

# **The Impact of an Induction Mentoring Programme for Novice Teachers. Reflections, Feedback, and Directions for Future Research**

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# The Impact of an Induction Mentoring Programme for Novice Teachers. Reflections, Feedback, and Directions for Future Research

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## Abstract

This paper examines the effects of an innovative induction programme that was provided to novice teachers during their first year of teaching. The opinions of the participants were gathered concerning the practicality and pertinence of the mentoring actions performed, the most significant outcomes of mentoring-style learning, and possible directions for the mentoring programme's continuing development. The participants explicitly mentioned the mentoring programme's formative value, placing particular emphasis on the importance of introspection and the establishment of communities for peer learning. The participants' feedback underscored the importance of maintaining an empirical approach to the matter of induction mentoring. Additionally, it emphasised the necessity of tailoring and individualising mentoring strategies to address the diverse requirements of the participants.

### Keywords:

induction mentoring programme, novice teachers, learning communities, reflective learning

## Zusammenfassung

Die vorliegende Arbeit stellt die Auswirkungen eines innovativen Einführungsprogramms dar, das Anfängern im ersten Jahr ihrer Lehrkarriere angeboten wird. Es wurden Meinungen der Teilnehmer gesammelt, hinsichtlich der Nützlichkeit und Relevanz der ergriffenen Mentoring-Maßnahmen, der wichtigsten Ergebnisse des Mentoring-artigen Lernens und der möglichen zukünftigen Entwicklungsrichtungen/Weiterführung des Mentoring-Programms. Die Teilnehmer verwiesen direkt auf den prägenden Wert des Mentoring-Programms und betonten die Bedeutung der Reflexion und der Schaffung von Peer-Learning-Gemeinschaften. Das Feedback der Teilnehmer verdeutlichte sowohl die Notwendigkeit, den empirischen Ansatz zum Thema Einführungsmentoring fortzusetzen, als auch die Notwendigkeit eines differenzierten und personalisierten Mentoring-Ansatzes, entsprechend der unterschiedlichen Bedürfnissen der Teilnehmer.

### Schlüsselworte:

Einführungs-Mentoring-Programm, angehende Lehrer, Lerngemeinschaften, Reflektiertes Lernen

## 1. Introduction

In the current globalised world, education is a critical concern because nothing is possible without it or without its involvement. The vast majority rely on education, if they do not pursue it themselves. It should be an essential necessity to invest in teachers' preparation. As a result of globalisation, neoliberalism, digitalization, and neuroscience, education is in a constant state of flux on an international scale (Marga, 2019). Education and its challenges require conscientious and well-informed reflexive attitudes and approaches, given the field's exceptional dynamism. However, real-world challenges that arise from practice, particularly during the first years of teaching, frequently surpass traditional or more recent theoretical assumptions. Consequently, new inquiries, revisions, and conceptual re-significations are required not only to

provide epistemological clarifications, but also to enhance the practical efficacy of the teaching profession (Cucuş, 2024).

This study examines the contribution of a team of university-affiliated trainers who were motivated and interested in addressing the need to critically examine and modernise approaches to induction mentoring of novice teachers. As a natural, didactic gesture, they constructed and implemented an innovative induction programme in three counties of Romania in response to the requirements of recent graduates in their first year of teaching in a school. The programme has met the needs of recent graduates during their first year of teaching in a school, with the overarching goal of furnishing them with substantial and inspiring assistance, with the voluntary participation of



professional mentors. The Ministry of Education recently implemented the systemic project PROF – Professionalization of the teaching career at the national level (<https://www.edu.ro/PROF>). This experience is sustained through the increased and vigilant monitoring of universities that educate teachers, as well as an ongoing questionnaire regarding all practical aspects of teachers' preparation within schools, where the PROF operates.

Considering the numerous dynamics and unforeseen concrete situations that arise in this field, the first year of novice teachers' career can have a substantial effect, either positive or negative, on their professional development. Therefore, communication, recognition, and unity within the educators' community are essential. Assisting early-career education specialists in achieving successful socio-professional integration serves as the cornerstone of the professionalization process. The inconsistent theoretical and practical training of future employees in the labour market has frequently been criticised. Consequently, efforts have been made in recent years to identify new support strategies within schools in order to better prepare novice teachers for the challenges of a teaching career in a modern and complex society. Mentors facilitate the development of learning and training initiatives by organising induction programmes for newly recruited employees (Stan, 2020).

