Mentoring in Europe (TIME)*, and collaborate with them. This network is a part of the EERA network 1 *Professional Learning and Development*.

Denmark: The project has helped to maintain motivation to get municipalities, school leaders and teacher training programs to incorporate induction with mentoring as an important part of teacher retention in schools and to maintain focus on professional development of both newly qualified teachers and their mentors.

The project has also contributed to inspiration in terms of how to develop induction programs in schools and how teacher unions and universities can benefit from collaborating.

DK has specifically been inspired by Finland's peer-group mentoring and Norway's political and practical initiatives, both in terms of mentoring and the development of mentor-education programs. Inspiration from the other participating Nordic countries have also contributed to raise awareness in DK of what to focus on and what to try to avoid.

Estonia: In Estonia, the project has contributed to expanding the cooperation network. Namely, within the framework of this project, the Estonian Educational Personnel Union is contributing

to the topic of mentoring and induction. The project has also strengthened Nordic and Baltic collaboration through joint activities and learning from each other experiences.

Finland: The project has contributed to keeping induction and mentoring on the agenda of continuing professional development of teachers. The interaction has been two-way: on one hand, the project has initiated important discussions on mentoring and induction in Finland, and on the other hand, provided a forum for sharing concerns and challenges as well as possible solutions within the Nordic Network. In terms of the overall objectives of Nordplus, the project has been doing exactly what is expected to do.

Iceland: The Nordic mentoring network has been a great support in developing and forming ideas about mentoring and induction in Iceland, as it yielded knowledge about other countries' experiences, struggles and results in the field. In Iceland the teacher union has financed research on induction and mentoring for master students.

Norway: The collaboration across both borders and sectors has been very fruitful and inspiring. Learning from other professionals experiences and research based knowledge about challenges and successes has given new perspectives and broadened our horizons. In Norway we collaborate with the presearch and partnership project STEP which is lead by professor Eva Bjerkholt who also is the leader of the NTI-network and thie NTI-SEM project. That is way the road show in Norway also included the local and regioan owners association KS.

Sweden: The NTI has been conducive to strengthening a partnership between academic teacher educators and the Swedish teacher unions. We have learnt a lot from the other Nordic partnerships in terms of induction and mentoring. We also initiated collaboration projects on teacher induction and mentoring in schools.

Based on these results, our perception is that we have fulfilled the project's overall objectives, and that these objectives support the objectives of Nordplus Horizontal fully.

To what degree have you succeeded on this item?

Better than planned

3.2. Project content

3.2.1. Activities

The key activities in this project was listed in the application as five different activities. This is a short summary of the activities:

Due to the Covid situation in 2020-2021 we had to postpone physical meetings until it was possible to travel. That is why the dates for the different activities varies from what was planned for and when, in the application and what acctually happened. Most of the activities in 2020 and 2021 were digital meetings, conferences and seminars. Physical meetings were postponed.

1. A Nordic anthology about ecosystems of mentoring NQTs

In November 2020 the NTI-network published the anthology "New- Teachers in Nordic Countries: Ecologies of Mentoring and Induction", the editors Knut-Rune Olsen, Eva Bjerkholt and Hannu L. T. Heikkinen organiced the process and Cappelen Damm Academic published the book as Open access. Each country presents their history of Induction and mentoring newly qualified teachers. In addition the editors presents the key concepts of induction and mentoring,

Hannu L. T. Heikkinen outlines the teoreticl approach "Ecosystems of Practices" and a review of reviews on induction and mentoring is written by Lisbeth Lunde Fredeiksen.

2. A comparative review of the working conditions in terms of agreements and legislation for NQTs in the different Nordic countries

The different countries have presented an updated presentation in the anthology and have presented and compared their narratives at NERA and ECER conferences. The work with a written comparative review of working conditions will continue in the next project, NTI-PPD (2023 - 2025).

3. Organising symposia in international research conferences

The NTI-network has organized symposiums and workshops at the NERA conference in Denmark 2021 (Title on the symposium), in Iceland 2022 (Title on the symposium) and in Norway 2023 (Title on the symposium). The symposiums are presenting the ungoing work in the NTI network.

4. Organising a Nordic summit to follow up the first Nordic summit in Iceland 2019

Due to the covid situation the Nordic Road Shows were postponed to 2022-2023, and that is the reason why the network did not follow up this planned activity. The Nordplus Horizontal finance a following up project NTI-PPD 2023-2025. The project will arrange a nordic summit during this project period.

