

## **D3.2 Training material for in-service teachers' trainers**





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## Introduction

Dear readers, policymakers, stakeholders, teachers, students, experts, and academics,

In your hands are outputs of the deliverable 3.2. “Training material for in-service teachers' trainers” from project DIGITAL TA (*Digital Academy in teaching practice for a seamless transition from preservice to in-service*); ERASMUS-EDU-2021-PEX-TEACH-ACA.

Firstly, we are happy to announce that, in the first part of this document, you might find methodological approaches to the construction of case study model for DIGITAL TA project.

The presented material develops skills and training abilities. Moreover, these submitted materials contain practical information based on the consortium deal at DIGITAL TA meeting in Limerick 2023. The attached template for case study development is established as a leading framework for enhancing teaching practice, and outcoming case study outputs will be shared online at DIGITAL TA platform.

Specific categories and topics reflect needs based on the survey of the needs at educational levels. Those specifics reflect in-service teachers' training gaps. We hope that cooperation in daily practice situations helps enhance a teacher's practice and inspires our colleagues to enhance teaching skills during the transition to practice.

Secondly, case studies for teachers' training are attached as the constructed framework for teachers' trainers. All presented case studies are constructed with the support of all project partners' institutions. Furthermore, those presented outputs are verified in schools or professional development practice institutions and could guide pragmatistical and theoretical teaching/didactic competencies.

DIGITAL TA Project Team

## Preamble

### Project documentation description of work package

Preparation of training materials for trainers and coordinators Considering that the consortium has previously designed and agreed a novel approach in teacher practical trainings and the roles of each actor. In this task, a document for trainers and coordinators will be prepared.

This work will deliver the materials needed by trainers and coordinators in order to involve in-service teachers and experts in the pilots and align all actors.

After the first piloting phase, we will enhance and update the materials for final versions, and we will proceed to translation to consortium local languages (Czech, Flemish, Polish, and Spanish). These final materials will be useful to extend further this project after the granted period and facilitate its sustainability.

D3.2 Training material for in- service teachers' trainers	<p>Training materials and resources in digital format useful for training of trainers and teachers participating in the pilot phase.</p> <p>These materials will be the pillar – along with the digital platform- in order to deploy the new educational approach in partner countries, both with teaching staff, trainers, and administrative staff.</p> <p>Format: electronic</p> <p>Language: English Pages: 35 approx.</p>	U P	31 Jul 2023	D o n e
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## I. Digital TA context

### **A short description of the project**

Duration of the project: 06/2022 to 05/2025 (Digital Academy DIGITAL TA in pedagogical practice for a smooth transition from preliminary to operational *ERASMUS-EDU-2021-PEX-TEACH-ACA*).

Project identification: DIGITAL TA <https://digitalta.eu/>.

Aims of the project: international cooperation, widening of awareness about current status of the transition process for beginning teachers, roles mentoring, professional teacher training and exchange of examples good practice across the educational spectrum.

Involved international team of universities and educational institutions, nonprofit organizations in the professional education of teachers, etc.

Ireland (UL), Spain (CFP, UNEAT), Poland (UJK, SCDN), Czech Republic (UP), Belgium (AP) furthermore *consortium*.

### **Targets**

- To identify the needs of teachers, both in preparation and for teachers in practice in international context.
- Definition of the European approach for the transitional period from undergraduate teacher education for further education, e.g. in the form of CPD.
- Development of real study cases for practical teaching of teacher training.
- Definition of the reflective process of teachers in the transition phase, i.e. from preparation to practice.
- Design, development, and management of a peer-social network for the daily practical challenges of teachers.
- Integration and development of a European digital platform to support and improve teaching practice for teachers.
- Verification - Pilot projects with teachers in preparatory and further education, testing on schools, creating a cooperative approach.



## II. Description of the platform and usage of it

This first version of the platform is a fully functional digital platform for the Teacher Digital Academy including the modules of My Challenge and the Learning Community.

The prototype will be configured with users' data who will be participating in pilot 1 (in-service teachers).

Main features:

- Reporting and management of challenges due to in-service teachers.
- Social network-based Learning Community.

Format: website and app

Language: English

In relation to usage, the platform will be available for in-service teachers to utilize My Challenge module, enabling them to share their challenges and issues faced in the classroom, connected with the learning community.

Users can create challenge posts, engage in discussions, and collaborate to find effective solutions.

### ***User roles***

The following table lists the user roles associated with this component:

User role	Description
<b>In-service teacher</b>	Engages in sharing classroom challenges with other professionals and seeks advice and insights.
<b>Administrator</b>	Oversees the management of challenges posted by in-service teachers, ensuring appropriateness, and maintaining a supportive environment.

