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Interim Results of the NEST Project:

An Evaluation of the Mentor Training Programme and of Adaptive Mentoring from the Perspectives of Mentors and Novice Teachers

[5.3.3 REPORT 3]

[WP5]

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Deliverable Description
This deliverable is divided into two main parts which present interim results of the NEST project. After a short introduction on how to read this report, the first part presents results of the NEST mentor training programme. The section titled *Evaluation of the Mentor Training Programme* offers an overview of the mentor training programme followed by a description of the sample of mentors. Next, the NEST mentors' perspectives on the quality of various aspects of the NEST mentor training programme are described, including the usefulness of different materials and the in-person training sessions. Further, opportunities to learn a set of valuable mentoring skills during the course of the NEST training programme are outlined. Lastly, we examine the extent to which the training resulted in changes in mentors' mentoring foci, the mentoring practices that mentors apply, and mentors' self-ascribed competences in a set of core areas. The second part presents results regarding the adaptive mentoring provided to novice teachers. The section titled *Evaluation of Mentoring for Novice* Teachers starts with a description of the school context in which novice teachers work followed by a description of the sample of novice teachers. Next, the organisation of the mentoring provided by the NEST mentors is compared to the organisation of conventional mentoring. The section titled *Novice Teachers' Perspectives on Their Mentors* examines novice teachers' perceptions regarding their mentors' mentoring practices and their mentors' mentoring competence. The perspectives of novice teachers who received support from a NEST mentor are compared with the perspectives of novice teachers who were supported by a mentor without specialised NEST training. Lastly, the section titled *Novice Teachers' Professional Development Over Time* describes novice teachers' self-assessed needs regarding various aspects of their job, such as their need for support with dealing with various student-related challenges and their need for professional exchange with others. This section also presents novice teachers' self-assessed competences in working with students and parents. The report closes with a discussion that draws conclusions from the results and raises questions about the implementation of mentor training programmes in a disadvantaged school context.

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ABBREVIATIONS AND ACRONYMS

Abbreviation/Acronym	Description
CG	Control Group
IG	Intervention Group
M	Mean
$M_{CGmentor}$	Mean of Control Group with Mentor Support
M_{CGno_mentor}	Mean of Control Group without Mentor Support
Mdn	Median
NEST	Novice Educator Support and Training
N_{min}	Minimum number of participants
SD	Standard Deviation

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Executive Summary

The Novice Educator Support and Training (NEST) project is an Erasmus+ policy experiment. It aims to develop an adaptive mentor training programme to train mentors in supporting novice teachers who work at disadvantaged schools. This training should subsequently facilitate the implementation of an effective mentoring for novice teachers at disadvantaged schools using the specially trained mentors. This report describes the results of two evaluation surveys conducted during the first year of the implementation of the NEST programme.

The evaluation builds on two perspectives. First, we asked mentors about the newly developed training, which was aimed at supporting them with developing adaptive mentoring skills. Second, we asked novice teachers about their experience with their mentors. For both mentors and novice teachers we had independent control groups. The NEST mentor intervention groups consist of mentors who have received the NEST mentor training, whereas the control groups consist of mentors with or without previous training. The NEST mentor intervention group were surveyed at the beginning and at the end of the school year 2021/2022; however, the mentor control group has only received a questionnaire at the beginning of the school year 2021/2022 and will receive its second survey after the school year 2022/2023. For this reason, the mentor section of this report only presents data from the intervention groups.

Novice teachers in the NEST intervention groups were assigned a trained NEST mentor. In the control groups, some novice teachers had access to the regular mentoring support that was offered in their education system. This led to two distinct control groups (with and without mentors), which we distinguish in our analyses. All novice teacher groups—intervention as well as control groups—were surveyed at the beginning and at the end of the school year 2021/2022.

On a descriptive level, we found that the mentor training programme was well received by the majority of the mentors in the intervention group. The mentors reported very high levels of satisfaction with the different elements of the training such as the NEST toolbox, the online platform, and the tutors. A small number of mentors were less content with the usefulness of the training for supporting novice teachers in disadvantaged school contexts, which points to a possible need for improvement. Comparing mentors' self-reported mentoring styles in the first and second mentor survey, we found that the training seemed successful in supporting mentors with acquiring flexible and adaptive communication styles. Mentors tended to shift away from evaluative forms of communicating with their mentees towards more consultative forms of support.

These improvements in mentoring skills, as compared to improvements by conventional mentors without NEST training, were confirmed by descriptive analyses of novice teachers' perceptions of their mentors' foci, practices, and competences in Bulgaria, Romania, and the Spanish regions of Catalonia and Madrid, but not by novice teachers in the Belgian regions of Flanders and Wallonia. Novice teachers in the intervention group in all education systems except Flanders and Wallonia found that compared to novice teachers in the control group, their mentoring had focused to a greater extent on supporting them with engaging hard-to-

reach learners, teaching students with language barriers, teaching students with learning difficulties, and managing a diverse classroom effectively. In Bulgaria and the Spanish regions of Catalonia and Madrid, the fit between the frequency with which mentors had used certain mentoring practices and novice teachers' perceived need for this practice as well as the assessment of their mentor's competence was better for the novice teachers who received the adaptive NEST mentoring than for the control group novice teachers.

Since novice teachers in the intervention group received adaptive mentoring from one of the specially trained NEST mentors, we expected their teacher needs to decrease over time in compared to the teachers in the control groups who were supported by a conventional mentor. Further, we expected to see an even greater difference in comparison to the control group that had no mentor at all. In terms of the teaching competences of novice teachers, we expected to see a positive development on average over time. Again, we expected the biggest positive development for the intervention group compared to the control groups with and without mentors. However, overall, we did not find evidence in support of these expected results in our current data. On a descriptive level, novice teachers in the intervention group did not report distinct differences in their teacher needs at the end of the school year compared to their needs prior to the start of the NEST mentoring programme. In fact, some teacher needs, such as the need to observe others while teaching, increased. The development of teacher needs for the control group differed strongly between education systems. There was no overall trend; teacher needs of the control groups in some education systems stayed the same, while they increased in some education systems and decreased in others. With regard to competences, only in Catalonia and Madrid did novice teachers in the intervention group assess their general teaching competences higher on average at the end of the school year than novice teachers in the control groups with or without mentors. In terms of their competence development over time, only novice teachers in Madrid assessed their competences higher overall at the end of the school year compared to their competences before the NEST mentoring started.

Despite these inconclusive results regarding novice teachers' needs and self-ascribed competences, the comparatively higher ratings of NEST mentors' competences in several education systems—both from the perspective of the mentors themselves and from the perspective of the novice teachers they mentor—as well as the better fit between the practices NEST mentors use and the self-reported needs of the novice teachers in the intervention groups indicate that NEST mentors in these education systems succeeded in being more adaptive to their novice teachers' needs.

1 How to Read This Report

This section provides some general information on the aims of the report and contextual information about the samples used for data analyses. As this report focuses on the second survey sent to novice teachers and mentors, we also give information on the development of the survey instrument for the second questionnaire for novice teachers and mentors respectively. Lastly, we explain which types of data analyses we used and how to read the results.

1.1   Aims

The NEST project is an ERASMUS+ policy experiment which is co-funded by the European Commission. It follows a quasi-experimental design, examining two interventions at the same time. The first intervention implemented an adaptive mentor training programme for mentors who support novice teachers at disadvantaged schools. The second intervention was the mentoring provided by those specially trained mentors to novice teachers who work at disadvantaged schools. The term 'policy experiment' refers to a quasi-experimental design which was necessary to test whether the interventions were effective. Therefore, the intervention group of mentors receiving the NEST mentor training and the intervention group of novice teachers who received adaptive mentoring from those NEST mentors were compared to a group of mentors who did not receive special mentor training (control group of mentoring teachers) and a group of novice teachers who received only the standard support prevalent in their education system (control group of novice teachers).