## 2. Theoretical foundation

The present study was enabled to conduct a comparative analysis of empirical evidence regarding the outcomes of alternative teacher induction programmes due to the theoretical frameworks that formed its foundation. The initial conceptual clarifications that are essential pertain to the intricacy of the teaching profession, as observed through the lens of its exceptionally unique vocational profile. Professional performance necessitates the development and application of particular competencies pertinent to the practice of this vocation. Although several dimensions become cognizant of during the initial training phase, further internalisation occurs over time and through the proficient execution of the teaching role (Cucoș, 2024).

The concept of professionalism in education is intricately structured within a framework of standards, references, and values that must be incorporated into the training process (Cucoș, 2022). Teaching necessitates the application of a range of professional competencies that are distinct, yet complementary:

relational, organisational, communication, and pedagogical. Additionally, it demands a collection of personal qualities that must be summoned in order to confront the practical demands of the profession in real-life scenarios. Therefore, acclimating to this intricate vocation can prove exceedingly challenging. The aforementioned factors necessitate the implementation of induction mentoring initiatives, which play a crucial role in fostering teachers' professionalism during the initiation phase of their vocation (Stan, 2020).

Numerous specialised studies pertaining to induction mentoring programmes provide scientific reasons and empirical evidence that substantiate the significant positive influence of mentoring in the teaching career. These studies also justify and demonstrate the efficacy of induction programmes, highlighting their enduring effects on the teaching profession. The implementation of induction programmes for novice teachers has yielded observable outcomes across three distinct domains: enhanced classroom performance, improved classroom management, enhanced student readiness, and increased retention of novice teachers within the teaching community (Ingersoll, 2011; Teacher Induction Programme, 2021).

In schools, located in economically disadvantaged communities, novice teachers face significant challenges, particularly when they lack adequate training from the start. According to numerous authors (Crașovan, 2016; Cucuș, 2024; Stan, 2020), the inadequate training of prospective teacher graduates can be attributed to the instability of the initial training system and the precariousness of the entry and career progression monitoring system.

Several studies have emphasised the importance of emphasising the essential continuity between initial training and the first year of a teaching career. This includes initiatives such as ERASMUS projects, which have shown that newly hired teachers require not only professional and didactic support, but also social and emotional support, particularly during their first year of career. Simultaneously, other scholars examine the influential effects of induction mentoring as a means of providing training, personal growth, and professional advancement for novice teachers still acquiring psychopedagogical abilities (Crașovan, 2016; Lazăr & Leahu, 2020).

Additional research has shown evidence of the favourable associations between mentoring relationships and the retention of novice teachers. This

can be attributed to the provision of a support system through induction programmes, which contributes to the cultivation of good attitudes towards the teaching profession (Torossian, 2021). According to Podolsky et al. (2016), the absence of mentoring support in the area of pedagogical training for novice teachers heightens the likelihood of attrition from the teaching profession, considering the increased emotional and professional counselling requirements they experience.

The mentors participating in these programmes assist novice teachers in enhancing their professional identity and provide guidance in the development of their professional competencies. Empirical findings from different educational systems worldwide emphasise the importance of implementing structured, well-structured, and cohesive induction mentoring programmes to fully leverage the numerous benefits and advantages of training in training (Stan, 2020). Organisational induction programmes have implemented valuable toolkits for mentors and novice teachers, which have been highly regarded by stakeholders for their significant contributions to the development of early career teachers. These toolkits address several areas, including bureaucratic, administrative, and didactic components (Teacher Induction Programme, 2021). According to a number of studies, novice teachers require a mentor due to the high levels of professional stress they frequently encounter at the start of their teaching careers. This stress arises from their struggle to adjust to the culture and realities of the profession after completing their education (Cucoș, 2024; Stan, 2020). Despite possessing robust professional knowledge and skills, novice teachers still require guidance and assistance in order to effectively address the diverse needs of their students. The task of managing these needs can become daunting in the absence of support and encouragement (Teacher Induction and Mentoring Brief, 2011).

