NOVICE EDUCATOR SUPPORT AND TRAINING

Theory of change
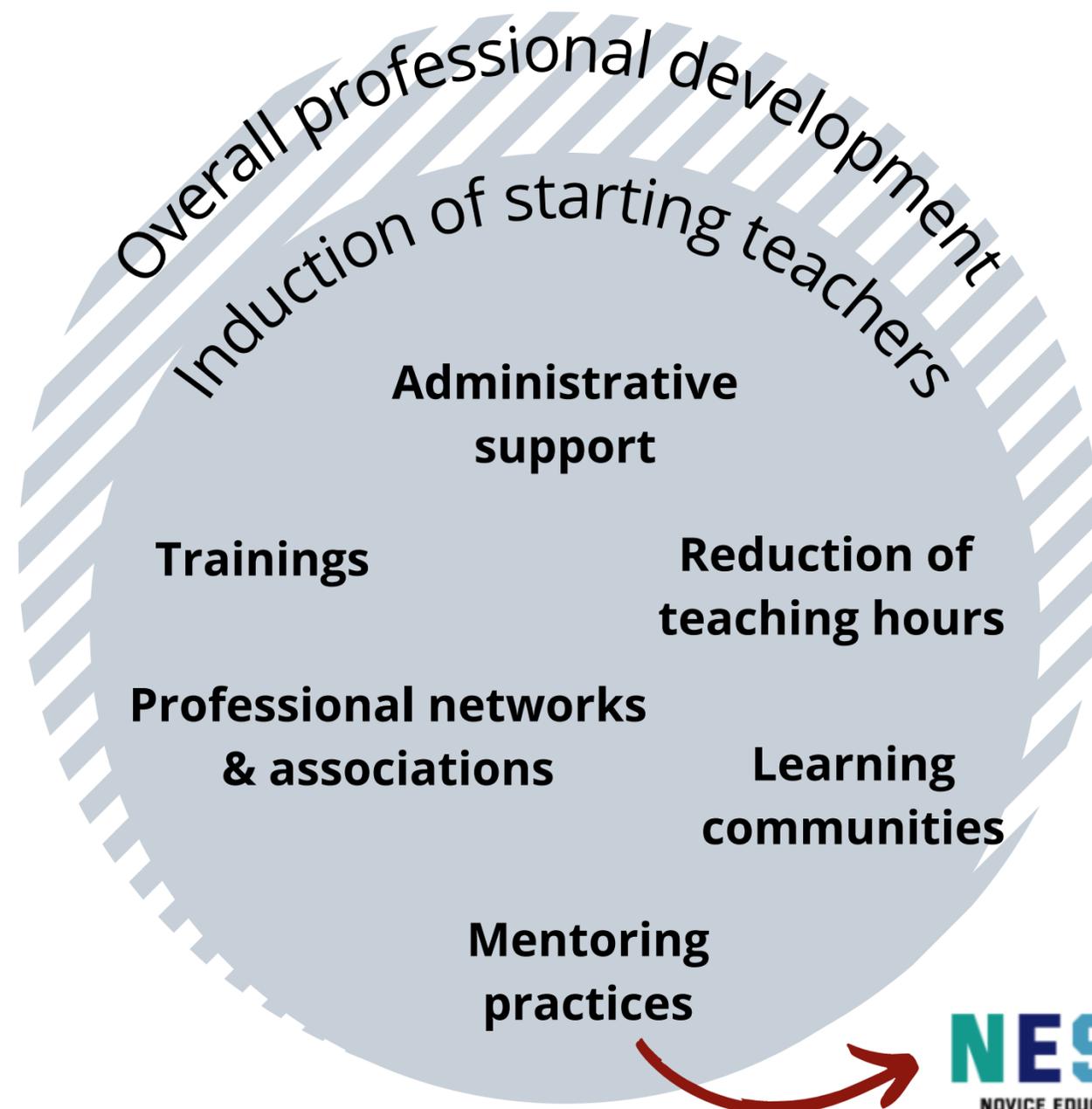
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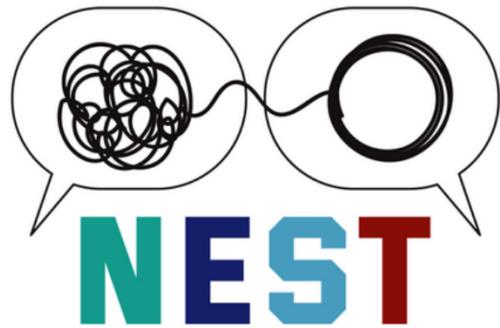
Focus of the NEST intervention