### III. PILOTING the platform: objectives of the pilot plan

#### III.1. A CALENDAR of the pilot

WP	DESCRIPTION	Responsibilities	2024															
			Jan	Jan	Jan	Feb	Feb	Feb	Feb	Feb	Mar	Mar	Mar	Mar	Apr	Apr	Apr	A
			W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
.6	Pilot development	UNEAT																
	1. Share the questionnaire about NQT needs	UJK																
	2. Check the literature review about NQT needs	UL																
	3 Focus group about NQT needs + draft version of platform	SCDN-CFIE																
	4. NEED ANALYSIS REPORT	UJK																
	5. Case study definition FOR THE PLATFORM	UP																
	6. Platform pilot user experience	AP																

Table 1 Pilot development (Author: consortium).

## III.2. Methodology

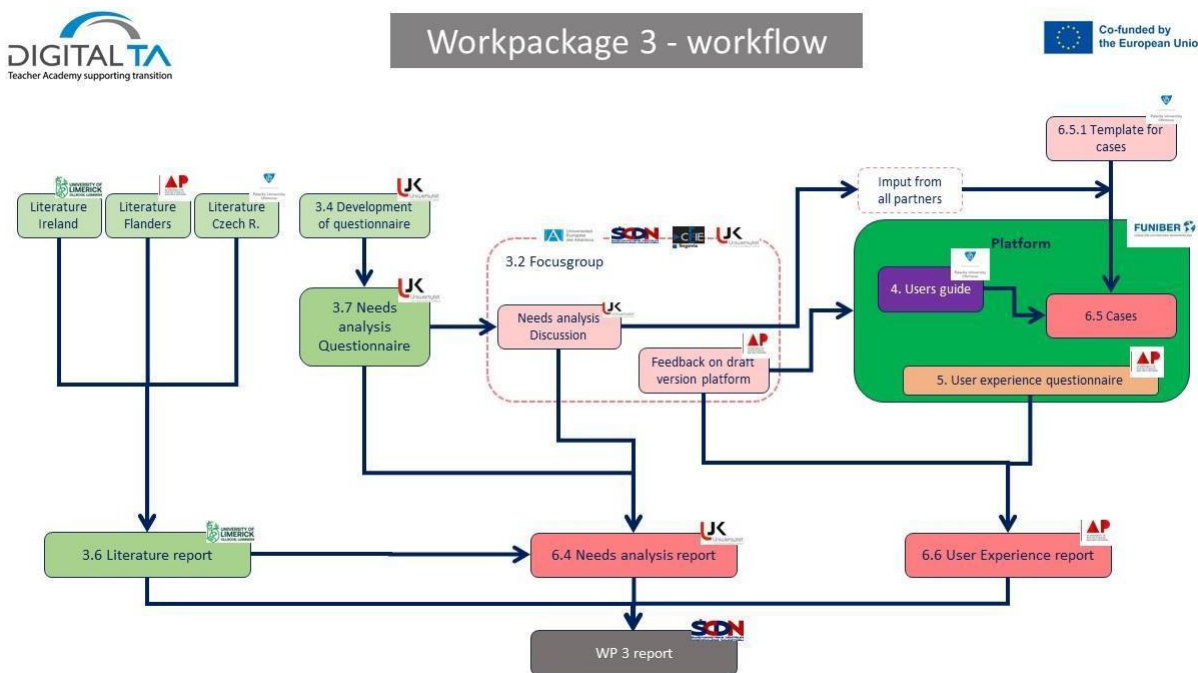


Figure 1 Workflow (Author: consortium)

## III.3. Description of actions during the pilot

### III.3.1. Newly Qualified Teachers Needs/Challenges: A review of contemporary literature in Belgium, Ireland, and Czechia (October 2023)

This scoping literature review aims to provide a short summary of the needs and challenges of newly qualified teachers (hereafter NQTs) in Belgium, Ireland, and Czechia by drawing on contemporary relevant research sources. Perspectives from Belgium are firstly provided, followed by those from Ireland. Finally, some brief insights are presented from the Czech Republic. The report concludes by identifying common needs and challenges across the two contexts.

### III.3.2. platform codesign from needs (questionnaire, focus group and case study definition)

- Questionnaire on needs (October 2023):  
The research on the needs of newly qualified teachers in Poland and Spain is carried out using the diagnostic survey method with the use of the survey technique and the use of a research tool in the form of a questionnaire. It includes questions concerning seven areas in which the needs of young

teachers are revealed.

The seven research areas include:

- 1) Respondents' professional needs.
- 2) Personal relationships in a new context.
- 3) Ways to learn
- 4) Development of teaching competences
- 5) Teacher education at the university
- 6) Personal development
- 7) Professional development.

- Focus group and platform user first experience (January 2024):  
In order to understand better the detected needs in que questionnaire first results, focus groups is done in participant countries.

The focus group is structured in two main parts (1) Questionnaire results are presented to participants, and discussed, in order to understand better the detected needs. (2) After introducing the platform to participants, eight questions are posed regarding their initial impressions of the platform. In this second part, the focus group coordinator follows this protocol:

1. The platform (online version) is shown to the participants of the focus group for about 10 min.
2. After a brief introduction participants can navigate themselves through the platform.
3. After this time, the following questions are asked in this order.
4. All answers can be further discussed, as it is a semi-structured conversation.