Previous research has placed significant emphasis on the establishment of functional teams, whose mentors assume the role of collaborative partners for novice teachers, fostering their capacity for introspection, which is crucial for their professional growth (Korthagen & Vasalos, 2005). In order to effectively support novice teachers, it is important to go beyond the basic dissemination of material, instructional manuals, and the creation of professional development programmes. A genuine educator transforms into a reflective teacher, engaging in introspection both prior to and during instructional

activities, and consistently acquiring knowledge not just from firsthand encounters but also through introspection on those encounters (Cucoș, 2024). Within the field of education, mentors are progressively expressing a growing interest in fostering the introspection of new teachers, with the resulting advantages becoming evident in their professional growth. According to Stan (2020), effective mentoring encompasses the provision of constructive advice and suggestions in a manner that demonstrates empathy. The mentoring process may become stressful, unpleasant, and counterproductive if the mentor-novice teacher pair lacks common values, personal affinities, empathy, and emotive experiences. An additional recent study has illustrated the wide range of challenges faced by novice teachers. These challenges encompass emotional and psychological strain, the dynamic nature of the educational system, the intricate nature of teaching, the expectations of school managers and students' parents, and the necessity to manage professional and personal obligations (Ben-Amram & Davidovitch, 2024). The authors introduced a holistic mentoring model in which novice teachers and mentors interact during weekly meetings. Additionally, the model incorporates the participation of school managers and experts from various fields, capitalising on the benefits of social and professional support networks. Numerous studies have established that a considerable number of novice teachers encounter challenges in the classroom as a result of their insufficient training in teaching expertise and teaching techniques (Korthagen & Vasalos, 2005; Lazăr & Leahu, 2020). The relationship with students' parents, the design of study materials, the awareness of students' personal issues, class management, diversity, and evaluation issues are also recurring concerns. An additional challenging endeavour at the outset of one's teaching career is the pursuit of a professional identity. It is not uncommon for novice teachers to encounter exhaustion, personal dissatisfaction, and crises of professional identity. Whilst establishing strategies for support and collaboration with young teachers, an effective mentor will consider the level of effort exerted by these teachers. Induction mentoring is particularly beneficial when it demonstrates flexibility and adaptability to the unique challenges encountered at each stage of training. An element of equal significance is the implementation of a differentiated intervention and approach in these mentoring programmes, which considers the unique interests and requirements of novice teachers, teaching challenges, and individual learning preferences (Stan, 2020).

Additional recent research examines the disparity between the expectations formed during initial training and the actual experiences encountered, *i.e.* the reality discovered in school, upon employment, many novice teachers speaking of reality shock phenomenon (März, & Kelchtermans, 2019). Virginie März and Geert Kelchtermans demonstrate, through a qualitative analysis of the findings derived from numerous studies, that induction mentoring programmes establish a social support network between novice teachers and highly experienced teachers, which assists the former in surmounting challenges encountered during their early careers. Beyond the confines of a school, novice teachers can also collaborate advantageously with expert mentors from other institutions, and they believe that more in-depth analyses of novel, innovative models for the development of induction programmes that facilitate the formation of collaborative networks are necessary. An analysis of mentoring programmes in Scotland, Malta, and Denmark has revealed notable variations in the implementation of induction mentoring programmes for teachers, which are contingent upon the unique characteristics of each country's education system. The findings underscored the necessity of allocating ample time to cultivate the mentoring relationship and the significance of the dedication of all parties involved. The importance of an established and acknowledged national framework for the systematic execution of teacher induction programmes is acknowledged, particularly due to the diverse requirements that vary, based on the specific circumstances of each schools. The significance of offering support through induction programmes during the first years of teaching has been substantiated by various studies (Shanks et al., 2022).

Prior research has focused on novice teachers who have participated in induction programmes, as such programmes do not meet all their professional and personal needs (Kidd et al., 2015). Understanding novice teachers' support needs depends on their perception of mentors' help. Numerous novice teachers have reported receiving inadequate guidance, with significant differences between schools since each mentor works differently. Dissatisfaction with mentoring support affects professional goals, especially retention. In Australia, 25% of novice teachers resign within five years. The findings imply

that induction mentoring programmes, which meet novice teachers' personal and professional needs, significantly impact their retention in the field (Kidd et al., 2015). Similarly, the issue of tension and burnout among novice teachers is critical in the United States. The critical need for induction programme enhancements is supported by recent studies (Morris, 2023). There is an immediate demand for mentors and educational leaders who are enthusiastic about providing support to new teachers. These mentors should be present alongside the novice teachers and regularly require their feedback regarding their professional challenges and needs. Continuity in the teaching profession and enhanced efficacy of induction programmes are contingent upon the quality and consistency of specialised assistance, pragmatic interventions, and the conscientious participation of mentors and novice teachers.

### 3. Research methodology

The current investigation provides an analysis of the outcomes and consequences of a remote induction mentoring programme that aimed to assist novice teachers in their first year of teaching. Twenty-four novice teachers from three counties in Romania (Argeș, Sibiu, and Alba) participated in the programme for a period of six months (November 2022-April 2023). The objective of this study is to ascertain the viewpoints of the participants (including novice teachers, mentors, and tutors) concerning the effects of the mentoring training programme, which incorporated reflective practices and mutually beneficial learning. The study presents significant qualitative data regarding the effect of an induction mentoring programme that assists novice teachers in the teaching profession, on their professional development. Furthermore, the study examined the participants' perspectives on strategies for continuing the programme that has already been completed. These perspectives shed light on the extra training requirements and interests of the participants, and might serve as a foundation for the creation of innovative mentoring interactions. The induction programme aligns with the perspective of university professors regarding mentoring activities that are beneficial for novice teachers. It incorporates innovative mentoring strategies and tools that are specifically tailored to meet the unique needs of novice teachers (see Table 1).

Table 1. The design of the induction mentoring programme for novice teachers

No. crt.	Targeted activities	What do new teachers do?	What do mentors do?	Developed and implemented tools
1.	A survey of the professional requirements of novice teachers in their first year of teaching	Fill out the needs questionnaire.	Assesses the requirements of novice teachers and reflects on the selection of the most appropriate mentoring strategies.	needs questionnaire
2.	Mentor-tutor focus group based on novice teachers' observations of the video lessons they taught	They send mentor teachers a video recording of themselves whilst teaching for the purpose of receiving analysis and feedback.	They engage in the focus group and collaborate with the tutors to analyse the lessons taught and videos recorded by the novice teachers. They collaborate with the tutors to identify the most efficient approaches to optimise the teaching process for novice teachers and address their additional professional needs.	peer assessment sheet; mentor evaluation sheet;
3.	Job-Shadowing	The students watch the mentors' teaching demos as examples of good practice and assess the lessons by filling out the analysis sheet for mentor's lesson.	Provide examples of teaching lessons that they video record.	Analysis sheet for mentor's lessons
4.	Activities for peer learning	Discuss good practice learned from model lessons provided by mentors and share the conclusions with peers	Reflect on feedback provided by novice teachers in order to enhance forthcoming mentoring methodologies.	Sheet titled <i>I Know-I Want to Know-I Have Learned</i>
5.	Training for achieving success in the examination required for obtaining a Permanent Teaching Certification (Definitivat)	It provides pragmatic approaches to resolving specific examination subjects for the Permanent Teaching Certification (Definitivat) examination in the teaching profession.	They train students in solving step-by-step some models of subjects for the Permanent Teaching Certification (Definitivat) examination in the teaching profession; They explain some difficult topics/correct some mistakes in treating the topics for Permanent Teaching Certification	Sheet titled <i>I Know-I Want to Know-I Have Learned</i>
6.				

#### 4. Results

The induction programme provided a variety of learning resources for novice teachers. The programme incorporated various strategies to facilitate peer learning and personal reflection, as well as job shadowing, focus group activities, and discussions with university coordinators and mentors/tutors. Furthermore, it provided methods for approaching the topics for the Permanent Teaching Certification (Definitivat) examination. Mentors' and novice teachers' video recordings were utilised, along with illustrations of good practice to anxiety-inducing subjects raised by novice teachers. Reflection and peer learning were the key elements incorporated into the design and implementation of the induction programme.

Peer learning serves as a structured approach that has the capacity to foster an inclusive and coherent learning community. Within this community, members are encouraged to openly share their professional experiences, anxieties, and concerns, whilst also receiving guidance, learning from others, and establishing trust. Moreover, mentors possess a high level of professional knowledge. Therefore, the

focus group was selected as the analytical approach for examining the recorded lessons of both the new teachers and the model lessons. In order to achieve the same objective, it was determined that the *I know/I want to know/I have learned* sheets would be utilised as a means of incorporating the input obtained and identifying new information and training interests that may be addressed through interaction with mentors. Additionally, the job shadowing activities were specifically designed to enhance the mentor's reflective and discursive approaches by demonstrating effective teaching behaviours. This practice is considered beneficial for novice teachers in effectively integrating teaching routines and establishing meaningful connections with the class.

