

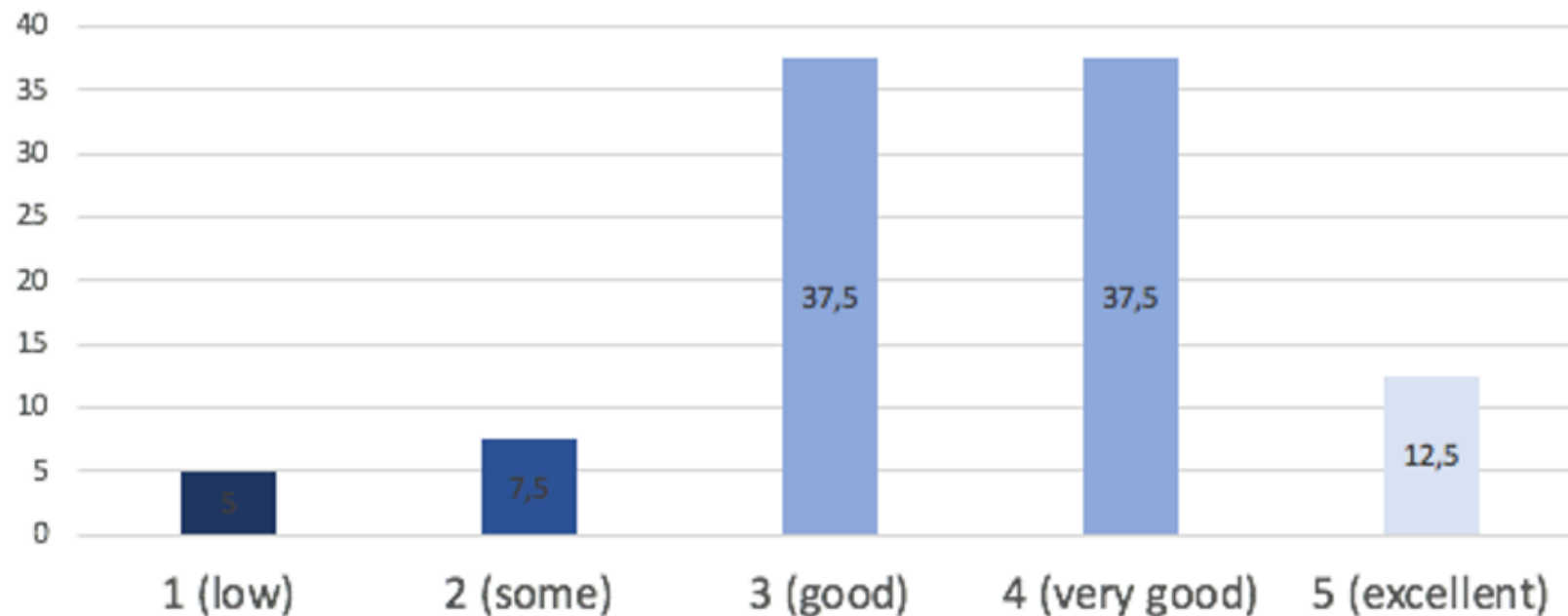


# Survey summary

The most interesting findings

# Schools work well with their new teachers.

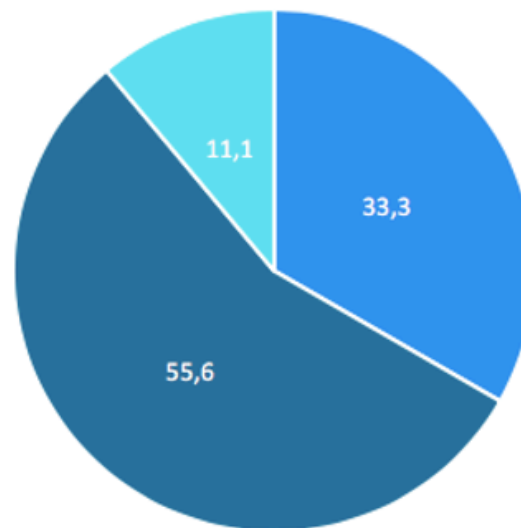
How would you rate the impact of the (new) teachers support in your school?