A transcript of the conversation is translated into English and summarized (by each partner).

Second part questions:

1. The platform has an appealing style (fonts, colors, navigation, ...)
  - a. What is appealing, what is not.
  - b. Suggestions for a change?
2. I trust the learning content and resources provided by the platform.
3. The content on the platform is in line with the needs of our teachers'

learning and development.

4. The content of this learning platform is closely related to my teaching practice.
5. The platform will help to keep participants engaged and participating in productive dialogue.
6. The platform will help keep the participants on task in a way that help them to learn.
7. The platform encourages participants to explore new concepts.
8. The platform will help to focus discussion on relevant issues in a way that helps participants to learn.

After the focus group, the need analysis report is defined (February 2024), considering questionnaire and focus group results.

- Case study definition.

Case study template definition was discussed in July 2023.

Finally, once done the focus group, analyzed the literature review report and the questionnaire on needs report, the main topics for study case definition are defined (March 2024), and cases study are developed in each country and implemented in the platform (April 2024).

WP3 final report is finally defined by 4 main documents:

1. Literature review report.
2. Report on Newly Qualified Teachers (furthermore, NQT) needs.
3. Report on users first experiences.
4. Cases study template and defined topics.

The FINAL REPORT is summarizing the lessons and the proposals for the improvement of the proposed approach.

## IV Cases study usage in DIGITAL TA

### IV.1 The variety of the rightness in the usage of case study meaning in comparison to development terminology in DIGITAL TA training case studies.

#### Background of case study development up to DIGITAL TA perception

The educational practice and training are currently targeting a group of various actors from adepts in educational programmes (in-service teachers) or modules at HE institutions' level leading to open a pathway to teachers' theoretical practice. Indeed, we need to be concerned about the impacts of continuous professional development (furthermore, CPD). Without CPD and the educational support that influences the practical development of various pragmatical teachers' competencies; therefore, we cannot possibly naturally develop case study implementation with more skilled mentors or teachers. In contrast, phases of the early carrier adaptation after theoretical preparation are critical. We opened a policy and educational differences discussion in the presented comparison in the last outputs delivered as WP 2.4. Please, check the materials for a further understanding of the curricula frameworks in specific education systems in each project partner's countries.

The upcoming part of the terminology is mainly oriented on the territorial (country) differences in cultural and educational environments where *case studies* are only sometimes used. Especially when discussing values of academic development of cultural habits, the *case studies* sometimes lead and evoke a *problem-based learning* activity in Anglo-Saxon education culture transferability (see Madichie & Fibresima, 2019). We are pointing out the correctness of the meaning and explanation of the *case study* for the next part of the practical enhancement, where we present a generalized construction framework with methodical value for teachers' training.

The *reality shock* and aspects that influence novice teachers are referred to article called '*I am finding my path': A case study of Swedish novice physical education teachers' experiences when managing the realities and challenges of their first years in the profession* by Westerlund & Eliasson (2022) defined as *classroom management, extensive paperwork and teaching a diverse pupil population* (see p. 304, comparison of Stroot and Ko, 2006; Veenman, 1984 in Westerlund & Eliasson, 2022). The research case study conceptualization of qualitative research with teachers in

practice linked to aspects findings such as *reality shock, marginalization, isolation, socializing into a community of colleagues, performing the role of the teachers as a health promoter, maintaining a critical teaching perspective* (see 311, Westerlund & Eliasson, 2022). In conclusion, authors Westerlund & Eliasson (p. 315-316, 2022) focus on the transferable competencies of teachers' experience, socialization in daily practice and *the induction process*. The *induction process* refers to similarities to our project idea of the transferability of knowledge of in-service teachers and the harmony of transformation to teachers' identity called a meant **transition to a teacher's identity** as DIGITAL TA project work with this vital transition stage.

Mentioned article study comparisons are vital concerning case study meaning in the educational field. Case studies typologies are only sometimes identified as case studies with chronological or manual leader instruction templates or pins that help the reader in the orientation of *pro bono* aims of the presented case study. Moreover, we may find various polytomies between submitted content in case-study or target groups of case studies, aims or quality of teaching development (non-teaching/didactic approach), and comparison of latest pragmatism effects in teachers' theory and connection to practice - e.g. with main impact to theory in the pre-transition stage during studies (typical for HE institutions preparation), with effect to practice in the post-transition stage in daily school environment of teacher (regular for CPD and schools practice).

The case study may help to understand an educational types of problems to individual or group problem solve units. For example, Madichie & Fibresima (2019) presented combination of observation and interviews, and they comprehensively developed research outputs after analyses to case study with empirical data presented via the article *Management education trends and gaps – A case study of a community education provision in London (UK)*.

