

Nordplus Horizontal - Final report 2017

1.Start - Basic information

1.1 Project information

Project title

Nordisk nettverk - nye lærere

Project number

NPHZ-2017/10042

Project period

08/2017 - 12/2020

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 College of Southeast Norway (NO-HSN)

Type of institution: University College

2.1.2. Unit

Unit at coordinating institution:

2.1.3. Legal representative

Name: Hovland, Arild

E-mail: Arild.Hovland@usn.no

Address: Høgskolen i Sørøst-Norge PB 265 3603 Kongsberg

Phone number: +47 31008000

2.1.4. Contact person

Name: Brokke, Tonje

E-mail: tonje.brokke@usn.no

Address: Høgskolen i Sørøst-Norge Pb. 235 3603 Kongsberg

Phone number: +47 31008000

2.2.Partner institutions Partner institutions

2.2. Partner institutions

Institution: NO-Utdanningsforbundet (NO)
:
Type of institution: Trade Union
Unit:
Contact person: Havre, Sissel
Gender:
E-mail: Sissel.havre@utdanningsforbundet.no
Phone number: +41219419
Fax number:

Institution: FI-Åbo Akademi University (FI)
:
Type of institution: University
Unit: Fakulteten för pedagogik och välfärd
Contact person: Svedlin, Renata
Gender:
E-mail: Renata.svedlin@abo.fi
Phone number: 35863247535
Fax number:

Institution: DK-Danmarks Lærerforening (DK)
:
Type of institution: Trade Union
Unit: Danmarks Lærerforening
Contact person: Gæmelke, Niels
Gender:
E-mail: ng@dlf.org
Phone number: 33696413 / 24341903
Fax number:

Institution: GL-IMAK (GL)
:
Type of institution: Trade Union
Unit:
Contact person: Hjort, Karen
Gender:
E-mail: imak@imak.gl
Phone number: +299 322550
Fax number: +299 325061

Institution: IS-The Icelandic Teacher Union (IS)
:
Type of institution: Trade Union
Unit: Islands Lærerbund
Contact person: Steingrimsdottir, Adalheidur
Gender:
E-mail: Adalheidur@ki.is
Phone number: +354 - 595-1111
Fax number:

3.Reporting - Reporting

3.1.Objectives

3.1.1. Objectives

The aim of the project was to establish a Nordic cross-sectorial network on induction and mentoring of new teachers. This has been successfully established, and today Sweden and Estonia are also members of the network. We have had work meetings via Skype on a regular (monthly) basis, and three annual seminars. The network hosted a large teacher development summit: Is there a future for Nordic Teacher Induction (NTI) in Reykjavik, Iceland in November 2019. The summit addressed the need for research-based policymaking on sustainable systems for mentoring and induction of newly qualified teachers (NQT's) in Northern Europe in close collaboration with different actors and stakeholders, such as Nordisk Ministerråd. Lilja Dögg Alfreðsdóttir, Minister of Education in Iceland, Paula Lehtomäki, Secretary General, Nordic Council of Ministers and Anders Rusk, General Secretary of the Nordic Teachers' Council NLS participated at the summit, and contributed with presentations. The overall objective was to get a focus on mentoring and induction of NQT's in the Nordic countries. The greetings from these prominent policymakers show that we succeeded in this. They encouraged us to further develop the network and the collaboration between researchers and policymakers in the Nordic countries, which we have done by applying for a new Nordplus Horizontal Project: Sustainable Ecosystems of Mentoring for Newly Qualified Teachers.

The project has fulfilled the objectives of Nordplus Horizontal by creating a cross-sectorial network focusing on close collaboration between Nordic countries, universities and teacher unions. We have had annual seminars, workshops and conferences, and presented the different countries strategies for mentoring NQT's. The innovative aspect of the project has been to discuss different strategies and models, and collaborate on a common anthology on induction and mentoring NQT's in the Nordic countries.

To what degree have you succeeded on this item?