5. Annual workshop/seminar for the participants of the project

Regular network-meetings online on monthly bases.

Annual workshops have been organized twice a year sometimes with invited speakers like the head of the Nordic Council of Teachers (NLS) Christer Holmlund, dr. Rachel Shanks researcher from Aberdeen University and representatives from the Norwegian Teacher Students' organization (Pedagogstudentene). Some of these conferences have been online. The workshops and seminars are often combined as pre-conferences (2021 in Odense Denmark and 2023 Oslo, Norway) or post-conferences to the NERA conference (Reykjavik, Iceland 2022). The seminar in 2022 was split in two with an evaluation seminar immediately after the NERA conference. On Saturday the NTI-network arranged a common workshop together with the European network TIME.

6. "The Nordic Roadshow for Induction and Mentoring".

Denmark: The Danish part of the Nordic road show was carried out according to the plan. The Norwegian participants in the network contributed to the conferences. This means that we held 2 well-attended conferences, one in east and one in west Denmark, with the participation of representatives from teacher unions, municipalities, teacher students, school management, Ministry of education, Local Government of Denmark, teacher training Colleges, practicing mentors and internship coordinators from schools and newly qualified teachers. The two conferences have resulted in many subsequent inquiries and dialogues.

Estonia: Project activities were carried out as planned. The main event planned in Estonia was the conference where a total of 240 teachers, union leaders and 50 educational institution managers/local government education specialists participated.

Finland: Despite of the challenges caused by the global COVID-19 pandemic, the project met with its plans in terms of the time schedule and budget. The main effort in Finland was the NTI-SEM road show happening which was held as a part of the national EDUCA fair for teachers and educational experts in Finland in January 2023 in Helsinki. The Norwegian participants in the network presented in the conference.

Iceland: The activities were carried out as planned, and met the expected time schedule and budget. The Norwegian participants in the network presented in the road show.

Norway: The project activities were carried out as planned, except from the time schedule. Our road show was postponed for one year due to the COVID-situation. The road show was our main national activity, and was held in Oslo in March 2023.- XX KS - Swedish and danish presentation.

Sweden: For Sweden the project fell behind schedule due to the onboarding of new team members. All activities proceeded as planned within the expected budget and two NTS-SEM roadshow events disseminated the overall work of the project. The Norwegian participant had a presentation online at the conferences.

All in all, the project and activities proceeded as planned, but with necessary adjustment due to the Covid oandemic. We met the expected time schedule and expected budget.

To what degree have you succeeded on this item?

Better than planned

3.3.Organisation

3.3.1. Organisation

USN has had the main responsibility for project management and leadership.

The Project leader (Eva Bjerkholt) has had the main responsibility for running the academic and thematic side of the project, in close collaboration with an executive committee consisting of one person from each participating country and the project coordinator. The project coordinator (Tonje H. Brokke) has coordinated meetings, agendas, meeting minutes, Teams, travel arrangements, travel expenses, organised work shops and seminars, and has submitted updates and project rappers in close collaboration with project leader and the financial advisor at USN. The whole group has contributed to assessments and this final project report. This collaboration has worked very well for us all, and will be carried on in our next project NTI-PPD (starting this fall 2023).

All countries took their own share in organizing and arranging the roadshows in their respective countries, and used own resources and institutions for support in this. The project coordinator assisted with payment of expenses.

To what degree have you succeeded on this item?

Better than planned

3.3.2. Evaluation

The evaluation has been an ongoing, formative part of the national collaboration between teacher union and researcher participants, incorporating new initiatives both in the Nordic project and within the national context's of developing induction programs. We have reflected upon and evaluated the activities and results of the projects concerning the goals. During the project period, we have experienced a raise in interest for induction in the national context's, to which the knowledge from the project has contributed. Induction programs and mentoring have become an increasingly well-known concept, and an increasing number of municipalities and schools are focusing on implementing (part of) induction programs at either school- or/and municipality level. It has also had an influence on the Teacher Education through us continually reporting back to our organisations what the benefits from our participation are in order to both inform and be allocated work hours to the project.

The project has evaluated its outcomes both nationally and as a whole in the international meetings online, in-person meetings and in the evaluation seminar in June 2023.

To what degree have you succeeded on this item?