# Teacher support is dominantly planned.

Does your school organize any kind of support (e.g. mentoring, peer- learning) for teachers?

- Yes, with dedicated hours
- Yes, but without any dedicated hours (i.e. only on a voluntary basis)
- No



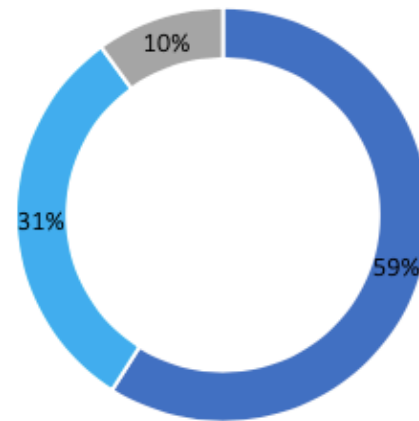
# Teachers have very clear further needs:

- dialogue about children with special needs
- co-building didactical tools
- a big library at the teachers' room with specialized books about education
- gestion of adolescents
- mentor sessions
- support and coaching for all teachers not only the new ones
- further exchanges with other schools
- psychological service
- less time in class and marking papers and more time in further education
- any time available social worker is very important and needed
- job shadowing / learning communities
- tools for the management for a class where the children are difficult
- creating a plan for new teachers in the induction stage
- a master class of a well-known teacher and more methodological literature to school
- support of civic organizations (NGO)
- everything that prevents professional burnout
- tutoring
- more peer support, teaching teams and observations in these teams
- evaluation in the teams
- solving the issues related to the wages
- spread the concept of teachers as learners
- financial aid
- personal coaching



# Qualification is the most important selection criterion.

Do you have a set of main criteria according to which you choose/rate a candidate applying for a teaching position?



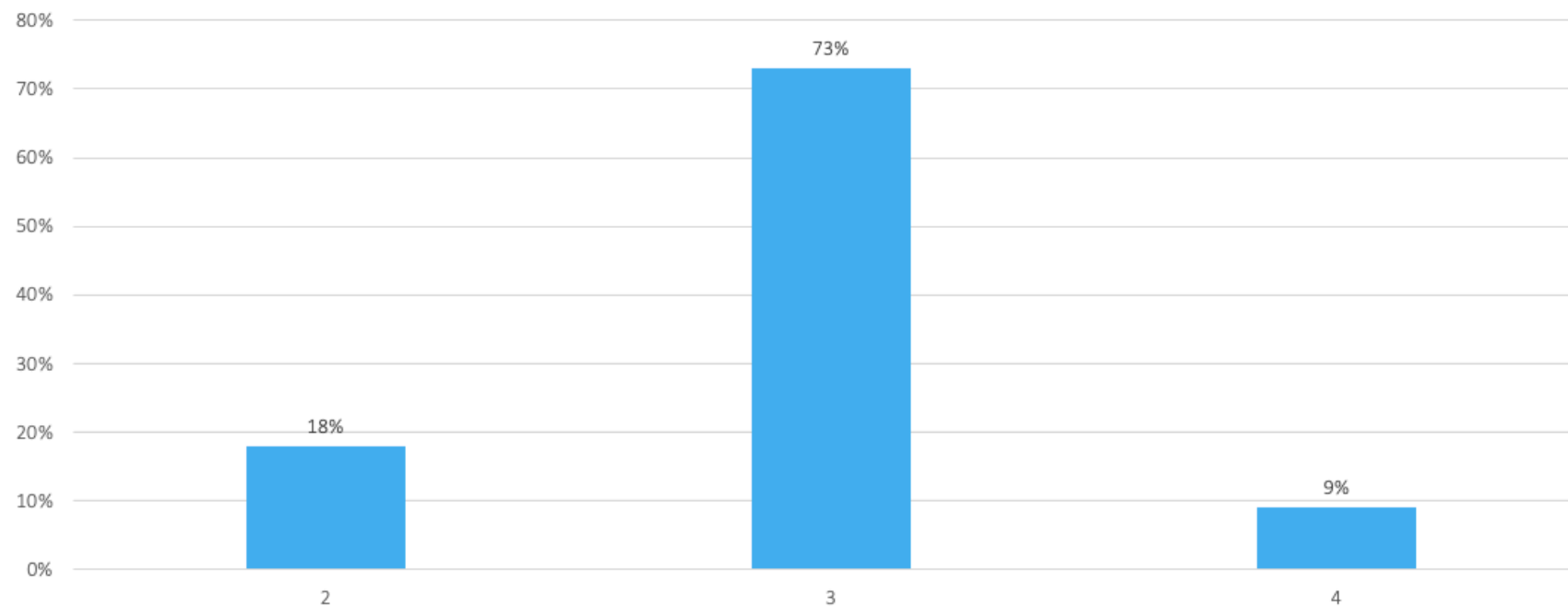
■ Yes, the diploma/qualification/certificate of the candidate is the most important criterion.