Scope of the project

Overall professional development

Induction of starting teachers

- **Administrative support**
- **Trainings**
- **Reduction of teaching hours**
- **Professional networks & associations**
- **Learning communities**
- **Mentoring practices**

NEST
NOVICE EDUCATOR
SUPPORT AND TRAINING

Based on Wong (2004): Induction Programs That Keep New Teachers Teaching and Improving

NEST focuses on mentoring programs

The NEST project focuses on mentoring practices, while it also makes a link with the other initiatives that are part of the overall induction process

- Mentoring programs are the interactions between the novice teacher and the experienced teacher (guidance, advice, coaching, etc.)
- Induction is a combination of initiatives that allow the novice teacher to become familiar with the school and teaching profession
- Professional development is the lifelong learning process of the teacher

The NEST project puts a particular focus on in-school mentoring for starting teachers in **disadvantaged schools**

Theory of Change – Building blocks

Local and international research on mentoring practices
•Review of international and local studies on mentoring practices and their impact
•Close collaboration with Universität Duisburg-Essen (UDE)

TFALL international and local network expertise
•5 involved 'Teach for' partner organizations
•Teach for All

National & regional public authorities' expertise
•Collection of local good practices
•Feedback loops with all involved national & regional public authorities

Resulting in a Theory of Change, which displays the intended outcomes of:
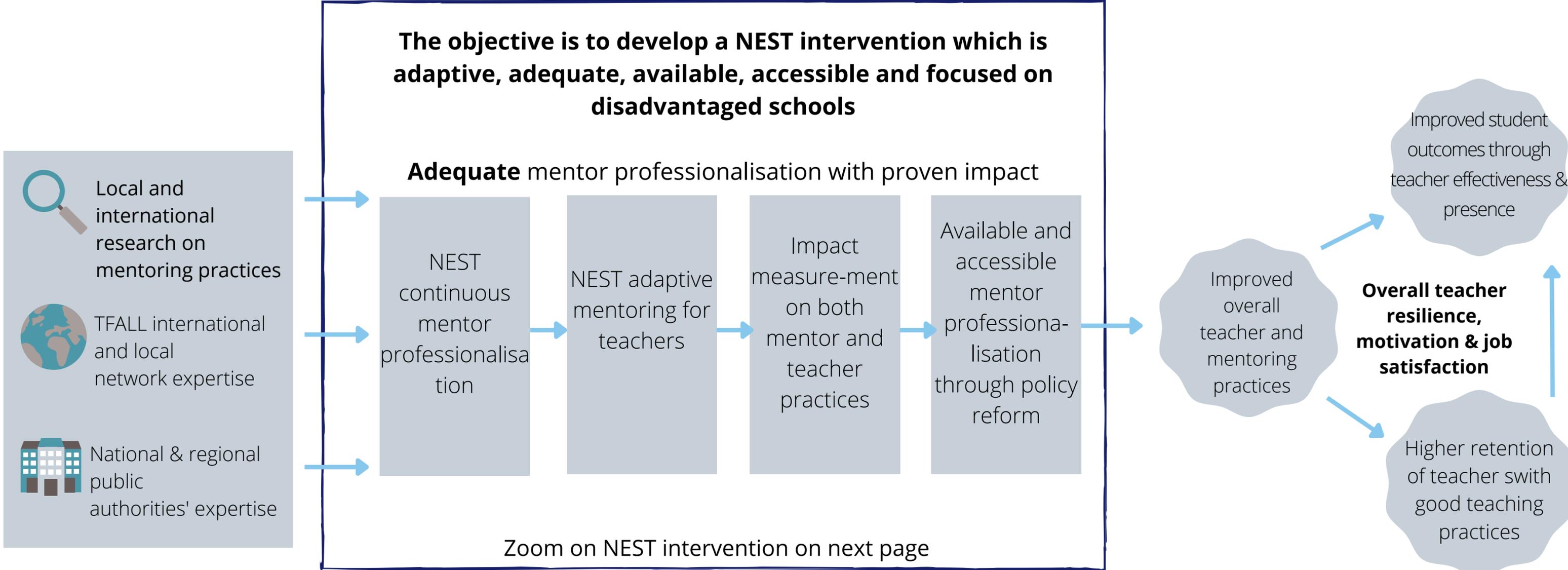
1 The overall NEST project

2 The NEST intervention

Theory of Change of overall NEST

The objective is to develop a NEST intervention which is adaptive, adequate, available, accessible and focused on disadvantaged schools

Adequate mentor professionalisation with proven impact

Local and international research on mentoring practices

TFALL international and local network expertise

National & regional public authorities' expertise

NEST continuous mentor professionalisation

NEST adaptive mentoring for teachers

Impact measure-ment on both mentor and teacher practices

Available and accessible mentor professiona-lisation through policy reform

Zoom on NEST intervention on next page

Improved overall teacher and mentoring practices

Overall teacher resilience, motivation & job satisfaction

Improved student outcomes through teacher effectiveness & presence

Higher retention of teacher swith good teaching practices

Teacher resilience, motivation and job satisfaction will be measured through questionnaires at mentor and teacher level

Theory of Change of NEST intervention

Impact on mentors

Outputs ⟶ Outcomes

NEST continuous mentor professiona-lization

Mentors strengthen...

... their understanding of their mentor-role

... their capacity for self-reflection professional self-understanding

... their relationship-building skills

... their ability to evoke action in others

... their ability to apply a variety of mentoring strategies

Mentors...

... create a vision for success for mentoring practices (planning, goals)

... continuously improve their mentorship practices

... continuously improve their own teaching skills

... build trustful/supportive relations with mentees

... support mentees in creating a productive learning environment *

... support mentees in building resilience *

... model & support continuous learning & directiveness of mentees

NEST adaptive mentoring for teachers

Impact on teachers

Outputs ⟶ Outcomes

Teachers strengthen...

... their capacity for self-reflection and professional self-understanding

... their relationship-building skills

... their ability to create a productive learning environment

...their content mastery and pedagogical knowledge

... their ability to monitor progress towards a vision and goals

... their ability to manage personal & professional demands

Teachers...

... regularly and effectively research on their teaching practices (incl. with peers) *

... adapt their teaching practice to students learning needs

... support student's empowerment/ownership *

... create high trust relations with students & parents or caregivers *

... successfully collaborate with educational partners *

... manage the classroom purposefully

... effectively assess student learning

... increase their resilience *

Adequate mentor professio-nalization with proven impact

- 7 mentor outcomes and 8 teacher outcomes will be measured with questionnaires
- Outcomes with a (*) are especially relevant for disadvantaged contexts

Theory of Change – Output vs. Outcome

Outputs

We define the outputs as the capabilities and competencies that both mentors and teachers develop as a result of the mentor intervention

·Direct effect on the mentor as a result of the intervention
·Indirect effect on the teacher through the mentoring practice
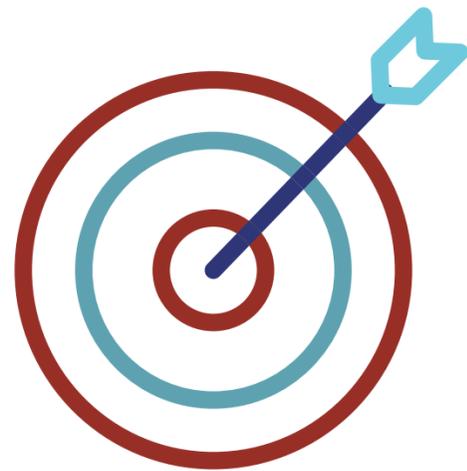
Outcomes

We define the outcomes as the desired impact of the intervention

·This is the level at which we will measure
·The assumption is that the developed competencies will be transferred by both mentor and teachers to their daily practice

Research resources: Protocol

Selection of international research resources

- International research resources used for our theory of change are selected in a collective process of Teach for All, Universität Duisburg-Essen and Teach for Belgium (lead on WP2)

- Focus on studies which are discussing the outputs (competencies and capabilities) and outcomes (objectives) of mentor professionalization and of mentoring for novice teachers, which are theoretically substantiated

- Focus on innovative mentoring programs and on studies in developed countries

- Focus on studies concerning disadvantaged schools

Resulting in a comprehensive framework which includes a categorization of outcomes and outputs in the context of the NEST intervention

Selection of local research resources

- Local research resources used for our theory of change are selected by the individual consortium partners from their education systems – Remark: Across educational systems, there is a high heterogeneity in research on the topic (from a large body of evidence to none)

- Focus on studies which highlight the local context and specificities about mentoring programs in the education system

- Focus on studies concerning disadvantaged schools

Resulting in a refinement of the Theory of Change based on local specificities of education systems

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