The comprehensive secondary analyses of sources presented in the article *Educators' professional and personal growth: a case study of European teachers' in-service training courses from* Salomäki, Ruokonen & Ruismäki (2012) openly discuss and share reflection on curricular changes in case of study outputs from post-evaluation project of European training material of Comenius courses in the matrix (see p. 25). Mainly concerned factual personality problems in education are *teacher's personality, pedagogical issues, learning environment and sustainability issues* (p.25, Salomäki, Ruokonen & Ruismäki, 2012.) "The point out that of meaning of case study is simulating provoking questions about how or what form is the best one in case study perception (...) *laboratory situations, study and observe the group process and cohesion etc.*" (p. 21, ibidem).

The case study in the DIGITAL TA project is developed with the highest priority to in-service teachers and their mentors. We fully respect the need to develop academic scientific raw data to thoroughly understand the background of needs, impacts and teachers in daily practice. However, those challenges of scientific background for upcoming case study training materials are obtained in several sub-tasks as a survey of needs via the constructed tool of associated partners institutions and schools. Secondly, we prepared literature research that reflects terminological polytomies and specifics before preparing case studies in the training materials.

## IV.2. DIGITAL TA case study framework aspects

The DIGITAL TA platform will work with specific possibilities in case study structure. The case study structure is based on the leader structure scheme where are presented narrowed situations in educational practice.

Main advantage of the case studies at DIGITAL TA platforms lies in the tracking options for separate case situations, which enhance teaching practices.

As you can see in matrix below, those aspects are included in the DIGITAL TA case framework template.

Case study ideas presented as outputs in the focus groups those developed aspects as conclusion in DIGITAL TA Limerick 2023 meeting.

Group A:	Group B:	Group C:
Added value for short information package or description	<b>CS should be stricter in verification of the experience - no subjective and more objective conclusions</b>	CS is more complex concerning an NQT and tries to find a solution to the case that is collaboratively solved with students
<b>Avoid academic handsome (posh) information to read it - I don't understand it as a teacher.</b>	<b>CS should be simple as possible</b>	CS pathway - how we get there. - questions - suggestions - the reflection of the practice to something



Case study form - podcast, video (snap), article, short post, user-friendly way for teachers' practice	CS way how to behave in teacher's practice	<b>Ladder structure - one box there to come the next one</b>
<b>Flow chart - accessibility</b>	Focus on the teachers' practice	Matching solutions - see what is there - platform specification verification mode
I need to find an answer (CS developing a construction teaching mode)	<b>Ladder structure - feedback - what was that useful</b>	<b>Modules to reflection - short - focused - with some questions</b>
Mirror to set up - Why am I working those activities in a certain way?	Paperwork is not welcome	More various sources of materials - various methods - formats - solutions
NQT (contextual procedure to materials - connection to the personalization of the information or to link information). Curricula connection - set up for a	Pitfall - what is the purpose of CS	<b>No right or bad replies - no direct way of the verification of the problem/question solution</b>

Table 2 Case study ideas presented as outputs in the focus groups those developed aspects as conclusion in DIGITAL TA Limerick 2023 meeting.

From the literature review, we are particularly mindful of incorporating these examples into teaching practices. Also, some Czech authors Kočí & Votoupalová (2023), brings a question to scientific article where they discuss a main purpose of the case studies at Czech universities as crucial factors are highlighted those findings in comparison as *case study works as multiple innovative tools, internships enhancement via case study solving, project-based learning, peer-tutoring, simulations, problem-based learning, and case studies*. (p. 236, Kočí & Votupalová, 2023). Those concepts of case study tools are furthermore engaged to teaching competencies and transferability – didactical/teaching method in teachers' practice knowledge and skills.

### IV.3. The case study development on the example from Czechia

#### IV.3.1. Focus of the case study

For the purpose of the case studies, we will focus on a reflection of critical incidents that might decrease the effectiveness of NQT teaching. According to the previously mentioned research based on questionnaires and literature review by Digital TA consortium members on NQT needs (2023), our attention would be directed to the following areas:

- 1) Meeting student needs
- 2) Discipline issues
- 3) Inclusive education
- 4) Classroom management
- 5) Communication with parents
- 6) Cooperation and collaboration in schools
- 7) Diversity (gender related, religion, race, language, mixed ability teaching)

We recommend to follow the **Borton Model** (Borton, 1970, later developed by Driscoll, 1994), which is a reflective framework that aids in learning from critical incidents. The design of this model offers NQF a structured approach to the reflection and understanding of their experiences. This model also guides NQF in learning from these experiences to enhance future outcomes.