In this report, we present interim evaluation results for both the NEST mentor training programme and the adaptive NEST mentoring. First, in the section titled *Evaluation of the Mentor Training Programme*, we analyse and evaluate the NEST mentors' perspectives on the quality of various aspects of the NEST mentor training programme such as the usefulness of different materials and the in-person training sessions. We wanted to find out how mentors perceived their opportunities to learn a set of valuable mentoring skills during the course of their training, and how the training changed the foci of their mentoring practices, the practices they apply, and their self-ascribed competences in a set of core mentoring areas. We expected to find tendencies towards improvements in all education systems in all these areas.

Second, in the section titled *Evaluation of Mentoring for Novice Teachers* we examine the school context in which novice teachers work. Next, we compare the organisation of the mentoring provided by the NEST mentors to the organisation of conventional mentoring provided by mentors who had not received the NEST mentor training programme. This comparison is based on the perspectives of the novice teachers who were the recipients of the mentoring. In effect, we are comparing the perceptions of the novice teachers who received the NEST mentoring (intervention group) with the perceptions of novice teachers who received conventional mentoring in their education systems (control group). We expected to find differences between these two groups of novice teachers with regard to their assessment of mentors' time management and organisational skills as well as the perceived focus of their mentors' mentoring practices.

Third, in the section titled *Evaluation of Mentoring for Novice Teachers*, we also review novice teachers' perceptions of their mentors' mentoring practices and competence. This information yields insights into the adaptiveness and quality of the mentoring which novice teachers received. Moreover, this information offers a valuable second perspective on the self-assessments of mentors regarding the same aspects.

We expected novice teachers in the NEST intervention group to assess their mentors' competences higher than novice teachers in the control group. We also expected NEST

mentors to be more adaptive in their mentoring, resulting in higher assessments from their novice teachers compared to the control groups' assessment.

Lastly, in the section titled *Novice Teachers' Professional Development Over Time*, we analyse and evaluate the impact of the NEST mentoring on novice teachers' self-assessed needs and competences regarding various aspects of their job, such as their needs for support with dealing with various student-related challenges, their needs for inclusion in professional exchange networks, and their competences in working with students and parents. We analyse changes in these needs and competences and compare novice teachers who had received NEST mentoring to two control groups: first, novice teachers in the same education systems who had received conventional mentoring, and second, novice teachers in the same education systems who had not received any mentoring at all. Since novice teachers in the intervention group received adaptive mentoring from a specially trained NEST mentor, we expected their teacher needs to decrease over time in comparison to a group of novice teachers with regular mentoring, and especially in comparison to a group of novice teachers who had no mentor at all. We expected a positive development over time in the teaching competences of all novice teachers. However, we expected the biggest development for the intervention group compared to the control groups with and without mentors.

We thus expected to find tendencies of general positive impacts of mentoring on novice teachers. We expected the teacher needs of the novice teachers in the NEST intervention groups to decrease more distinctly over time compared to the novice teachers in the control group. We also expected their teaching competences to increase distinctly over time compared to the control groups without adaptive mentoring support.

1.2 General Contextual Information on the Samples Used

In designs with multiple data collection points in which individuals have to complete more than one survey (panel design), dropout of participants over time (panel mortality) is a well-known problem. In this respect, the NEST project is no exception. Participants—mentors as well as novice teachers—dropped out for various reasons (e.g. working at a different school, maternity leave, changing profession, illness), which were reported to us by our local Teach For partners. To evaluate the NEST mentor training programme for the intervention group of mentors and to evaluate the mentoring for novice teachers, we used mostly data collected in the second survey towards the end of the school year 2021/2022. However, wherever we examine developments over time, for instance the development of competences, we compare data from the first survey with the corresponding data from the second survey. Therefore, the sample for the descriptive statistics and analyses in this report included only those mentors and novice teachers who filled in both questionnaires: one at the beginning of the school year, and one towards the end of the school year. Data for the first survey were collected in a time window ranging from October 2021 (Madrid and Catalonia) to February 2022 (Austria). The start date of data collection varied between education systems, and data collection periods were spread out over several weeks. A different system of reminders was introduced for the second survey. The timeframe for data collection was reduced significantly for the second survey; all data were collected between the end of May 2022 and

the end of June 2022, and the survey window was condensed to a maximum of four weeks for each education system.

Due to the somewhat different implementations of the NEST mentor training programme in the various education systems and in view of possible differences in cultural levels of acquiescence, we present most of the data only for individual education systems instead of aggregating data for all education systems. To keep this report concise, in large parts of the section titled *Evaluation of the Mentor Training Programme* and in the chapter titled *School Contexts* we detail results for individual countries in which the mentors' responses were either most representative of a general tendency or especially noteworthy due to high numbers of positive or negative responses.

1.3 Instrument Development

As explained in our previous report titled *Concepts and First Data of the NEST Project*, the most important source of pre-existing survey instruments for the development of the NEST questionnaires was the Organisation for Economic Co-operation and Development's *Teaching and Learning International Survey* (TALIS), which surveys teachers and school principals in 34 countries[1]. Most of the education systems participating in the NEST project had already participated in TALIS 2008, and/or TALIS 2013, and/or TALIS 2018. The TALIS study is the international study that is most similar to the NEST experiment in terms of the thematic issues it addresses, covering various areas of teaching and learning such as the learning environment, support and induction structures, teachers' classroom practices, self-efficacy, and job satisfaction. In addition, TALIS provides a basis for extensive discussion on culture-specific tendencies regarding responses to survey questions. Therefore, anchoring the NEST study in TALIS allows a comparison of nationally representative samples and adjustment of questions according to national cultural tendencies in answering questions (e.g. cultural levels of acquiescence).

This report focuses on the second NEST survey for novice teachers and mentors (for a full overview of the indicators used in this report, see Figure 1). The second survey of NEST mentors investigated the NEST mentor training programme. Mentors were asked to evaluate certain aspects of the mentor training programme, such as the online platform or the NEST toolbox. They were also asked to assess their trainers/tutors, i.e. the persons who had conducted the training. Apart from evaluating the training programme, they were asked about their mentoring practice. The second survey of novice teachers focused on three areas: the school as their working environment, an evaluation of the mentoring they had received during the school year, and an assessment of their mentor. The control group questionnaire included a filter question asking whether novice teachers currently had a mentor to support them. Only the novice teachers who answered 'yes' to this question were presented with the questions regarding mentors; the novice teachers who answered 'no' to the filter question automatically skipped those questions. Using this method, we could gain insight into novice teachers' perspectives on the NEST mentoring compared to regular

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[1] In 2008, only 30 countries participated in TALIS.

mentoring. Furthermore, there were questions about novice teachers' professional development, such as their teaching competences, their job satisfaction, professional resilience, and teacher needs. The scales concerning teacher needs were purposely designed by the evaluation team from the University of Duisburg-Essen.