■ Yes, the potential of the candidate is the most important criterion.

■ Other

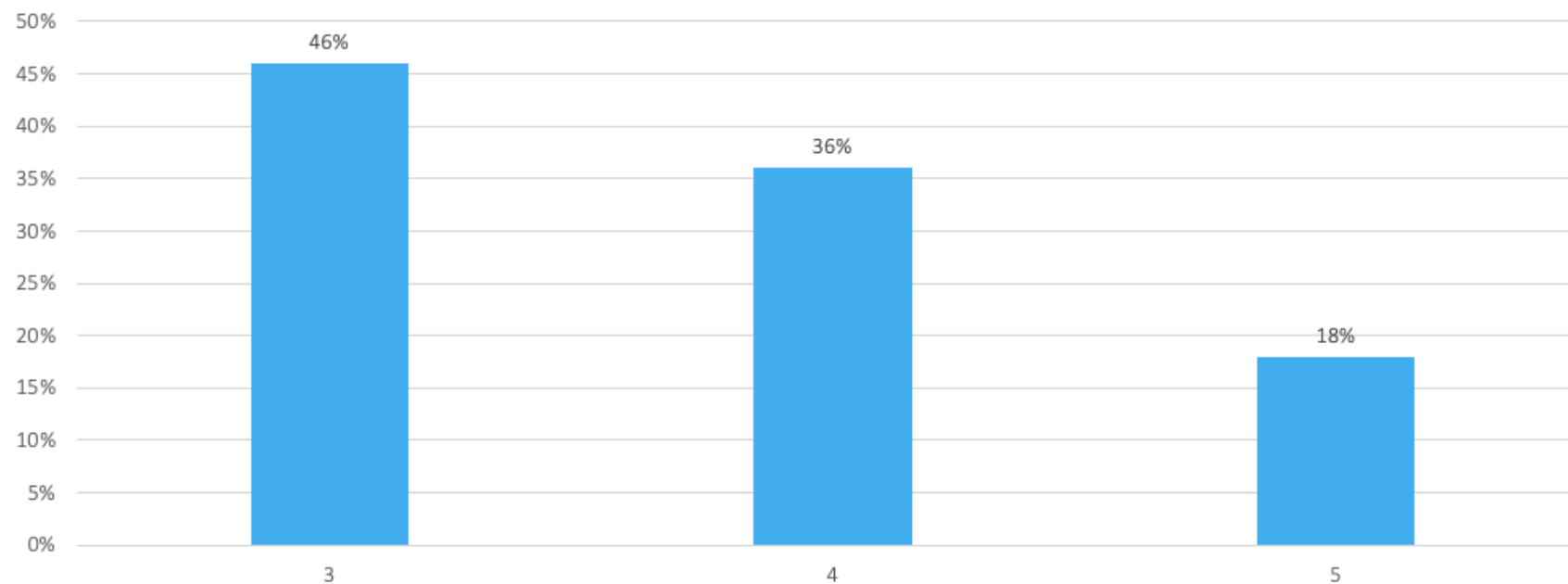
# Schools are not satisfied with their recruiting and selection.

How would you rate your teacher recruiting and selection process?



# However, it is better with induction

How would you rate the process of induction of new teachers in your school?