*Figure 2 Borton Reflective Model (Author: Consortium)*

#### IV.3.2 Stage 1: What?

The first step is for the NQT to identify specific experiences in their teaching practice, especially those that were challenging or noteworthy. This could involve reflecting on situations where they felt unsure, where a lesson didn't go as planned, or when they encountered a novel teaching scenario. The objective here is to pinpoint experiences that provide rich material for reflection and learning. Following questions might help to cover this step by necessary information:

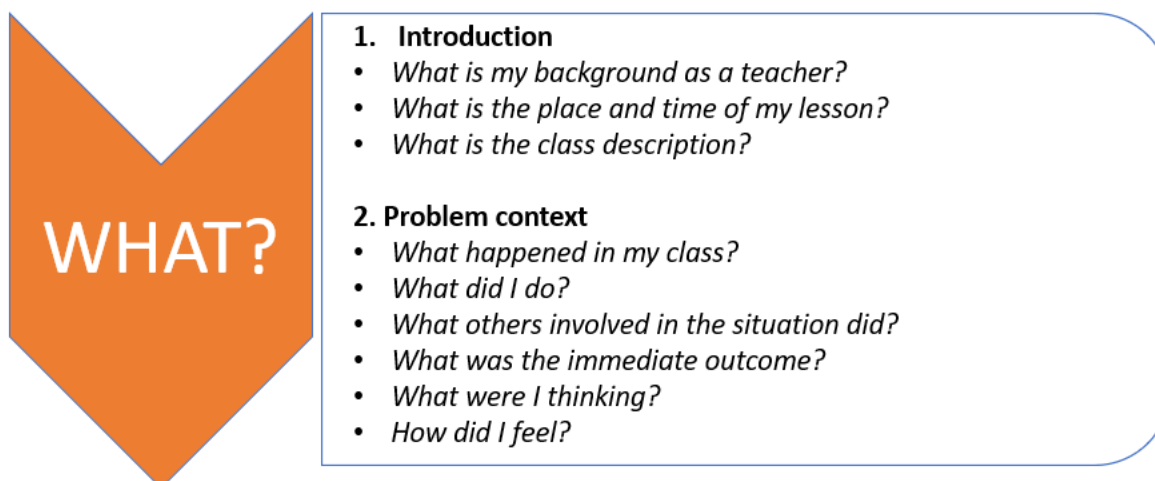


Figure 3 Case study development: Stage 1 (Author: consortium)

### Stage 1 example:

To build an example of a difficult situation that a newly qualified teacher might face, aligned with the first step of the Borton Model of Reflection, we will focus on setting a detailed context for the experience. Here's a hypothetical scenario:

#### 1. Introduction

*My name is Janek, and I recently started my teaching career at Svatoplukova School in Olomouc. To teach biology in 7<sup>th</sup> grade has been a journey filled with anticipation and challenges, and there's one experience that stands out and I would like to share.*

#### 2. Problem context

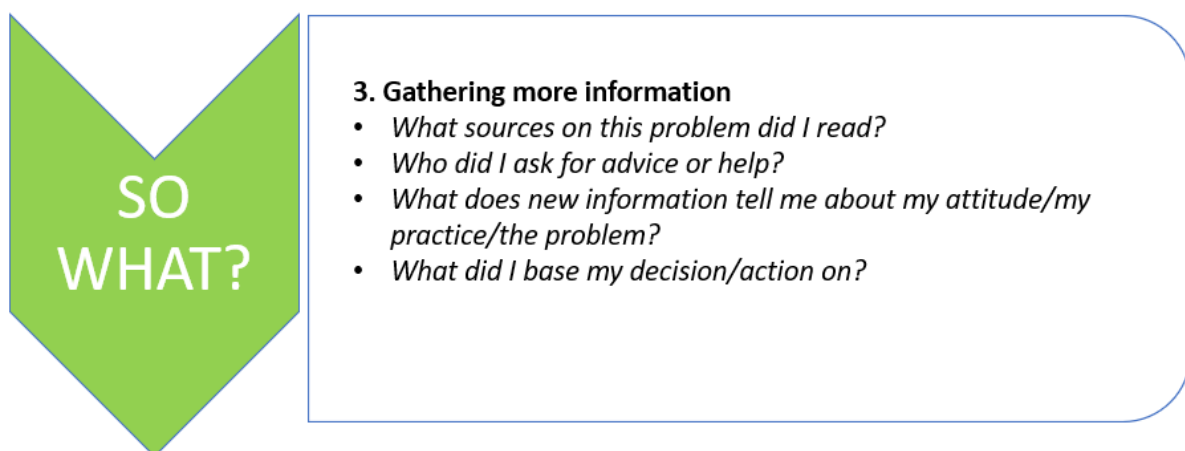
*The class consists of 30 students, a mix of attentive and less engaged pupils (13 years old), typical of a diverse high school setting. For my biology class, I planned an interactive lesson on cellular biology, aiming to use a mix of multimedia resources and group activities to engage all of my pupils. As the lesson progresses, I noticed that a small group of pupils in the back was disengaged, particularly disruptive, talking among themselves and distracting others. I started to feel increasingly uncertain, tried to regain control by raising my voice and directly addressing the disruptive pupils, which only seemed to escalate the situation. The lesson's flow was disrupted, and many pupils seemed confused or lose interest, leading to a less effective teaching outcome than I had planned. By the end of the lesson, I felt deflated. The interactive activities I had planned were only partially successful, and the overall atmosphere was not what I had hoped for. I couldn't shake off the feeling that I had failed to manage the class effectively.*

Summary:

In this stage of reflection, the focus is on objectively describing what happened without yet analysing the reasons behind it or considering alternative actions. This detailed account provides a foundation for deeper reflection in the subsequent stages of the Borton Model, where Janek would analyse the underlying factors of the challenge and consider strategies for improvement.

### **IV.3.3 Stage 2: So What?**

Once an experience is identified, the next step involves analysing the key factors that influenced the situation. This could include classroom dynamics, individual student needs, the teaching methods used, external factors like resources or administrative support, and the teacher's own skills and knowledge. This analysis helps in understanding why the experience unfolded the way it did. Here, the teacher delves into explaining the identified experience in detail. This involves linking the experience to educational concepts, rules, or principles in the literature or digital sources. It also includes discussion with introducing teacher or other stakeholders, colleagues, and mentors. For example, if a lesson was particularly successful or unsuccessful, the teacher would explore why, using educational theories or principles to explain the outcome. This step is crucial for moving from a surface-level understanding of the experience to a deeper, theory-informed perspective.



*Figure 4 Case study development: Stage 2 (Author: Consortium)*

### **Stage 2 example:**

*I dedicated time to researching classroom management techniques and student engagement strategies. I read articles and educational blogs that offered insights into managing diverse classrooms and how to effectively engage students with varying attention spans and interests. For example, consider the interactional contingency as an opportunity to reshape the meaning of preceding turns (Lee & Takahashi, 2011); try to explore the communicative repertoire in my own classroom. According to Parsonson (2012), disruptive behaviour is usually associated with a poor classroom management. Effective teaching management reducing disruptions*

*might include clear, simple rules and expectations, predictability of events and activities through establishing routines and frequent use of praise, both verbal and non-verbal. As the disruptive behaviour is often associated with learning deficits, task difficulty needs to be monitored and opportunities to respond and participate in the classroom activities must be inclusive for all pupils in the class.*

*This research helped me realize that classroom dynamics is quite complex and that there are multiple strategies to address disruptive behaviour. The new information made me reflect on my attitude towards the problem. Initially, I felt discouraged and somewhat responsible for the disengagement. I discussed my emotions with my introducing teacher, who supported me advised me to lower my expectations on some tasks based on multimedia resources, that might be too complicated for some of the pupils as they do not use this method frequently. This advice shifted my attitude from self-blame to a more solution-oriented mindset.*

Summary:

"So What?" involves analysing previous information to uncover meaningful patterns and insights, probing into why things happened the way they did. This phase is about extracting meaning from the situation, questioning existing knowledge, discussions with more experienced colleagues and identifying relevant theories.

#### **IV.3.4 Stage 3: Now What?**

The final step is for the teacher to develop a personal theory or approach based on their reflections and then apply this theory in a new teaching situation. This might involve planning a lesson differently, trying new classroom management techniques, or experimenting with different instructional strategies. The key is for the teacher to use their reflections and theoretical understanding to inform their practice and observe the outcomes, thus continually refining their approach based on experience and reflection.

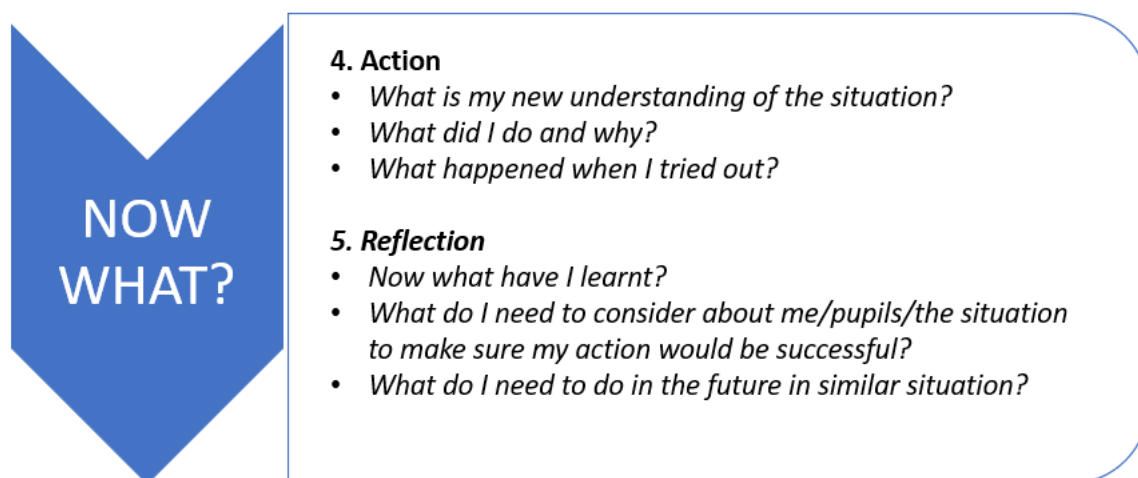


Figure 5 Case study development: Stage 3 (Author: Consortium)

### Summary:

"Now what?" stage focuses on developing insights gained from the previous steps and using these insights to formulate an action plan for future improvement.