Better than planned

3.4. Results and dissemination

3.4.1. Results and dissemination

The Nordic collaboration has yielded, not only publication of an anthology, but an active platform of different stakeholder in education focusing on induction, mentoring and professional development. In some of the countries a number of schools at all school levels are in the process of developing a sustainable culture of mentoring.

Denmark: The researcher from VIA University College has shared results from research projects both own projects and results from the Nordic projects. The knowledge has been shared nationally, internationally, internally, and externally in relation to colleagues (researchers), teacher unions, teacher training program and municipalities.

The teacher union has been sharing knowledge from the project in various networks internally and externally. Inspiration from the project has also contributed to political development, internally and externally.

The two participating organizations has jointly worked on strengthening and maintaining the national network regarding support for newly qualified teachers, where content from the network's work has contributed.

Estonia: The main event in Estonia was the conference on the 4th of May 2023, organized together by Tallinn University and the Estonian Educational Personnel Union. Altogether 240 teachers, union leaders and 50 educational institution managers/local government education specialists participated in the conference and the feedback was very good. The conference fulfilled its purpose to raise awareness of the importance of supporting and mentoring novice teachers. Especially in the current changing educational landscape, where there is a massive shortage of teachers and the number of unqualified teachers in schools is increasing, it is essential to remember the role of the school leader and school environment possibilities in supporting the professional development of new teachers.

Finland: The most visible outcome of the project was the seminar held as part of the national EDUCA fair in Helsinki on 28th January 2023, followed by a more informal get-together meeting held in the nearby office of Trade Union of Education in Finland. In the session there were about 60 participants. One of the results where the NTI-SEM project has contributed is the fact that mentoring was mentoring became part of the national collective agreement for the education sector in 2022. This cannot be said to be a direct result of the project, but the project has contributed to mentoring becoming and remaining on the national teacher education agenda. Similarly, mentoring has been part of the agenda of the National Teacher Education Forum, for example in a seminar on 16th May 2023, and is mentioned as one of the objectives of the Teacher Education Development Programme. The same persons who have been involved in the NTI-SEM project have also promoted mentoring in these national forums. The project has contributed not only education systems on a Nordic-Baltic level but more broadly in Europe: the NTI-SEM project partners have also been active in the network project Ecologies of Teacher Induction and Mentoring in Europe (TIME) which has been launched in 2021 as a part of the European Educational Research Association (EERA). The NTI-SEM project and TIME network have organised together meetings and symposia in NERA and ECER and will still continue this collaboration in the future conferences.

Iceland: Mentoring has become a known concept in Icelandic school system and there is now a first sign of national policy concerning induction and mentoring of NQT's in Iceland, with a regulation on qualification framework that says that teachers should receive mentoring in the first year of teaching. There are though need for a more specific legislation or regulation concerning induction and mentoring, followed up by guidance and support.

The road show in Iceland in September 2022 went well. The project was well received, and the participants discussed the value of mentoring for NQTs and for the development of school practice in general. It was discussed in which way the role of mentors can be further developed in Iceland, looking towards the Norwegian model on the matter. If mentoring for NQTs is to be fully established in Iceland, there is a need for a regulation regarding the mentoring and the framework for practice, which needs to be fully funded and supported during the implementation.

Norway:The Norwegian road show was held in the form of a national day-conference in collaboration with the Union of Education Norway and KS on 23. March 2023. The leaders of the Union of Education Norway, Steffen Handal, and for KS, Gunn Marit Helgesen, both held an opening speech on the importance of mentoring in Norway and in their respective organisations. Other guests included Lisbeth Lunde Frederiksen from Denmark, Per Båvner from Sweden, Christer Holmgren from NLS, Lars Syrrist from The Pedagogy Students Norway, Kristin Holm Nilsen from KS, Sølvi Mausethagen from OsloMet, as well as new teachers and mentors. About 180 participants listened to interesting discussions and lectures, and the conference was streamed through the Union of Education Norway. The recording is available at their webpage.

Sweden: Roadshow events were held on May 6 and May 8 in Stockholm. The first was at ResearchEd (6/5) a teacher practitioner conference with over 500 teachers in attendance, and the second at Skolriksdagen (8/5) where representatives from every kommun and school owner organisation were present.

To what degree have you succeeded on this item?

Better than planned

3.4.2. Nordplus

Experience with Nordplus

Our collaboration with Nordplus has been excellent in all aspects. If we have had any questions or requests, Frank, Hege and Benedikte have always been just a phone call or an email away. We were also fortunate to be invited to hold a presentation about the collaboration both in the project and with Nordplus at the Nordplus conference in Bergen november 2022, where the project coordinator Tonje H. Brokke participated.

We have applied for funding from Nordplus several times. The first Nordic network for induction and mentoring was funded by Nordplus back in 2005. Since then, we have established this cross-sectorial NTI-network. The fundings have given us the possibility to learn from each other, and develop induction and mentoring NQTs in the Nordic-Baltic. We are very thankful for collaborating with Nordplus.

How/where did you first hear about Nordplus?

Colleagues

4. For publication - Results and outcomes for publication

4.1. Outcomes and results

4.1.1. Summary of project outcomes and results (max 350 words)

Mentoring and professional support for newly qualified teachers (NQTs) is part of the professionalisation of the teaching profession in all the Nordic countries. The Nordic Teacher Induction (NTI)-network's purpose is to focus on the transition from professional education to professional practice as a teacher in kindergarten and school, the situation of NQT's in the Nordic and Baltic countries, as well as to study and discuss conditions for NQT's continued professional development as professional practitioners in the first five years as teachers in kindergarten and school.

The project NTI-SEM has analysed how induction and mentoring can find its 'ecological niche' (or not) in the Nordic countries and Estonia's educational ecosystems, drawing on the dissemination of research and development work of the previous NTI-project. The different countries have developed different models for collaboration between trade unions and researchers where topics to be explored include identifying structures for further professional support and development in a lifelong-learning perspective. The aim is to ensure that experiences about mentoring schemes for new graduates are shared, researched and inspired across national borders, leading to joint policymaking in the field in the Nordic and Baltic region.

The project has carried out national conferences in each participating country, focusing on sharing and discussing research-based knowledge and experiences made during the project period and disseminating results and findings. The project participants have had presentations and carried out workshops and seminars at national and international conferences such as NERA and ECER, and have contributed to the establishment of the European network Teacher Induction and Mentoring in Europe (TIME). The network's webpage <https://www.usn.no/forskning/prosjekter/internasjonale-utdanningsprosjekter/nordic-teacher-induction-nti/> has been established as another means of sharing knowledge, research and experiences.

The NTI-SEM project has published significant finds in the anthology *New Teachers in Nordic countries – Ecologies of Mentoring and Induction on Open Access* in 2020 <https://press.nordicopenaccess.no/index.php/noasp/catalog/book/105>

4.1.2. Products and materials

Anthology: **New Teachers in Nordic Countries: Ecologies of Mentoring and Induction. (2020)** Knut-Rune Olsen, Eva Bjerkholt, Hannu L.T. Heikkinen (Eds): <https://press.nordicopenaccess.no/index.php/noasp/catalog/book/105>

4.1.3. Websites and links

Please provide relevant websites here:

<https://www.usn.no/forskning/prosjekter/internasjonale-utdanningsprosjekter/nordic-teacher-induction-nti/>

<https://www.utdanningsforbundet.no/kurs-og-konferanser/opptakavkurs/nyutdanna-larere---helhetlig-strategi-for-videre-profesjonell-utvikling/>

5.Expenditure - Expenditure

Allocated Nordplus grant EUR:
80000

5.1. Expenditure

EUR - Euro	Used of Nordplus contribution	Used own Contribution	Sum
Project support			
Travel expenses	25 494	0	25 494
Board and lodging	46 094	1 806	47 900
Work hours (only own contribution)	0	0	0
Other costs (specify below)	8 412	0	8 412
SUM - Project support	80 000	1 806	81 806
SUM - Total	80 000	1 806	81 806

Ev. comments to the expenditure

In the report we have used a average currency exchange rate for the project period from 2020 to september 2023.

USN:

Travel expenses:

Travel expenses is mostly flight cost for the physical meetings. There are also some cost for car and public transportation.

Board and lodging:

Board and lodging is mostly participation fee, room and board for participants at meetings, seminars and conferences.

Other cost:

5 % of the Nordplus grant is used on administrative expenses.

In kind:

The work hours spent are not documented in the project, but USN and the partners in Sweden, Denmark, Iceland, Estonia and Finland have used more hours than what was required. There have been 20 active participants working in the project, spending their hours planning, preparing and participating in digital and physical meetings, writing, publishing etc.

5.2. Attachment

Attachment

* [Detailed expenditure.xlsx](#)