Better than planned

3.2.Project content

3.2.1. Activities

The project followed the project plan until the Corona-pandemic closed down all possibilities for the planned final seminar in Copenhagen June 2020. Due to the summit in Iceland November 2019, we started a new application to Nordplus Horizontal in order to follow up on the findings and discussions from the summit. One important idea was to publish a common anthology on induction and mentoring in the Nordic countries. Due to the Corona pandemic, the researchers started this process earlier than planned. As travel restrictions prevented us from carrying out our final seminar and workshop in June 2020, we used Zoom and Skype for discussions instead. We were also supposed to present the results at the ECER conference 24. - 28.8.2020, but due to the Corona-pandemic, ECER 2021 was postponed for a year. All reservations have been cancelled. We contacted Nordplus Horizontal in May 2020 and asked if it was possible to use some of the remaining funds in the budget on the Open Access publishing of the anthology "New teachers in the Nordic Countries - Ecologies of Induction and Mentoring", and had a positive response to this. We also received an extension of the project period until 31.12.2020 due to delays caused by the Corona-pandemic, hence this rapport being delivered 29.01.2021. We thank you for this opportunity.

To what degree have you succeeded on this item?

Better than planned

3.3.Organisation

3.3.1. Organisation

The responsibilities and workload was shared evenly between the participating institutions. There have been a couple of changes in representatives from the different institutions, and Greenlands participation has been minimal due to capacity. Renata Svedlin was originally the spokesperson from Åbo Academy - Vasa (Finland) in this application, but Hannu L.T Heikkinen from University of Jyväskylä has taken over

the representation due to a change of responsibilities. In Iceland, Anna Maria Gunnarsdottir replaced Adalheidur Steingrimsdottir and Birna Svanbjørnsdottir replaced Maria Steingrimsdottir. Åse Bonde replaced Niels Gemælke from the Danish Teacher Union. As coordinating institution, we are pleased with the level of collaboration and the encouraging outcome.

To what degree have you succeeded on this item?

Better than planned

3.3.2. Evaluation

The project was thoroughly evaluated at our seminar in Copenhagen 27. - 28. January 2020, where we decided to apply for another Nordplus Horizontal project. Teacher Education Norway sums it up like this: The project has been ambiguous, inspiring and made good contributions to further policy development and to continue the work to develop sustainable systems for new qualified teachers. As the teachers' union and voice in the national and international education debate, it is crucial to have good insight into national and international research that is important for the organization's policy and strategy development in all relevant areas. Participation in this project on induction and mentoring of NQT, has given us the opportunity to build networks with researchers, be in arenas where research from different Nordic countries is presented and discussed and also be able to comment on the research from a professional perspective, which in turn can contribute to research that is relevant to the profession. It has also contributed to cooperation with a wide range of other stakeholders.

the project has, among other things, given us insight into

- Different models for how systems can be developed nationally and locally
- How the teachers' organizations in the countries that have participated in the project have conducted advocacy work with the authorities of the various countries
- What have been the advantages and disadvantages of the existing systems
- Existing research on the topic for the Nordic countries

From what we have learned, we will especially highlight:

- We are even more aware that NQTs need special follow-up during the first time in the profession, and that it must be a system, in order to contribute to a better transition from education to profession.
- The importance of cooperation between all stakeholders involved.
- That all the stakeholders must take an active role and not just wait for others to take responsibility for developing good systems.
- A greater effort must be made by all stakeholders to actualize the situation of the NQTs and to make sure mentoring for NQTs is on the political agenda

In Iceland, the participants have made the following statement: The rules in the programme are clear and realistic and the contact with the administration has worked well. The system seems user-friendly. We have had excellent administrators in the project that have overview, keep contact with the system and call for input from us and ensure that everything is working smoothly. That is very helpful and has contributed to the efficiency of the project.

In Iceland, induction and mentoring of new teachers is currently being developed and it has been invaluable to learn from other Nordic countries and taking part in building up the cross-sectorial mentoring network. The collaboration and connection between the Icelandic Teachers' Association and the University of Akureyri has also developed and increased.

To what degree have you succeeded on this item?

Better than planned

3.4. Results and dissemination

3.4.1. Results and dissemination

We have established an important collaboration between researchers and teacher unions on experience- and research based knowledge on Induction and Mentoring beginning teachers in order to influence policy-making in the Nordic-Baltic region. Based on this collaboration, we have discussed how to

disseminate the discussions, research and outcomes from the project. This has been equally beneficial to both researchers and teacher unions, and will be of great benefit to policymakers and other stakeholders with an interest in induction and mentor programs for newly qualified teachers in the Nordic-Baltic region.

The project has laid down the building stones for a new project, where we will publish an anthology tentatively named "New Teachers in the Nordic Countries - Ecologies of Induction and Mentoring". This will provide an easier access for researchers and policy-makers to the research field of induction and mentoring newly qualified teachers in the Nordic countries. It will also be used in teacher education and further education for teachers in the region, and as it is written in English and published on Open Access, it will also have the possibility to influence globally. This way, this project will put the Nordic countries on the map.

To what degree have you succeeded on this item?

Better than planned

3.4.2. Nordplus

Experience with Nordplus

We are very, very pleased with the collaboration with Nordplus. The flexibility and generosity they have shown us throughout the entire period has been outstanding.

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How/where did you first hear about Nordplus?

Other, specify

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)

The aim of the project was to establish a Nordic cross-sectorial network on induction and mentoring of new teachers. This has been successful, and today, Norway, Finland, Denmark, Iceland, Sweden and Estonia are members. The project has fulfilled Nordplus Horizontal's objectives by creating a cross-sectorial network focusing on close collaboration between Nordic countries, universities and teacher unions. We have had annual seminars and workshops, and attended and presented at national and Nordic conferences and the European research conference ECER. The innovative aspect of the project is the close collaboration across sectors and countries in order to discuss different strategies and models for induction and mentoring programs that can influence policymaking in the field. The researchers have collaborated on a common anthology on induction and mentoring NQT's in the Nordic countries. "New Teachers in Nordic countries – Ecologies of Induction and Mentoring" is due to be published. The partners arranged a successful international summit in Iceland November 2019: "Teacher Development Summit: Is there a future for Nordic Teacher Induction?" It addressed the need for research-based policymaking on sustainable systems for mentoring and induction of newly qualified teachers (NQT's) in Northern Europe in close collaboration with different actors and stakeholders, and aimed at creating a space to consider and deepen understanding of the needs for mentoring and induction of newly qualified teachers in the Nordic countries and Baltic area. The partners were encouraged by representatives from the Nordic Council of Ministers and the to further develop the network and the collaboration between researchers and policymakers in the Nordic countries, which we have done by applying for a new Nordplus Horizontal Project: Sustainable Ecosystems of Mentoring for Newly Qualified Teachers. The collaboration has created a greater understanding of different perspectives and aspects of policymaking and research on induction and mentoring NQT's. Websites: <https://www.nyutdannede.no> and <https://www.usn.no/nti/>

4.1.2. Products and materials

<https://www.usn.no/nti/>

<https://www.nyutdannede.no/veiledningsordninger/internasjonalt-samarbeid/nordplus-horizontal-nyutdannede-laerere-og-induction/>

Video interviews with NQT's in different countries

Presentations at NERA and ECER

Anthology: "New Teachers in Nordic countries – Ecologies of Induction and Mentoring": Knut-Rune Olsen, Eva Bjerkholt and Hannu L.T Heikkinen

4.1.3. Websites and links

<https://www.nyutdannede.no/veiledningsordninger/internasjonalt-samarbeid/nordplus-horizontal-nyutdannede-laerere-og-induction/>

<https://www.usn.no/nti/>

5. Expenditure - Expenditure

Allocated Nordplus grant EUR:

80000

EUR - Euro	Used of Nordplus contribution	Used own Contribution	Sum
Project support			
Travel expenses	57 000	0	57 000
Board and lodging	19 000	0	19 000
Work hours (only own contribution)	0	144 000	144 000
Other costs (specify below)	4 000	0	4 000
SUM - Project support	80 000	144 000	224 000
SUM - Total	80 000	144 000	224 000

Ev. comments to the expenditure

Other costs: Open Access publishing, administrative costs

5.2. Attachment

Attachment

- [Regnskap 2017-2021 vedlegg til rapport.pdf](#)