Indicators Used in the Interim NEST Evaluation

Evaluation of the NEST Mentor Training

Evaluation of the NEST Mentoring

Training Process	Outcomes	Mentoring Process	Outcomes
Mentors' Evaluation of … • Organisation of the training programme • Online Platform • NEST Toolbox • NEST Trainers • Usefulness of Training • Opportunities to Learn	Mentors' Self-Assessed … • Changes in Mentoring Focus • Changes in Mentoring Practices • Changes in Mentoring Competences	Novice Teachers' Assessment of … • Mentoring Focus • Mentoring Practices • Mentoring Competences … Compared to Regular Mentors	Novice Teachers' Self-Assessment of … • Changes in Needs for Professional Exchange and Student Inclusion • Teaching Competences in Dealing With Students and Parents

Figure 1: Indicators Used in the Interim Evaluation Report

The instruments for novice teachers and mentors were designed in parallel so that we could ensure that topics were examined from the perspective of both the novice teachers and the mentors. For example, mentors were asked about their current mentoring practice, and novice teachers were asked whether they thought that the frequency with which their mentors were using their mentoring practices fitted their perceived needs. Mentors were asked to self-assess their mentoring competences, and novice teachers were asked to assess those same mentoring competences from their own perspective. Participants had to agree or disagree with different statements, and those statements were rephrased to fit the respective group.

1.4   Overview of Instruments Used

All instruments used in the second survey for mentors are listed in Table 1, and for novice teachers in Table 2. Both tables indicate which instruments were also used in the first survey.

Table 1: Constructs Measured in the Second Questionnaire for Mentors

Category	Construct	Source	Mentor Intervention Group	
			First Survey	Second Survey
Evaluation of NEST mentor training programme	Satisfaction with organisation of NEST mentor training programme	Developed by the evaluation team		X
	Satisfaction with NEST online platform	Developed by the evaluation team		X
	Satisfaction with NEST toolbox	Developed by the evaluation team		X
	Satisfaction with NEST trainers	Developed by the evaluation team		X
	Usefulness of training content for own mentoring practice	Developed by the evaluation team		X
	Opportunities to learn	Developed by the evaluation team		X
Organisational characteristics of NEST mentor training programme	Mentors' weekly and monthly time investment	Developed by the evaluation team		X
	Number of mentees to support	Developed by the evaluation team		X
Professional mentoring practice	Mentoring focus	Developed by the evaluation team	X	X
	Mentoring practices	Van Ginkel et al. 2016; Adapted from Crasborn et al., 2008	X	X
	Mentoring competence	Developed by the evaluation team	X	X

Table 2: Constructs Measured in the Second Questionnaire for Novice Teachers

Category	Construct	Source	Novice Teacher			
			Intervention Group		Control Group	
			First Survey	Second Survey	First Survey	Second Survey
School characteristics/ working conditions	School enrolment	Adapted from TALIS 2018		X		X
	Characteristics of student body	Adapted from TALIS 2018		X		X
	School challenges, school violence	Adapted from TALIS 2018		X		X
Professional development	School challenges in everyday work as a teacher	Adapted from BilWiss 2016	X	X	X	X
	Reflection on challenges in working as a teacher	Linninger, 2016 (included in BilWiss 2016)	X	X	X	X
	Teacher competence, interaction with students/parents	Developed by the evaluation team	X	X	X	X
	Teacher needs	Developed by the evaluation team	X	X	X	X
Professional attitudes	Job satisfaction	TALIS 2018		X		X
	Resilience (buoyancy)	Kunter et al. (2016), adapted by Martin & Marsh (2008)		X		X
	Emotional exhaustion	Kunter et al., 2010 (adapted from Enzmann & Kleiber, 1989 (included in BilWiss 2016)	X	X	X	X
	Intention to quit	Adapted from Klassen & Chiu, 2011 (based on Blau, 1985; Hackett et al., 2001) (included in BilWiss 2016)	X	X	X	X
Evaluation of mentoring	Date of first meeting with mentor, number of mentoring conversations	Developed by the evaluation team		X		X
	Organisation of mentoring	Adapted from TALIS 2018		X		X

	Focus of mentoring	Adapted from TALIS 2018		X		X
	Fit between mentoring practice and personal need for practice	Developed by the evaluation team		X		X
	Assessment of mentoring competences	Developed by the evaluation team		X		X

1.5 Methods of Data Analyses

As explained in the section titled *Instrument Development*, participants had to rate different statements or answer questions mostly on a 4-point Likert scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). There were some exceptions in which a 6-point scale was used, e.g. for assessing competences (1 = *no ability* to 6 = *very high ability*). There is scientific debate on whether to treat ordinal scaled survey data (such as Likert scale data) as interval scaled data for the purpose of statistical analysis such as calculations of means or differences. However, in the social sciences, this is a standard procedure. Numerous researchers have shown that unless data are severely skewed, ordinal scaled data can be treated as interval scaled data (Baker et al., 1966; Labovitz, 1967; Marcus-Roberts & Roberts, 1987). Therefore, in addition to showing the absolute and relative frequencies for all answer categories of a question, we also calculated means and compiled comparisons of means.

To ensure the quality of the theoretically constructed scales, we ran factor analyses and reliability analyses before presenting the descriptive data in the report where feasible. Factor analyses are used to check whether the individual statements comprised in a theoretical scale also correlate sufficiently in the analysed sample. Reliability analyses are used subsequently to check whether those statements which do correlate sufficiently and form a factor in the factor analysis also reliably measure this factor. The quality criterion for reliability is Cronbach's alpha. In educational research, a Cronbach's alpha higher than 0.8 is very good. The scales for the data presented in this report all have sufficiently high values for Cronbach's alpha. However, factor and reliability analyses could not be calculated for the samples that were very small (sample sizes smaller than 20).

The findings presented in this report are primarily descriptive in nature and should not be interpreted as indicating strong correlations or causal relationships. We decided not to perform hypothesis testing on data collected from novice teachers, as due to the design of the policy experiment the data is as of yet incomplete and also insufficient for robust significance analysis in most educational systems. With regards to data collected from mentors, sign tests were conducted to examine changes in self-reported focus, practices, and competences. Due to the small sample size and inherent characteristics of the data, these sign tests were the only appropriate hypothesis tests that could be used. It is important to note that sign tests do not consider the magnitude of difference between two samples and tend to have limited statistical power. Therefore, the results of these tests should be viewed with caution and only used as supplementary information.

2 Evaluation of the Mentor Training Programme

2.1 Training for Mentors—An Introduction

Defined as 'a support structure in schools where more experienced teachers support less experienced teachers' (OECD, 2020, p. 127), mentoring has become so essential to teacher preparation that it has become a 'mantra' in the field (Sundli, 2007). Fortunately, it is a mantra based on evidence; in a review of studies on the effects of induction programmes for initial teachers, Ingersoll & Strong (2011) found that mentoring positively influenced teachers' engagement, their teaching practice, and student achievement. Yet on average only 22% of novice teachers across OECD countries have an assigned mentor, and access to mentoring is unevenly distributed between different countries (OECD, 2019). This might be especially detrimental for beginning teachers at disadvantaged schools (Allen et al., 2018; Long et al., 2012).

The promising results of research into mentoring for novice teachers combined with its limited availability have led to calls for educational systems to foster and mainstream mentoring as a key attribute of teachers' professional work, as well as to engage in further research into this area (OECD, 2020; Schleicher, 2011). However, to reap the benefits of mentoring, education systems first of all need qualified mentors (Richter et al., 2013).

A comprehensive review of the literature on mentoring in pre-service teacher preparation by Ellis et al. (2020) found seven major clusters of indicators of high-quality mentors. Of these, six can be generalised to mentoring for novice in-service teachers: 1) developing a disposition and professional knowledge in mentoring; 2) establishing effective relationships with mentees; 3) facilitating mentees' learning; 4) modelling effective teaching and connecting theory and practice; 5) providing direction and support; and 6) using an open, progressive mindset and fostering mentees in their identification as teachers.

These competences, however, are neither fixed nor easily transferable from one mentoring situation to another. Mentors thus need to be able to adapt various aspects of their mentoring practice and style to the needs of the novice teachers they support. Adaptive mentors align mutual expectations about the mentoring process, attune to the emotional state and resilience of the mentee, adapt to the novice teacher's capacity for reflection, and build tasks in a way that allows for incremental progress (van Ginkel et al., 2016). These activities—aligning, attuning, adapting, and building—require mentors to be flexible in their mentoring styles and approaches. Crasborn et al. (2008) suggested that mentors can learn to increase the diversity of mentoring styles and approaches they use through training.

The NEST project aims to support mentors' adaptivity to their novice teacher mentees. The NEST training programme should encourage mentors to reflect on their own personality and school contexts, to analyse the personality and needs of their mentees and their mentees' specific situation, and to choose the most suitable mentoring approach based on the preceding criteria.

2.2   Overview of the Mentor Training and Mentoring Process

The NEST mentor training was developed by Empieza por Educar (non-governmental organisation in the education sector and one of the NEST partners in Spain) in line with the desired effects and objectives of the training as agreed by all project partners. The design of the training was based mainly on the books on coaching by Elena Aguilar (e.g. Aguilar, 2013). Prior to implementation, the NEST mentor training was slightly adapted for each education system to make it suitable for use in each context. The description below is based on internal planning documents of Empieza por Educar (2021) and interviews with the individuals responsible for the development of the training programme.

Mentors take part in the NEST mentor training programme for a total of two years. Most of the training content is taught in the first year. The training is divided into three training sections per year. In the first year, each training section is further divided into a training phase, a practice phase, and a metacognition phase. The second year of the training programme follows the same basic structure. However, as the trainee mentors' mentoring skills develop, the trainers take a less active role compared to the first year.

At the beginning of each training section, an introductory or orientation meeting is held. These meetings are attended by the entire group of trainee NEST mentors and the novice teachers they will be mentoring. Among other things, the introductory meetings ensure an understanding of the structure, timetable, mutual commitments, and learning objectives of the programme for the following months. At the introductory or kick-off event of the first training phase, the training team is also introduced, and a detailed introduction is given on how to work with the online learning platform specially developed for the training. All training content for the training phase is provided via this learning platform.

The training phase consists of modules that are worked on asynchronously by the trainee mentors in self-study. The virtual classroom not only offers greater methodological flexibility but also enables participants to access the content at any time and to work on it according to their needs and availability. Moreover, they can explore and deepen the content of each module, and they can reflect on their learning and share their thoughts and experiences with other participants via the platform. The workload for trainee mentors is four hours in the first two training modules and two hours in the third. After completing each content module on the platform, the trainee mentors receive an application task that relates to the content of the module. The answers or solutions are shared in the forum to promote interaction and joint learning in the trainee mentor group.

Each training session involves a two-hour trainer-led meeting of the trainee mentors in small groups. The trainers are specialists in mentoring and in developing competence in adults as well as experts in education in disadvantaged school contexts. In the joint practice sessions, the trainers prepare the trainee mentors for the various mentoring tasks, such as conducting lesson observations, planning, conducting lesson discussions, and setting learning goals for professional development. In addition, the trainee mentors reflect on their own role as a mentor and learn various mentoring techniques. These include interview techniques, questioning techniques to stimulate reflection by beginning teachers, and observation techniques to identify strengths and weaknesses in their own practice as well as in that of

others. Trainers use case studies, role plays, videos, and a development portfolio. The development of a learning community among the trainee mentors is particularly important to be able to form a shared basic understanding of mentoring.

During the practice phase, the trainee mentors conduct an observation and feedback cycle (lesson observation) with each of their novice teacher mentees, followed by one debriefing session per training period (approximately every six weeks). In total, trainee mentors who supervise three novice teacher mentees will have carried out nine such observations with debriefing by the end of the year. Each cycle begins with the trainee mentors observing a lesson of the novice teachers they are mentoring. It is recommended that the novice teacher mentees state in advance their learning objectives and lesson plan for the lesson to be observed.

During the observation, which lasts at least 30 minutes, the trainee mentors get a picture of the teacher-student interactions and the design of the learning environment without actively intervening in the classroom dynamics. The trainee mentors then prepare the debriefing. They use a development portfolio for each novice teacher mentee in which observations, learning goals, learning successes, reflections, etc., are recorded. The debriefing takes place after the observation. In this meeting, the trainee mentor supports the novice teacher in analysing the learning process and the needs of their students, their own pedagogical skills, and their own resilience. This analysis highlights strengths and progress. It also identifies areas that need to be prioritised for further development. Novice teacher mentees are guided and accompanied by the trainee mentors during the analysis process and in determining the next steps for improvement. Each observation and feedback cycle thus comprises three steps for the trainee mentor: observing the novice teacher mentee's practice, planning the debriefing, and conducting the debriefing. During the first observation and feedback cycles of the training programme, the trainee mentors are accompanied by a NEST trainer.

In addition to the observation and feedback cycle, each trainee mentor meets with each of their novice teacher mentees once per training period for a 30-minute follow-up meeting at the novice teacher's school. The aim of these meetings is to foster an informal support structure between mentor and mentee to track the mentee's progress in implementing the agreed next steps.

The metacognitive phase is a session at the end of each training section which is intended to stimulate metacognitive processes. During the session, the novice teacher mentees' progress and the effects of the mentoring conversations (debriefings, informal meetings) are analysed. For this purpose, the novice teacher mentees use their development portfolio. The trainee mentors also use their own development portfolios to record and analyse the development of their mentoring skills, using feedback from their novice teacher mentees regarding the mentoring process. Mentors and mentees reflect on which mentoring techniques have proven successful in practice. At the end of the session, next steps for improvement are determined.

2.3 Personal Characteristics of NEST Mentors

This section provides general information about the NEST mentors in the seven education systems; this is additional information to the information included in the first NEST report.

2.3.1 General Information on the Sample of Mentors

Comparing the two mentor surveys, 259 mentors completed the first survey, and 229 mentors completed the second survey. A total of 31 mentors of the original group did not complete the second survey, while one mentor from Madrid who completed the second survey could not be matched to any respondent from the first group. This means that the surveys had an overall survey dropout rate of 12%. Table 3 lists the survey completion and dropout rates for the seven education systems. The survey dropout rates are not equivalent to the dropout rates of the training (i.e. relative numbers of mentors who quit the programme), as there may have been other reasons for participants not to fill out both parts of the survey.

Table 3: Survey Completion and Survey Dropout Rates of Mentors (by Education System)

Country (education system)	Number of mentors completing the first survey	Number of matched mentors completing the first and second survey	Survey dropout rate (%)
Austria	18	18	0%
Belgium (Flanders)	14	11	21.43%
Belgium (Wallonia)	34	27	20.59%
Bulgaria	64	58	9.38%
Romania	43	40	6.98%
Spain (Catalonia)	41	36	12.2%
Spain (Madrid)	45	38	15.56%
Total	*259*	*228*	*11.97%*

The mentors who filled out the second survey and were matched to mentors in the first survey had an average age of 46.3 years, with a median age of 47 years. Mentors in most education systems tended to be between 35 and 60 years old, with the exception of Austria, where the average mentor age was just 32.8 years (see Figure 2). The youngest mentor was in Flanders (26 years), the oldest in Bulgaria (64 years).

Age of Mentors by Education System
With the exception of Austria, mentors tended to be between 35 and 60 years of age.

Figure 2: Age of Mentors in the Education Systems

Regarding gender composition, 188 (82.5%) of mentors identified as female and 40 (17.5%) identified as male. In the different education systems, between 63.6% (Flanders) and 95% (Romania) of mentors identified as female (Table 4).

Table 4: Gender of Mentors (by Education System)

Country (education system)	Self-identified as female	Self-identified as male
Austria	16 (88.9%)	2 (11.1%)
Belgium (Flanders)	7 (63.6%)	4 (36.4%)
Belgium (Wallonia)	21 (77.8%)	6 (22.2%)
Bulgaria	50 (86.2%)	8 (13.8%)
Romania	38 (95.0%)	2 (5.0%)
Spain (Catalonia)	28 (77.8%)	8 (22.2%)
Spain (Madrid)	28 (73.7%)	10 (26.3%)

The first survey included a question on whether the mentors had mentored any novice teachers in the previous five years. Of those mentors who filled out the second survey and could be matched to respondents of the first survey, 62.3% reported having mentored a novice teacher in the previous five years. However, the percentages varied greatly by country (see Figure 3). These differences are relevant for the analyses of changes in mentoring foci, practices, and competences (see section titled *Changes in Mentoring Styles Through the NEST Training*) because in the first survey, answers to these items were collected only from mentors who had had mentored someone in the previous five years.

Mentoring Experience in the Past Five Years

Mentors in the seven education systems differed greatly in terms of their previous mentoring experience.
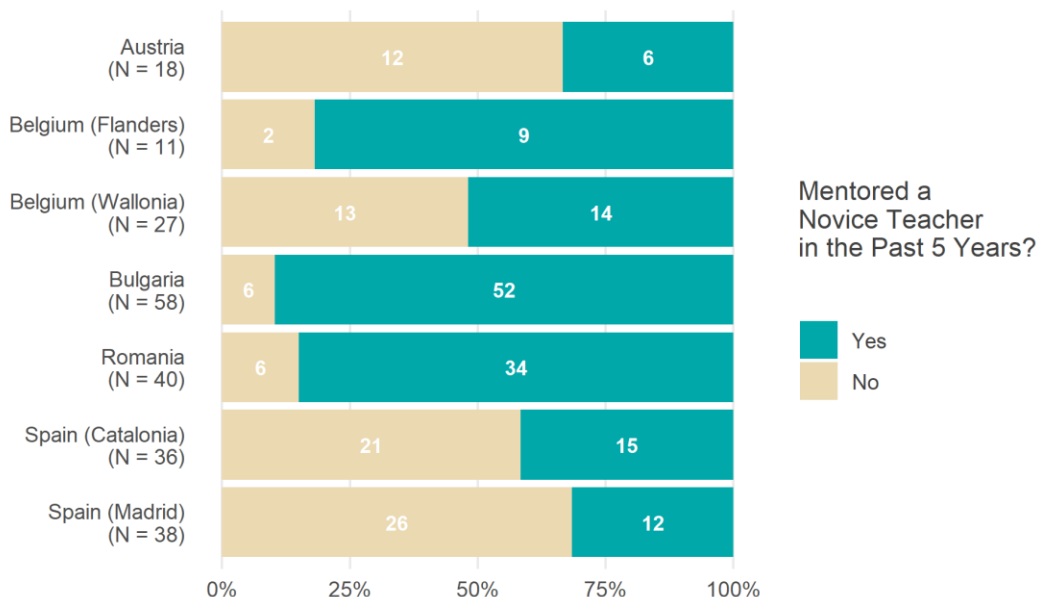
Figure 3: Mentor Experience in the Participating Education Systems

2.3.2   Number of Mentees

In the second NEST survey, mentors were asked how many novice teachers they had mentored in the past school year, i.e. the first period of the NEST programme. Overall, most NEST mentors reported mentoring two or three novice teachers during the school year (see Figure 4). Almost 50% of respondents reported mentoring exactly three mentees.

Only 6.8% of mentors reported supporting five or more mentees. Except for one mentor from Bulgaria, these mentors were in the Belgian regions of Flanders or Wallonia. Surprisingly, four mentors in the NEST programme—one from Bulgaria, one from Wallonia, and two from Flanders—reported having had no mentees during the school year.

Generally, we saw differences in the number of mentees per mentor between the different education systems (see Figure 5). The 17 Austrian mentors who answered this question reported supporting only a single mentee, whereas in Bulgaria, more than 90% of mentors reported having three mentees. In the Belgian regions of Flanders and Wallonia, we saw a high variance in the answers. Of the eleven mentors in Flanders who answered the question, six had mentored five or more teachers, and two had not mentored any teachers during the current school year.

Number of Mentees as Reported by Mentors by Education System
Most mentors reported supporting 2 or 3 mentees.
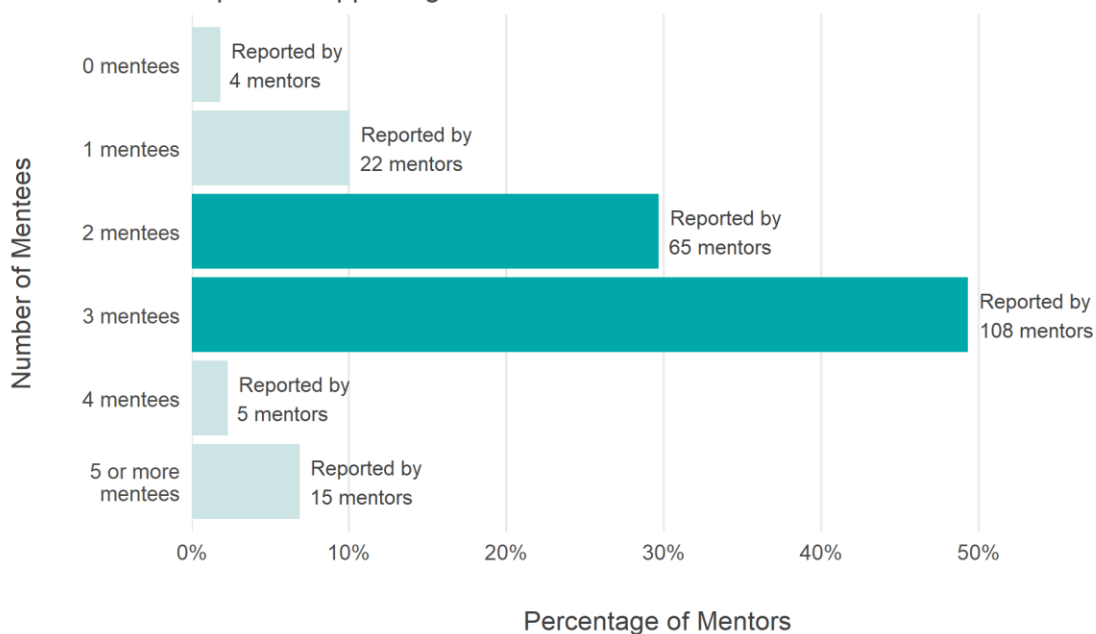
Figure 4: Number of Mentees per Mentor as Reported by Mentors

Reported Numbers of Mentees per Mentor by Education System

The Belgian regions of Flanders and Wallonia showed a significant amount of variance.
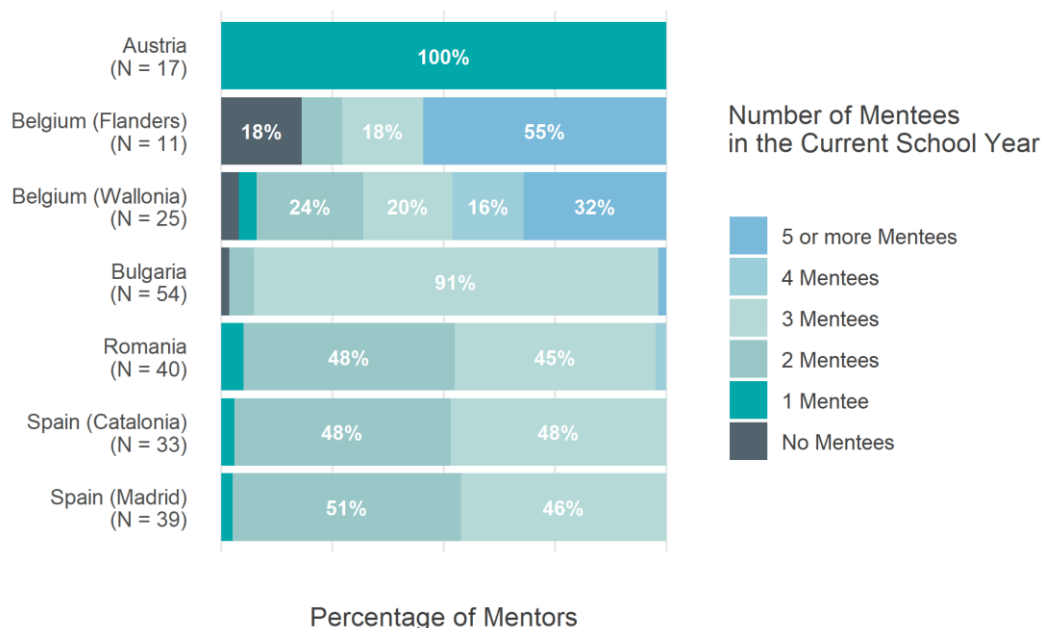
Figure 5: Reported Number of Mentees per Mentor (by Education System)

2.3.3 Time Spent on NEST Activities

The mentors self-reported their time investment in different mentoring activities per month and on participation in the NEST project overall per week. Asked for the average number of hours they had usually spent on all tasks or activities related to the NEST project—including training sessions, self-study using the NEST materials, and mentoring of their mentees— mentors reported timespans ranging from 15 minutes (mentor in Austria) to 40 hours (mentor in Romania) per week. While the Romanian mentor is an outliner who had probably misunderstood the question, general differences between the education systems also presented themselves in the comparison of median values (see Figure 6).

Examining reported the reported time spent in different NEST activities per month, we saw that in all education systems apart from Belgium, mentors spent the most time on self-studying using NEST materials (Table 5). The highest average number of hours spent on self-studying was reported in Romania, with mentors reporting almost eight hours per month spent on this activity. In contrast, mentors in Wallonia spent only about two and a half hours self-studying the NEST materials. Time spent on mentoring conversations with mentees varied widely between the education systems, with teachers in Flanders spending more than six hours per month, and teachers in Austria spending less than one and a half hours per month on mentoring outside of classroom observations. Mentors in Bulgaria spent the most time overall on NEST-related activities besides classroom observation.

Differences in the reported time spent on the NEST activities—especially regarding mentoring conversations and preparing for and carrying out observation and feedback cycles—may be explained by variances in the number of mentees per mentor in the education systems (see section 2.3.2, *Number of Mentees*).

Number of Hours Mentors Spent on Participation in the NEST Project per Week
Mentors in Romania and Bulgaria dedicated the most amount of time to the NEST project.

Country	Median Hours
Romania (N = 36)	5 hours
Bulgaria (N = 54)	4.5 hours
Spain (Madrid) (N = 40)	2 hours
Spain (Catalonia) (N = 39)	2 hours
Belgium (Wallonia) (N = 22)	2 hours
Belgium (Flanders) (N = 11)	1 hour
Austria (N = 18)	1 hour

Median Number of Hours per Week
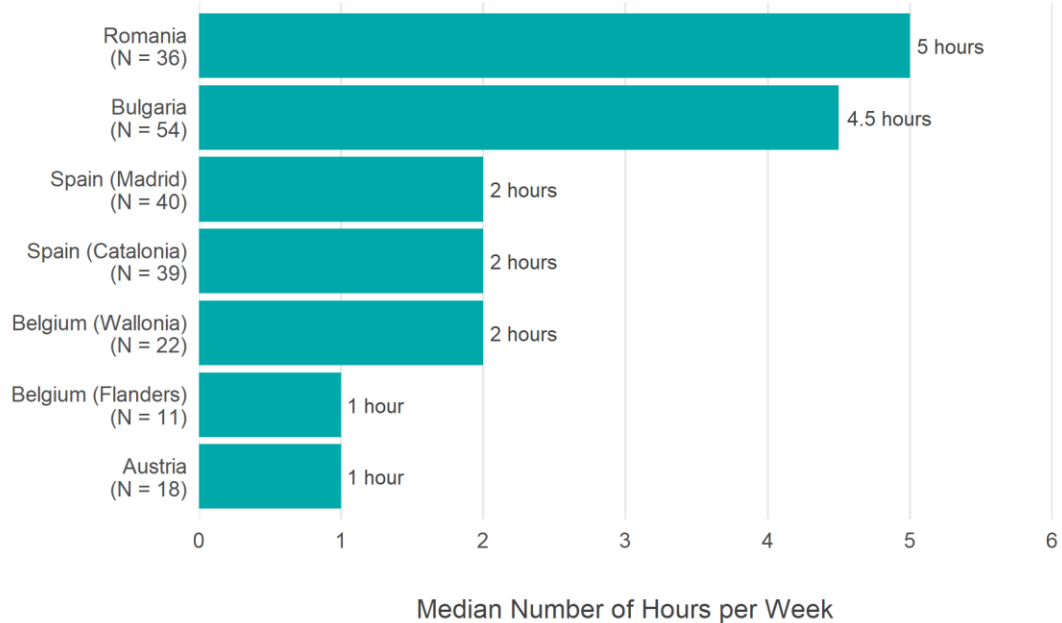
Figure 6: Number of Hours Mentors Spent on Participation in the NEST Project per Week

Table 5: Average Reported Hours Mentors Spent on Different Mentoring Activities per Month

Country (education system)	Attending training sessions with the NEST tutor	Mentoring conversations (without a classroom observation) with my mentees	Self-study of the materials provided by the NEST project (include time spent on the online platform here)	Preparing for and carrying out the observation and feedback cycles
Austria	2.8	1.3	5.3	3.4
Belgium (Flanders)	2.2	6.9	4.6	5.6
Belgium (Wallonia)	5	5	2.6	2
Bulgaria	6.6	5.8	6.7	5
Romania	4.5	5.3	7.9	6.4
Spain (Catalonia)	3.5	3.3	5	3.7
Spain (Madrid)	2.6	2.9	3.7	2.6

2.4   Detailed Assessment of Specific Aspects of the NEST Mentor Training Programme

The second survey of mentors focused on their assessment of the usefulness of the NEST toolbox, their NEST tutors, technical aspects like the online platform, the organisation of the NEST mentor training programme, and the usefulness of the training in general. We asked mentors to indicate their agreement with several evaluative statements for each of these categories. For each statement, respondents could indicate whether they strongly disagreed, disagreed, agreed, or strongly agreed. For our analysis, we treated this response scale as a 4-point scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). Since the detailed results of the evaluation questionnaires have already been provided to the seven participating education systems, this report focuses on overall tendencies and provides insights only into selected examples of results in individual education systems.

2.4.1   Section Summary

Overall, evaluations of the NEST mentor training programme were very positive. While there were some differences in levels of agreement with various evaluative statements between the countries, in all but very few cases, the mentors agreed with positive statements about the training.

A minority of mentors were critical of parts of the training. Some mentors had problems with using the online platform, and some had reservations about parts of the NEST toolbox.

Regarding the latter, we considered the reported lack of usefulness of the reflection guide on challenges faced by schools in vulnerable contexts to be a concern as this criticism was also reflected in the overall evaluation of the usefulness of the training. Here, a small group of teachers disagreed with the statement 'The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools'. The discussion section of this report (*Discussion*) further explores this trend.

2.4.2 Evaluation of the Usefulness of the NEST Toolbox

The NEST toolbox was provided to all mentors in the NEST project. It consisted of tools for different coaching methods and was intended to support the mentors by indicating how to use different coaching styles in practice.

Mentors rated their agreement with thirteen statements about different aspects of the usefulness of the NEST toolbox. In Bulgaria, two statements on less structured activities for mentors and mentees and on teaching techniques for effective learning were excluded as they were not applicable to the specific context of mentors in Bulgaria. Average agreement with eleven positive statements about the NEST toolbox ranged from 2.56 in Austria ('The guide to designing a short-term vision helped me to support my mentees with creating a short-term vision for their students') to 3.56 in Austria ('In general, the NEST toolbox was useful because I could pick and choose the tools that I found helpful'). For two negative statements, agreement ranged from 1.89 in Wallonia ('In general, I felt overwhelmed by the number of tools in the NEST toolbox') to 2.25 in Catalonia (same item). As can be seen in the example of Romania (see Figure 7), mentors tended to agree most strongly with statements about the overall usefulness as well as statements about the coaching tools. Data for all education systems can be found in Table 30 to Table 36 in the Appendix.

Evaluation of the NEST Toolbox—Romania

Romanian mentors agreed or strongly agreed with positive statements.

Statement	Strongly disagree	Disagree	Agree	Strongly agree
In general, the NEST toolbox was useful because I could pick and choose the tools that I found helpful. (N = 40)			50%	50%
In general, the tools in the NEST toolbox helped me to apply the theories learned during the training in my mentoring practice. (N = 39)			51%	46%
The tools for the observation and feedback cycles were helpful in preparing these cycles. (N = 38)			63%	29%
The tools for the observation and feedback cycles increased my confidence during these cycles. (N = 38)		11%	50%	39%
The coaching tools were helpful for preparing mentoring conversations. (N = 40)			55%	45%
The coaching tools helped me to apply the different coaching principles in my mentoring practice. (N = 40)			57%	42%
The coaching tools increased my confidence during mentoring conversations. (N = 40)			50%	42%
The reflection guide on the challenges faced by schools in vulnerable contexts helped me to analyse the specific teaching challenges of my mentees. (N = 40)			60%	38%
The guide to designing a short-term vision helped me to support my mentee(s) with creating a short-term vision for their students. (N = 40)			65%	32%
The less structured activities for mentors and mentees were a useful tool for diversifying my mentoring. (N = 40)			62%	30%
The teaching techniques for effective learning helped me to fine-tune my mentoring to the learning needs of the mentee. (N = 40)			68%	30%
In general, I felt overwhelmed by the number of tools in the NEST toolbox. (N = 39)	21%	62%	13%	
The templates for the observation and feedback cycles were difficult to use in practice. (N = 39)	31%	49%	15%	

Legend: Strongly disagree ▮ Disagree ▮ Agree ▮ Strongly agree

Figure 7: Evaluation of the NEST Toolbox in Romania

The first general statement on the usefulness of the NEST toolbox ('… because I could pick and choose tools that I found helpful') was rated overwhelmingly positively: at least 40% of mentors in Austria, Catalonia, Romania, and Wallonia agreed strongly with this statement. The item had at least 84% overall agreement in all education systems. The statement 'The coaching tools were helpful for preparing mentoring conversations' also had agreement

rates of at least 93% in all education systems and received strong agreement from at least 25% of respondents in all education systems.

Regarding the two negative statements, only between 12.3% (Bulgaria) and 35.9% (Madrid) of mentors felt overwhelmed by the number of tools in the toolbox; only 16.7% (Austria) to 30.8% (Wallonia) of mentors agreed that the templates for the observation and feedback cycles were difficult to use in practice.

Both the guide to designing a short-term vision and the reflection guide on the challenges faced by schools in vulnerable contexts received criticism in some education systems. Almost 56% of respondents in Austria disagreed or even strongly disagreed that the guide to designing a short-term vision helped them to support their mentees with creating a short-term vision for their students. Overall levels of disagreement with this statement were also high in Wallonia (38.1%) and Madrid (20.5%). However, the item had relatively high agreement rates in other education systems, as can be seen in Figure 8. The partially negative sentiment towards the representation of these two aspects of mentoring—creation of a short-term vision and challenges of vulnerable contexts—is reflected in the mentors' ratings of their opportunities to learn about these aspects (see section titled *Opportunities to Learn*).

Agreement with the Statement
'The Guide to Designing a Short-Term Vision Helped Me to Support My Mentees with Creating a Short-Term Vision for their Students.'

With some noticeable exceptions, agreement with this statement was high across all participating education systems.

Education System	Strongly disagree	Disagree	Agree	Strongly agree
Austria (N = 18)		50%	28%	17%
Belgium (Flanders) (N = 9)		11%	78%	11%
Belgium (Wallonia) (N = 21)	14%	24%	52%	
Bulgaria (N = 57)			77%	18%
Romania (N = 40)			65%	32%
Spain (Catalonia) (N = 36)			58%	39%
Spain (Madrid) (N = 39)		21%	44%	36%
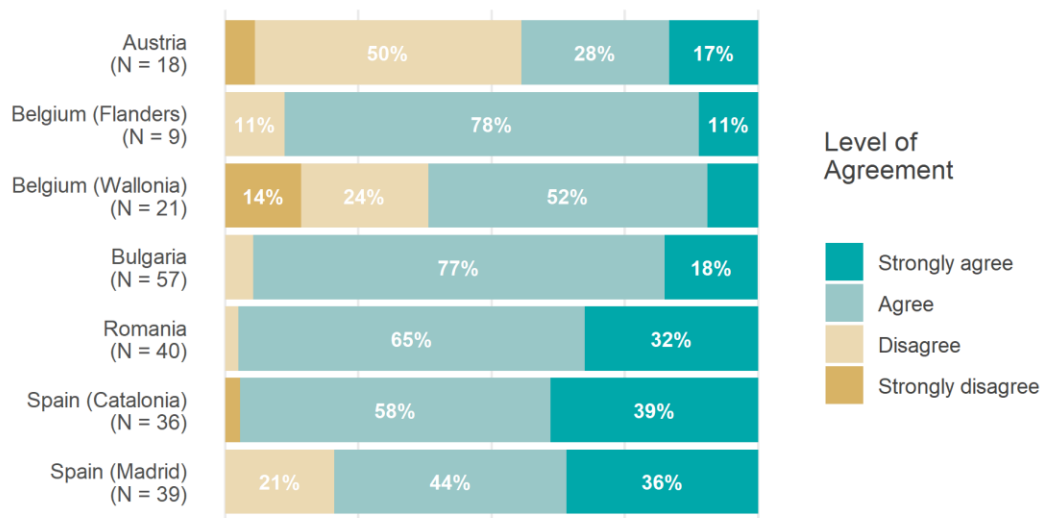
Level of Agreement

Figure 8: Mentors' Level of Agreement with the Short-Term Vision Statement (by Education System)

Mentors in Madrid and Wallonia also disagreed more than other mentors with the statement 'The reflection guide on the challenges faced by schools in vulnerable contexts helped me to analyse the specific teaching challenges of my mentees', with overall disagreement rates at

21.1% and 43.5% respectively. The statement 'The less structured activities for mentors and mentees were a useful tool for diversifying my mentoring' had disagreement rates of at least 17% in all education systems except Romania (7.5%) and Bulgaria (item not used).

2.4.3   Evaluation of the Organisation of the Mentor Training

Overall, the organisation of the NEST mentor training programme was well received by the mentors. Average agreement with the four statements about training organisation ranged from 3.09 in Flanders ('The observation and feedback cycles are well organised') to 3.67 in Austria and Catalonia ('The NEST mentor training is well organised'). In Austria, Catalonia, and Madrid, almost two thirds of the mentors strongly agreed that the NEST training was well organised (Figure 9).

Agreement with the Statement 'The Mentor Training is Well Organised'
Mentors across all participating education systems mostly agreed or strongly agreed with positive statements.

Education System	Agree	Strongly agree
Austria (N = 18)	33%	67%
Belgium (Flanders) (N = 57)	58%	42%
Belgium (Wallonia) (N = 36)	33%	67%
Bulgaria (N = 11)	64%	36%
Romania (N = 39)	31%	64%
Spain (Catalonia) (N = 40)	50%	50%
Spain (Madrid) (N = 27)	41%	59%

Level of Agreement
- Strongly agree
- Agree
- Disagree
- Strongly disagree
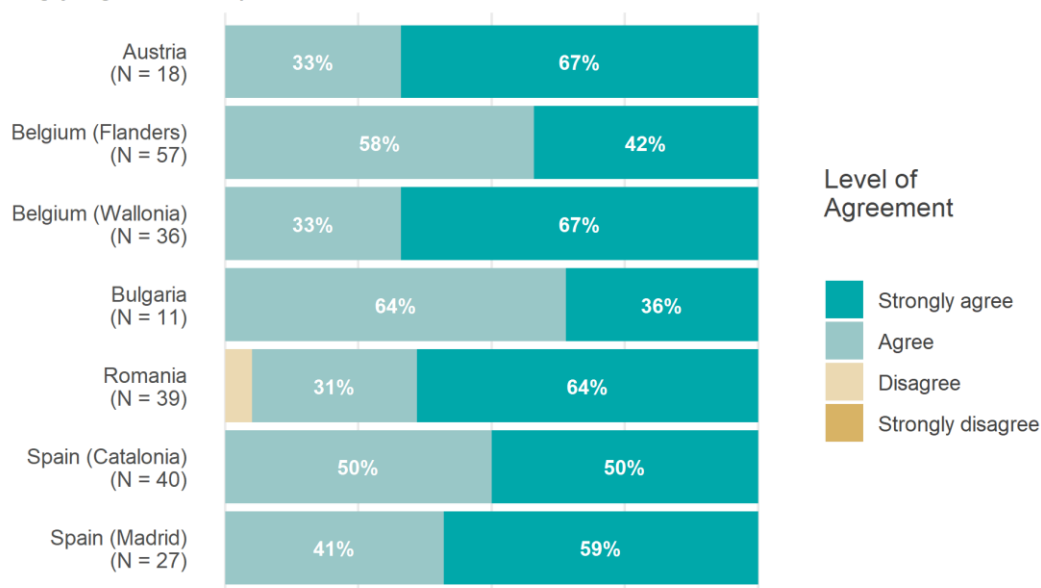
Figure 9: Mentors' Level of Agreement with the Statement: 'The NEST Mentor Training is Well Organised' (by Education System)

Except for Madrid, where two mentors (5.1%) disagreed, all mentors in the seven education systems agreed or strongly agreed with the statement. The mentors' feedback was similar when asked about the logical order of different parts of the training. In all but two education systems, at least 50% of mentors strongly agreed with the positive statement. An example of answering patterns can be seen for Bulgaria in Figure 10. Data for all education systems can be found in Table 23 to Table 29in the Appendix.

Evaluation of the Organisation of the NEST Training—Bulgaria
Mentors in Bulgaria were satisfied with the organisation of the NEST training.

Statement	Agree	Strongly agree
The NEST mentor training is well organised. (N = 57)	58%	42%
There is a logical order to how the different parts of the NEST mentor training build on each other. (N = 57)	56%	40%
The observation and feedback cycles are well organised. (N = 58)	71%	29%
The different modules of the mentor training have clear learning objectives. (N = 57)	51%	47%

Strongly disagree | Disagree | Agree | Strongly agree

Figure 10: Evaluation of the Organisation of the NEST Training in Bulgaria

The evaluation was only minimally less positive for the organisation of the observation and feedback cycles. While we saw high agreement with the positive statement in Catalonia (61.1% strongly agreed) and in the Madrid region (59% strongly agreed), the participants in Bulgaria, Flanders, and Wallonia tended more towards simple agreement. Asked about the clarity of learning objectives, at least 90% of the mentors in all education systems agreed with the positive statement, with the majority choosing strong agreement in Romania.

2.4.4   Evaluation of the Online Platform

The online platform was implemented in somewhat different ways in the participating education systems. Due to technical challenges with the initial implementation of the platform, Teach for Romania provided an additional online drive for file sharing between mentors and mentees in Romania. Teach for Bulgaria did not use the online platform for the training but handed materials out to their experts (trainee mentors) in hard-copy format. This was done because not all trainee mentors were able to access the platform either due to a lack of infrastructure or due to insufficient knowledge and competences in dealing with computer technology.

To evaluate the online platform (or the online shared drive in Romania), mentors were asked to indicate their agreement with five statements about the online platform. Of these, three were designed as positive statements in Austria, Catalonia, the Madrid region, and Romania. The two negative statements referred to downloading and uploading materials from the learning platform. For these negative statements, the text was slightly altered for the Romanian context to refer to the online drive instead of the learning platform. In the two Belgian education systems, one of the positive statements ('The platform is easy to use (simple/intuitive)') was replaced by an additional negative statement ('It is technically challenging to contact my tutor/trainer through the platform').

Overall, the online platform was evaluated positively. Average agreement with the positive statements ranged from 2.82 in Flanders ('The navigation on the online learning platform works well') to 3.43 in Romania ('The file structure on the learning platform is organised in a clear way'), whereas average agreement with the negative statements ranged from 1.64 in Madrid ('It is complicated to download the necessary materials from the learning platform') to 2.43 in Flanders ('It is technically challenging to contact my tutor/trainer through the platform'). Mentors in Flanders were most critical of the online platform (see Figure 11), whereas mentors in Austria, Catalonia, Madrid, and Romania seemed most content (see Figure 12 for Austria). Data for all other education systems can be found in Table 17 to Table 22 in the Appendix.

Evaluation of the NEST Online Platform—Belgium (Flanders)
Some mentors in Flanders were critical of the ease of use of the online platform.

	Strongly disagree	Disagree	Agree	Strongly agree
The navigation on the online learning platform works well. (N = 11)		36%	45%	18%
The file structure on the learning platform is organised in a clear way. (N = 10)		20%	70%	
It is technically challenging to contact my tutor/trainer through the platform. (N = 11)	14%	43%	29%	14%
It is complicated to download the necessary materials from the learning platform. (N = 7)		73%		
It is difficult to upload a document to the learning platform. (N = 10)	30%	50%	20%	

Figure 11: Evaluation of the NEST Online Platform in Belgium (Flanders)

Evaluation of the NEST Online Platform—Austria
Austrian mentors seemed content with the online platform.

Statement	Strongly disagree	Disagree	Agree	Strongly agree
The navigation on the online learning platform works well. (N = 18)			72%	28%
The file structure on the learning platform is organised in a clear way. (N = 18)		11%	61%	28%
The platform is easy to use (simple/intuitive). (N = 18)			71%	24%
It is complicated to download the necessary materials from the online drive. (N = 17)	33%	50%	17%	
It is difficult to upload a document to the online drive. (N = 18)	28%	56%	17%	

Figure 12: Evaluation of the NEST Online Platform in Austria

However, at least 80% of respondents agreed or strongly agreed that the navigation worked well and that the file structure was organised in a clear way in Austria, Catalonia, