

Induction programmes and induction practices to promote professional development and mutual learning

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Aim of seminar: To discuss the potential of induction programs

- Networking
- Education - Induction and Induction programmes
- Newly Qualified Teachers (NQT) - a deficit or an opportunity perspective?
- Partnership is needed to establish coherent induction programmes
- Partnership in research: STEP- Partnership for Sustainable Transition from Teacher Education to Profession. Becoming a professional teacher

INDUCTION

Induction is a period of time, often 1-5 years after graduating

Induction phase:

- **Qualification:** developing necessary professional competence
- **Socialization:** a passive assimilation and active process
- **Subjectification:** a process of developing ones personal and professional self , becoming an I as a professional teacher (Biesta, 2022)

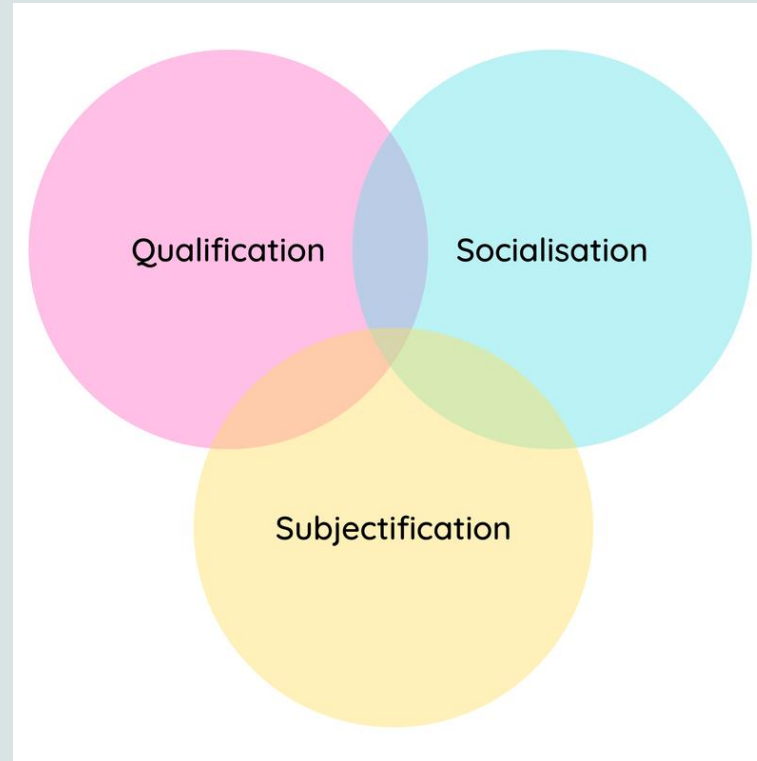
Induction programs for Newly qualified teachers

Induction practices: Structured and comprehensive procedures designed and implemented for a smooth transition from being a student teacher to becoming a professional teacher. A range of different interconnected activities and networking. Mentoring is the main activity in induction programmes

"Good education" (Gert Biesta) => "good mentoring" (NTI network)

Qualification:

- acquisition of knowledge, skills and dispositions
- being able to accomplish a specified task or profession

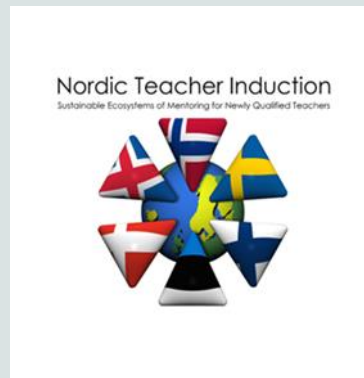


Socialisation:

- Adopting social norms, roles and practices
- Not just about conforming to, but also involves critically engaging with them

Subjectification:

- Process of formation of a subject (person)
- Agency: the ability to think and act autonomously
- Emphasizes individual freedom and the possibilities for fulfilling one's unique potentials ("flourishing")



”Newly QUALIFIED teacher?”

Qualification

Socialisation

”Newly SOCIALISED teacher?”

Subjectification

”Newly SUBJECTIFIED teacher?”

Nordic Teacher Induction
Sustainable Ecosystems of Mentoring for Newly Qualified Teachers



From a deficit perspective to an opportunity perspective

Deficit perspective:

Newly Qualified Teachers are seen in term of shortage

Opportunity perspective:

Newly Qualified Teachers are seen as active agents.

Not just adopting the norms and practices but have opportunities to change practices in schools

(Biesta, 2022; Kelchtermans 2019; Kristjansson, 2022; Skytterstad et al., 2025)



VEILEDNING FOR NYUTDANNEDE LÆRERE
- BARNEHAGE, GRUNNSKOLE OG VIDERE GÅENDE OPPLÆRING

Nordic Teacher Induction
Sustainable Ecosystems of mentoring for Newly Qualified Teachers



- Induction program and practice (*in an educational sense*) is **to live well** in a world worth living in for all (Biesta, 2022)
- to live well means that
 1. *you learn to do things well (knowledge, skills, competences)*

QUALIFICATION

2. *you live well with others*

SOCIALISATION

3. *you are at home in the world*

SUBJECTIFICATION

- to live well means that we consider whether what we desire (*and do*) is desirable
- in pursuit of these goals in mentoring
 - we move from **deficit** to **opportunity** perspectives
 - we acknowledge that mentoring practices at their best are **co-existential practices**

**Hannu Heikkinen after inspiration from Kristjan
Kristjansson and Gert Biesta**



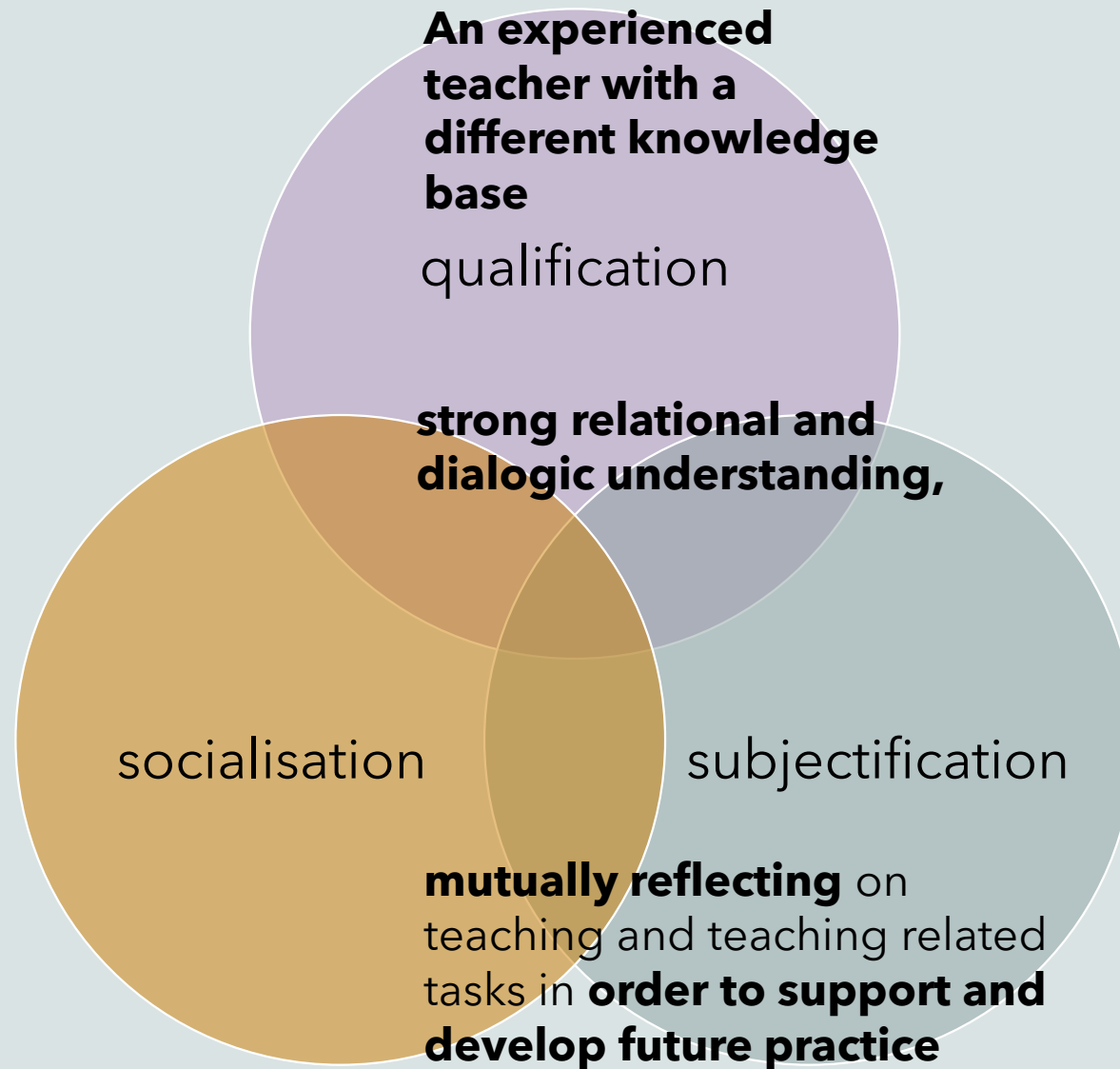
Photo: Hannu Heikkinen

Developing teacher education as a continuum of professional development – partnership on coherent induction programmes

- ❑ National level - what is needed to establishing coherent, sustainable induction practices, principles for following up NQTs. Principles and obligations for mentoring, mentoring training, network for teacher educators etc. and collaboration with teacher education institutions
- ❑ The county and municipalities level, information, activities, networking for mentors and NQTs, seminars, mentoring at the municipality and Induction programmes... for individual and group mentoring and collaboration with the local teacher education
- ❑ The school level, leaders, school culture that includes and recognizes the NQT's competence and include and promote active participation for the NQTs
 - Regular mentoring sessions individually and with peers.
- ❑ Partnership in education for the benefit of the pupils and students and.....

NTI definition of good mentoring

A mentor is an experienced teacher with a different knowledge base that includes **strong relational and dialogic understanding**, who facilitates and enables an inexperienced teacher's continued professional development and well-being, not by being more knowledgeable but by **mutually reflecting** on teaching and teaching related tasks in **order to support and develop future practice** (NTI, 2024)



Sustainability of Mentor Education



Inspired by an international movement supported by UNESCO and the OECD, this project emphasizes that education should not only prepare individuals for work, but also foster a meaningful and well-rounded life. Drawing on Gert Biesta's three domains of education—**qualification**, socialization, and subjectification—the project particularly focuses on subjectification, which supports teachers' growth as unique individuals and active agents of change in their communities.



Mentoring education contributes to flourishing, and speaks to Biesta's three domains of 'good' education. On the surface it might appear this presentation is particularly focused on qualification (i.e. becoming a 'qualified' mentor). However a mentor education that contributes to flourishing for all incorporates all three dimensions.

Nordic Teacher Induction
Sustainable Ecosystems of Mentoring for Newly Qualified Teachers



Positive effects of mentor education



A more conceptual understanding of mentoring. Developed a mentor language, a mentor network, and a mentor attitude (Ulvik & Sunde, 2013).



Positive impacts on how they **reflect on their roles and tasks**. Raised **awareness of NQT's professional development** and what that entails (Halse & Frederiksen, 2023).



Mentor education increases job satisfaction in both teaching and mentoring roles (Windsor et al., under review)



Educated mentors **value theoretical knowledge** and research higher than non-educated (Helleve & Ulvik, 2019).

Nordic Teacher Induction

Sustainable Ecosystems of Mentoring for Newly Qualified Teachers



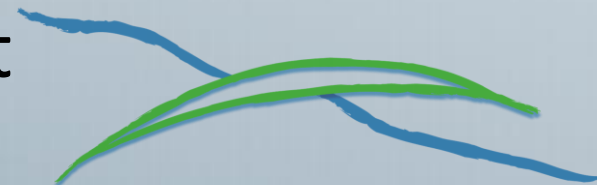
Current state of mentor education in the North:

	Denmark	Estonia	Faroe Islands	Finland	Iceland	Norway	Sweden
Is there a requirement for mentors to undertake mentor education?	No	No	No	No	No	No	No
Is there a recommendation for mentors to undertake mentor education?	No	Yes	No	Yes	Yes	Yes	Yes
Can Mentors enrol in continuing studies to enhance mentoring skills?	Univ. course (National) 10 ECTS TE Students	Univ. course (National) 6 ECTS	Univ. course (National) 10 ECTS	Univ. course (National) 10-15 ECTS	Masters level (National) 30 ECTS	Master level (National) 30 ECTS	Univ. course (National) 7,5 ECTS

Partnership for Sustainable Transition from Teacher Education to Profession (STEP)

Research Project: 2021-2025

Project Leader: Professor Eva Bjerkholt



Partnership and Collaboration in a research and development project:

The Norwegian Teacher Student Association
Union of Education Norway

The Association of Local and Regional Authorities (KS)

The Arctic University of Norway – UiT
University of South-Eastern Norway (USN).



STEP: A collaboration and knowledge-building project



STEP is a research- and collaboration project that follows the first generation of students with a five-year master's education for primary and secondary school in their last year of study and their first two years as teachers



The most critical challenge STEP faces is the lack of teachers



STEP focuses on how to retain the newly qualified teachers in school and the new teacher's professional development.



A reformed teacher education

- From four to five years
- Improve the academic quality and provide deep subject knowledge
- Master's degree with master's thesis
- The reform is ambitious, and successful implementation requires collaboration and practice orientation in master's theses (Cochran-Smith et al, 2020).

Primary object

STEP will develop research- and experience-based knowledge on the transition from Master Initial Teacher Education (M-ITE) into the teacher profession.



This knowledge will influence the further development, implementation and institutionalization of the Norwegian national framework (2018) for mentoring Newly Qualified Teachers (NQTs) as a coherent induction and mentoring system for individual and collective learning for NQTs and for mutual learning in schools.

STEP:

Studying different actor perspectives

Teacher Education (ITE)

School leaders

Newly qualified teachers

Colleagues

**Municipalities as public school
owners**

Mentors

Theoretical framework and methodological approach

- Cultural historical theory (CHAT) (Engeström, 1987; 2001)
- **Two questionnaires** to teacher students: Autumn 2021 and spring 2024
- **Interviews** with colleagues and representatives for municipalities as public school owners (Kvale & Brinkmann, 2015)
- **Observations in research circles** with participants from all the actors in the project, students, Newly Qualified Teachers, mentors, head teachers, school leaders and owners/employers

Findings from 2 questionnaires, 2 research circles, interviews with the different actors

- 74% had been teaching in schools before they started as student, or worked as teachers during teacher education
- 90% applied for teacher education as their first priority
- 93% wanted to have a qualified mentor the first year as a teacher
- The NQTs experienced that the communities of practice and their colleagues were well-intentioned, but did not include them in the community of practice (CP)
- NQTs found it difficult to actively participate in CPs
- NQTs competence was rarely requested
- NQTs need support to become equal and active members in CP

Conclusion

- New perspectives and enthusiasm can lead to development, but also to tensions and contradictions
- There can be tensions between local school culture/CP and the NQTs the competences
- Colleagues seem to have a deficit perspective on NQTs
- The attention is on what NQTs lack from teacher education, not on the opportunity perspective
- The NQTs' knowledge and competence need to be recognized and included in the schools' professional communities.
- More collaboration between teacher education, school owners and schools on the intensions of teacher education is necessary
- School owners and school leaders should provide induction programmes that recognize NQTs' competence, is rooted in the opportunity perspective, and aim to promote professional development and mutual learning in schools

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Mentor education



The transition from an experienced teacher to a mentor requires mastering both teaching and mentor practices (Aspfors & Fransson, 2015). The general belief - if you can teach you can mentor – is not the case! (Orland-Barak 2010, Frederiksen & Halse, 2021)



Mentor education is the key to the success of a sustainable induction programme (Moir, 2009) and quality of mentoring (Smith, 2015; Helleve, Danielsen & Smith, 2015)



Uneducated mentors often primarily focus on socialization with the risk of conservatism and judgemental mentoring, and increase NQT uncertainty (Hobson & Malderez, 2013).



Reciprocal reflections and the normative aspect of teaching were key to understanding. **The inquiry-based approach** was regarded as useful but difficult (Halse & Frederiksen, 2023).



Holistic development of schools and educational communities (Yildirim et al., under review)



Mentor education can help re-establish this connection and contribute to the building of **professional learning communities or communities of practice** (Wenger, 1998) in schools