### Stage 3 example:

#### 3. Action

*For the next lessons became conscious of giving praise more frequently. When a pupil did well, I tried to formulate my praise in specific and descriptive way (For example, instead of saying "Good job," I would say, "I really appreciate how you've organized your thoughts in this essay. Your opening paragraph drew me right into the topic."). I started to pay close attention to the difficulty of tasks to ensure they were accessible to all pupils. For this purpose, I tried to adapt some materials to different learning levels within the classroom. This meant providing easier or more challenging versions of the same task to accommodate different abilities and let the pupils choose, which level is suitable for them.*

#### 4. Reflection

*When I began to focus on providing targeted praise, I noticed a shift in my students' engagement and self-esteem. This specific feedback made the students more aware of their strengths and the behaviors that I wanted to reinforce. They seemed to try harder, knowing exactly what they were doing well. Adapting materials was another change that brought about positive results. By providing different versions of the same task, I empowered students to take charge of their learning. A sense of ownership emerged as they chose tasks that matched their confidence levels. However, there were some difficult moments. One challenge was ensuring that the various levels of task difficulty were truly aligned with the desired learning outcomes. It required careful planning and sometimes trial and error to create multiple versions of an assignment that were equitable in their learning potential. Moreover, there were occasions where pupils would choose a level of task that was not quite appropriate for them – some would overreach and become frustrated, while others would choose tasks that were too easy and not be sufficiently challenged.*

### Summary

The final stage of case study template for newly qualified teachers would guide them through a reflective process where they critically examine their teaching experiences, analyse them with the help of educational theories, and use these insights to inform and improve their future teaching practices. This reflective approach not only aids in professional development but also enhances the



quality of teaching and learning in their classrooms.

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## Annexes

### Questionnaire

Co-funded by  
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**Digital TA  
Questionnaire**

Instructions: Choose the answer that best represents your thinking and ideals.

**Personal details**

Instructions: Choose the answers that best describe you. You can choose MORE than ONE option.

◇ **Place of work**

Primary school	Secondary school	Vocational school	others
----------------	------------------	-------------------	--------

◇ **Age**

20-23	23-25	25-30	30-35	35 and more
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◇ **Education (in the field of teaching)**

University	High school other than university	Vocational course	Others
------------	-----------------------------------	-------------------	--------

◇ **Additional courses or certificates (in the field of teaching)**


◇ **Teaching experience**

1 year	2 years	3 years	4 years	5 years
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◇ **School setting**

city	town	village
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◇ **Courses run at school**


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CFIE Segovia

Figure 6 Questionnaire

## MAIN QUESTIONNAIRE

Instructions: Choose the answer that best represents your thinking and ideals.

### Area 1: Professional Needs

1. Choose 3 greatest professionalization needs and rank them from the most significant:

- ◇ classroom management
- ◇ coaching/ mentoring
- ◇ collaborative climate at school
- ◇ communication with parents
- ◇ constructive feedback (provided to learners)
- ◇ coping with discipline problems
- ◇ digitalisation
- ◇ inclusive education
- ◇ individual needs of learners
- ◇ objective and wide observation
- ◇ relationship with the community
- ◇ school work management
- ◇ self-direction and self-reliance of learners
- ◇ social diversity
- ◇ students' well-being
- ◇ teacher reflection
- ◇ teachers' well-being
- ◇ other needs: (specify:
  - ◇ .....
  - ◇ .....
  - ◇ .....

### Area 2: Personal Relationships in the New Context

2. How do you evaluate teachers' integration at your workplace?

Very well	Well	Neutral	Not very well	Poor
-----------	------	---------	---------------	------

3. What are your relationships with experienced teachers?

Very good	Good	Neutral	Not very good	Poor
-----------	------	---------	---------------	------

4. How important is the support provided by the mentor?

Very important	Important	Neutral	Not very important	Not important
----------------	-----------	---------	--------------------	---------------

5. How do you evaluate the support provided by the teaching team at your workplace?

Very good	Good	Neutral	Not very good	Poor
-----------	------	---------	---------------	------



6. What do you expect as a novice teacher from the headmaster at your workplace?

- ◊ Introduction to teacher duties
- ◊ Inclusion into a teaching team
- ◊ Kindness
- ◊ Understanding
- ◊ Others:

7. What do you expect from the teaching team as a novice teacher?

- ◊ Cooperation
- ◊ Mentoring in problematic situations with learners
- ◊ Mentoring in problematic situations with parents
- ◊ Resources and knowledge sharing
- ◊ Others:

8. In your opinion, what are the three most relevant difficulties and challenges in communication with others faced by a new teacher?

- ◊ Lack of trust
- ◊ Lack of safety
- ◊ Anxiety
- ◊ Distance in communication
- ◊ Unfair and preferential treatment of teachers
- ◊ Unclear and chaotic information transfer
- ◊ Others:

### **Area 3: Ways of constructing knowledge**

9. Choose three sources of knowledge that, in your opinion, are the most significant in your professional development:

- ◊ Post-diploma courses
- ◊ Workshops & trainings
- ◊ Self-directed learning
- ◊ Workplace learning
- ◊ Experiential learning
- ◊ Mentoring
- ◊ Modelling
- ◊ Self-reflection
- ◊ Literature review
- ◊ Internet sources
- ◊ Webinars and e-learning
- ◊ Communities of practitioners
- ◊ Study visits
- ◊ International cooperation
- ◊ Others:

10. How do you develop your reflective attitude:

- ◊ Self-assessment
- ◊ Video-recording
- ◊ Mentoring
- ◊ Peer learning
- ◊ Designing surveys
- ◊ Classroom observation
- ◊ Using PD portfolio



- ◊ Feedback from your students
- ◊ Taking notes on your own teaching
- ◊ Others:

11) What should be the three most relevant topics to be covered in teacher training courses for novice teachers?

- Group dynamics
- Team-building
- Violence and discipline problems
- Neuroatypical learners
- Addictions
- Developing reflection
- Feedback and evaluation
- Classroom management
- Distance education
- Motivating learners
- Multiculturalism and multilingualism
- Social problems (e.g. poverty, social exclusion, unprivileged groups)
- AI in education
- Others:

#### **Area 4: Development of teaching competencies**

*At school*

11. In your opinion, what are the three basic and necessary competencies that a teacher should have for the development of his/her profession?


12. In your opinion, what are your strengths as a novice teacher?


13. In your opinion as a novice teacher, what are your competencies that you did **not** obtain during your studies/ university courses?




14. What do you consider to be your greatest success as a novice teacher?

.....  
.....  
.....

15. What surprised you most when you started working as a novice teacher?

.....  
.....  
.....

16. Which situation made you helpless?

.....  
.....  
.....

17. What do you consider to be your most serious failure?

.....  
.....  
.....

18. What do you want to develop in your learners?

.....  
.....  
.....

***Area 5 At the University***

19. Name three things you would change/modify about the university training that teachers-in-training receive.


20. Name three things you find useful that the university training provided to teachers-in-training.


21. What should be done to improve university training provided to teachers-in-training?


### Area 5: Personal development

22. I intend to invest whatever is necessary for my personal and professional development in the teaching field. How much do you agree with this statement?

Very much in agreement	Agree	Neutral	Disagree	Strongly disagree
------------------------	-------	---------	----------	-------------------

23. The teacher is the center of the teaching-learning process, since it depends on him/her that all educational actors have good results. How much do you agree with this statement?

Very much in agreement	Agree	Neutral	Disagree	Strongly disagree
------------------------	-------	---------	----------	-------------------

24. Being a teacher has some advantages, choose three most important from the list.

- ◊ Salary
- ◊ Fixed contract
- ◊ Job satisfaction
- ◊ PD opportunities
- ◊ Life - work balance
- ◊ Influence on younger generations
- ◊ Much free time
- ◊ Opportunity to work with children
- ◊ Social prestige
- ◊ Others:

25. Being a teacher has some disadvantages, choose three most important from the list.

- ◊ Stressful work
- ◊ Overwhelming responsibility
- ◊ Noise
- ◊ Voice strain
- ◊ Low salary
- ◊ Conflicts with parents
- ◊ Lack of autonomy
- ◊ Students' violence towards teachers
- ◊ Low social prestige
- ◊ Others:

26. Name three topics/areas in which a novice teacher should invest if, hypothetically, he/she had unlimited access to them.




27. For novice teachers collective learning is more useful than individual learning.  
How much do you agree with this statement?

Very much in agreement	Agreed	Neutral	Disagree	Strongly disagree
------------------------	--------	---------	----------	-------------------

#### Area 6: Professional development

28. What hinders your professional development?

- ◊ Lack of money for training
- ◊ Excessive workload
- ◊ Family life
- ◊ Unfriendly atmosphere in the school teaching team
- ◊ Lack of supervisor's acceptance
- ◊ Lack of interesting courses
- ◊ Others:

29. What takes you most time at your work? Choose three things from the list:

- ◊ Preparation of the teaching materials
- ◊ Correcting students' assignments
- ◊ Parent- teacher meetings
- ◊ Staff meetings
- ◊ Individualisation of teaching strategies
- ◊ Paper work
- ◊ Reflection
- ◊ Professional development
- ◊ Additional activities with students
- ◊ Others:

30. Are you considering leaving the teaching profession? If yes, answer the following question:

- ◊ What is the reason for your decision?  
.....
- ◊ What might change your decision?  
.....