The mentoring programme fostered an environment that encouraged individuals to engage in *self-reflection* regarding their teaching activities and professional models. This included reflecting on the practicality of theoretical knowledge and engaging in reflective practices for the purpose of learning, with the aim of effectively utilising feedback. Therefore, in

order to promote reflection on the model lessons, novice teachers were provided with an analysis sheet specifically created to capture nuanced elements of the concerns expressed by expert teachers. The sheet included ten distinct types of criteria that align with the primary didactic processes: teaching, learning assistance, assessment and lesson planning, classroom management, and regulation of didactic processes. The categories of criteria were outlined by explicitly mentioning specific behaviours to highlight certain aspects of finesse that novice teachers can follow. These include: ensuring constructive alignment in lesson design and delivery, utilising the formative and regulatory function of didactic evaluation, effectively utilising the blackboard/whiteboard, selecting and correctly utilising teaching resources, prioritising learning support for all students, utilising feedback, managing disruptive behaviour, maintaining quality communication, employing appropriate voice, dressing appropriately, and maintaining a positive general attitude. We believe that the presence of diverse criteria highlighted by the observers of the model lessons offers a diverse range of topics for the collective analysis of the lessons. This diversity facilitates the exploration of new themes or interests that can be taken into account in both the relationship and the mentoring programme.

The feedback obtained from the participants regarding the impact of the mentoring programme provided valuable insights into three key areas: the efficacy and pertinence of the mentoring initiatives implemented, the key outcomes of mentoring learning, and possible directions for future development and continuation of the mentoring programme. The participants' ideas were categorised into three distinct elements and subsequently synthesised into specific themes.

## 5. Discussions

The table 2 presented below provides an overview of the themes associated with each component that received comments, along with the participants' statements expressed in their own words.

Table 2. The relevance and utility of the mentoring programme

*During your participation in the mentoring programme, which activity did you find most pertinent or beneficial?*

<b>Self-reflection</b>	<i>All the exercises, in my opinion, were pertinent, but the self-reflection was the most helpful to me because it required me to analyse my weaknesses. I was able to see where I needed to grow, which was really helpful. Every task was crucial to the completion of this project.</i>
<b>Learning through</b>	<i>The most useful activity in the mentoring program was the analysis of the video lessons.</i>

hands-on experience and analysis of video lessons

*The most relevant activity was that which was demonstrated practically. I was able to correct my mistakes by watching the video lessons, which were so well-structured and easily understood by everyone that I look back on them with great pleasure, easily accessing them from Google Drive! The mentors always brought valid reasons to sort out our doubts!*

Interaction and collaboration with mentors, dialogues in face-to-face meetings

*The most important aspect of the mentoring programme in which I participated was my interactions with the mentors, which were consistently excellent. The connection with mentors and dialogues during face-to-face meetings were the most beneficial aspects of the mentoring programme.*

**Active and empathetic listening**

*I really liked that I could interact without problems with others, without experiencing shame or embarrassment. I also identified with the concerns that the other colleagues mentioned, so open dialogue mattered a lot.*

Professional and ethical and emotional support

*In this project I learned that it's okay not to have everything perfect in class, that it's okay to be subjective in certain cases when grading, that it's okay if an inspection doesn't go as planned, and that it's okay to be a different teacher coming from a younger and less experienced generation. My opinion on training needs is that a novice teacher requires a lot of ethical and emotional support to get over all of the challenges. (...) about my tenure position examination/ Permanent Teaching Certification (Definitivat) examination, if someone could assist us with some courses, we are, of course, learning, but some extra assistance would be beneficial.*

Embracing one's weaknesses

*The video lessons made me realize that even an experienced mentor has difficulties managing a class of students and that no matter how different we are as individuals, when it comes to education, we will always have a point of view or experience. I realised that we must accept our imperfections.*

**Awareness of training opportunities**

*The times I most appreciated were when we told each other about our issues in class, which were pretty common even though many did not mention it, and we found understanding, a kind word, and friendly advice. The teaching experience of the teaching staff involved in this fantastic programme speaks for itself! These six months have gone by too quickly!*

**Expressing gratitude for the training opportunity**

*I want to thank you very much for this opportunity! I would love to continue with this programme because I have learned so much. If this programme was an experiment, even if it did not appear to be a personal success, many of us discovered peace, quiet, and validation within ourselves. Thank you very much for the opportunity to take part in these induction mentoring programme that have proven to be highly beneficial to my professional development!*

The participants explicitly acknowledged the induction mentoring programme as a good opportunity for professional development and highlighted the formative nature of the reflection and self-reflection exercises. The specialised literature emphasises the importance of induction mentoring activities that are

more practical and tailored to individual needs. It highlights the necessity of creating opportunities for observation, reflection on educational acts, and reflection as a method of learning. Empirical research on this subject has identified many reflection contexts that have demonstrated their efficacy, including novice teacher reflection groups (Farrell, 2016) and activities that foster an interest to engage in reflective practices on practical experiences (Bloom, 2014). A distinct classification of responses was denoted by the concepts pertaining to the importance and value of circumstances in which novice teachers obtained the necessary emotional and ethical assistance, or in which they experienced a sense of value, concentration, and the ability to openly address their own shortcomings whilst engaging in supportive interactions with mentors. The quality of induction programmes in the first year of teaching is contingent upon the development of empathic and supportive interactions (Bloom, 2014). This criterion has consequences for implementing other effective features of the programme such as ‘help novice teachers develop a personal style that reflects their values, hopes, and aspirations in working with young children’ or ‘helps novice teachers develop a personal style that reflects their values, hopes, and aspirations in working with young children’ (Bloom, 2014, p. 21). A number of studies have examined the impact of induction mentoring on the effective management of professional stress, consistently demonstrated the importance of providing adequate emotional support within the mentoring relationship (Mosley et al., 2023).

Table 3. The key aspect acquired

Specify an element, message, or insight gained from the trial mentoring programme	
<b>Acknowledging mentors' role</b>	<i>After completing the activity in the school and kindergarten, I collected feedback and felt the pulse of all the teachers, experienced or not.</i>
<b>Learning through hands-on experience</b>	<i>I would like to thank to my mentor-teacher for his inspiration, impact, and consistent encouraging of novice teachers. The lesson we remembered was one that the mentor-teacher demonstrated for us.</i>
The role of feedback in comprehending the reality in schools and managing teaching conduct patterns	<i>No matter how hopeless things appear, there's always a way out; we just need to be patient and not be scared to ask for assistance when we need it; During this project I didn't interact much, I'm introverted and the kind of person who prefers to listen and less to talk.</i>
<b>The importance of self-directed reflection</b>	<i>I've learned a lot from the SWOT analysis of this pilot mentoring programme, including where I still need to develop and how to cope with the challenging path that lies ahead of me.</i>

**Personal Development**

*The fact that I'm not the only one going through such struggles and that I felt like I was in therapy was a crucial component.  
Message: The key to success in the classroom is balance!*

Based on the accounts provided by the participants, it was seen that the activities that demonstrated a heightened formative significance were those involving self-reflection and those that facilitated the cultivation of new values, beliefs, and professional identities. The participants in the study recognised the importance of feedback and learning that is rooted in practical experiences, as well as the role of mentor mediation, as crucial means of acquiring knowledge. Induction mentoring prioritises practical learning and the real-world context of the school, making it particularly relevant for mentoring during the first training phase. Other recent studies have also highlighted the key impact of mentoring that is grounded in genuine professional contexts. Lowell and Yong (2023) presented empirical findings on the influential effects of an online programme in enhancing the professional self-efficacy of novice teachers.

Table 4. The ongoing development and extension of the mentoring programme

*What are viable possibilities for the future development of the professional induction mentoring programme? What specific vocational training requirements should this programme address?*

**Exchanges of experience and collaboration**

*In addition, open lessons might be organised in which we pay visits to colleagues to acquire new instructional strategies that we can use in the classroom.*

Mentoring programme diversification: provision of emotional support to aid in the management of stress and strain encountered in the teaching profession; facilitation of workplace learning and the practical application of acquired knowledge.

*The majority of the time, teaching staff is not supported emotionally or mentally.  
However, a primary factor contributing to the decline of teachers over time or their resignation from their employment is the psychological and emotional pressure they experience as a result of the significant level of responsibility they bear.  
A potential alternative training programme might involve stress and anxiety management mentoring, aimed at enhancing the quality of on-the-job learning for these teachers.*

**Ensuring the regularity of meetings**

*I believe the programme might continue through various monthly meetings in which everyone describes their classroom experiences and shares their own.  
Through a periodic meeting in which a professional self-analysis sheet is created in order to encourage improvement of teaching practices.*



Developing a favourable framework for the dissemination of current experiences and the setting up of support groups.

*I believe the professional induction mentoring programme may be extended through support groups, short online meetings, and, why not, open lessons where we can attend and improve our professional skills.*

Expanding the range of collaborative methods: virtual meetings, open-lessons.

*I'd like to do more practical lessons so that we can see what we don't know how to apply.*

Specific training requirements for novice teachers that were considered relevant by the respondents, also for the extension of the programme

*The professional training needs of a novice teacher, that you have already answered are, in my opinion, the following: how a lesson with children should be carried out properly; how everyone should participate in the lesson; how to interact with special needs children so they can be integrated into mainstream education; what strategies to use to be a balanced teacher in my relationship with preschoolers; what to do with students who are overly energetic and disrupt others; what strategies to use to get preschoolers' attention; examples of good practice recorded so we can look over when necessary.*

**Peer learning**

*Meetings organised at regular intervals to exchange the gained experience could be an option for continuing the programme.*

The recurring theme in the observations on the development of the mentoring programme was the diversification of the themes addressed, with the aim of delving into more nuanced aspects. This included adapting teaching approaches to cater to the unique needs of children with special educational requirements. During the initial year of the teaching profession, novice teachers gain an understanding that the profession encompasses various levels and dimensions. This includes encountering challenges related to didactic interaction with students, as well as integrating into a community of colleagues and organisational culture. Additionally, they face the difficulties of managing interactions with students' families, among other challenges. Consequently, the inclination to broaden the scope of the mentoring subject is inherent, and the recommendations put forth by the participants in this context hold increased value, as they accurately depict the reality of the school and the vocation, as perceived by novice teachers. The descriptions pertaining to the diversification of mentoring interaction modalities are of equal significance.

Accordingly, various forms of online mentoring exchanges, the establishment of peer communities, and regular online meetings were suggested. In addition to the mentioned previously specific

characteristics, it encompasses the crucial importance of establishing a connection between novice teachers and the professional community of educational experts. Specialised literature suggests practical solutions for organising professional communities that cater to novice teachers. These solutions include peer learning (Pennanen, 2023) and the establishment of professional *incubators* as collaborative spaces that foster the growth of both novice teachers and mentors (Arviv Elyashiv & Levi-Keren, 2023). According to Wang and Shibayama (2022), the mentor's active engagement in creative activities serves as a mechanism for fostering the mentee's independence and openness towards exploration.

## 6. Conclusions

Several conclusions can be drawn from the study:

- A well-organized induction programme that incorporates a well-defined structure, explicit objectives, well-defined roles and duties, and a strong emphasis on reflective professional development, job-shadowing, and the exchange of good practices can provide favourable outcomes for novice teachers.

- A collaborative learning-based induction programme that facilitates the transfer of didactic experience among novice teachers-mentors and tutors from the university has the potential to produce favourable outcomes in terms of professional practices within the classroom, enhancing teaching methodology, and boosting the overall standard of education.

- An induction programme that also seeks to equip novice teachers for entry into the initial phase of the teaching career development establishes advantageous conditions for achieving success in the final assessment within the profession.

- A coherent and comprehensive induction programme serves as the key link between the initial training of prospective university teachers, ongoing professional development, and practical engagement within school. This programme fosters a professional network that encompasses novice teachers, mentor teachers, and teaching staff from the academic environment.

- An induction programme has the potential to offer the necessary ethical and emotional support to novice teachers and foster a collaborative attitude among teachers within schools. This programme should aim to diversify mentoring collaboration methods and facilitate opportunities for professional development and educational research. It should ensure that both novice teachers and university

mentors and tutors are equally involved in these endeavours.

The feedback received from the participants facilitates the identification of forthcoming mentoring issues and research topics aimed at enhancing induction mentoring activities. The previously mentioned concepts can be effectively expressed within a cohesive and innovative mentoring framework that can be implemented on a national level.

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