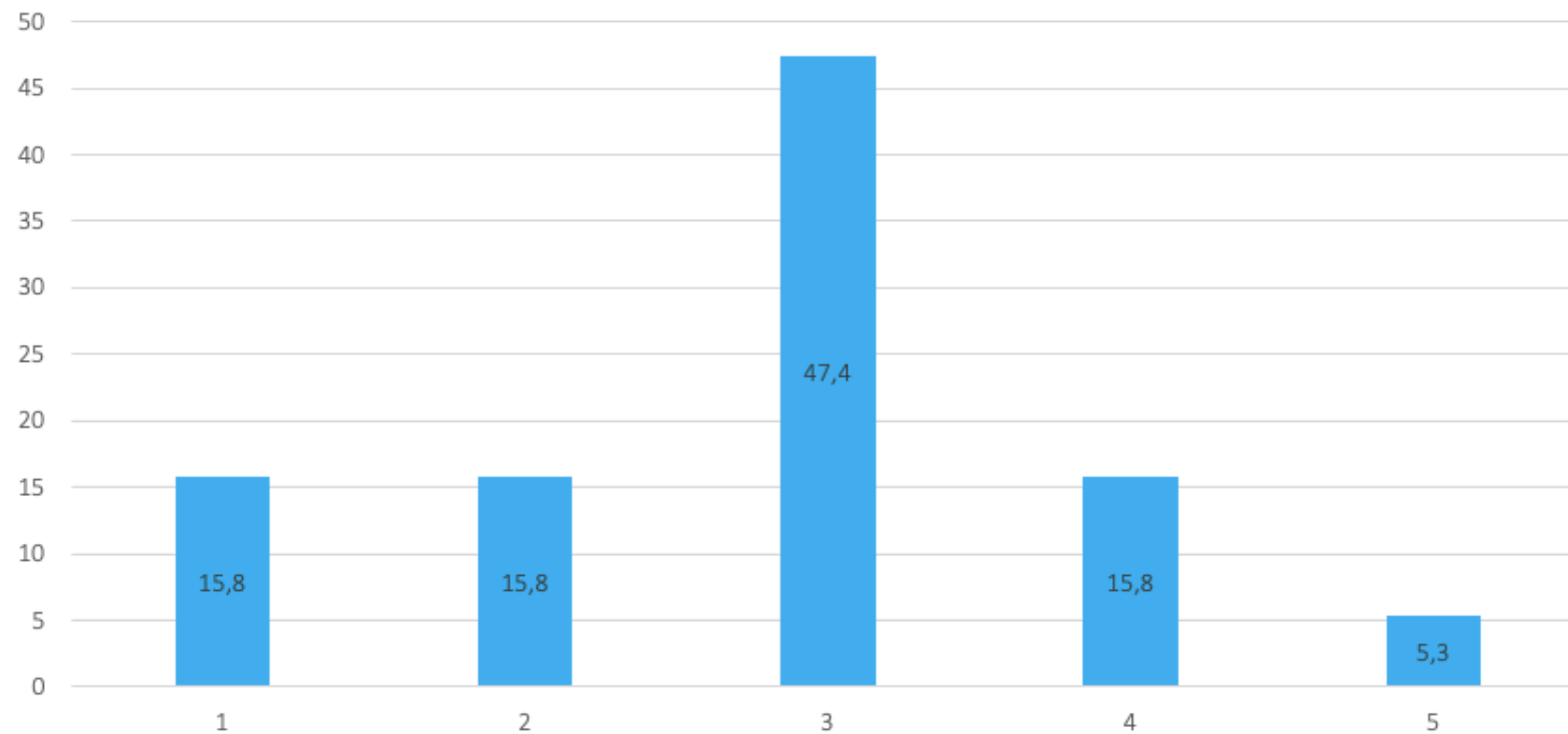






# Headmasters are dominantly not satisfied with their training

How would you rate the process of induction of new teachers in your school?



# And they know exactly what they want more of:

- exchange of experiences with other headmasters; networking
- school law
- more practical cases
- Improving management and Human Resources Skills (as in leading teams)
- mentor skills, coaching skills
- group motivation
- supervisions
- job shadowing



# Vast majority would be interested in following a training in another European country:

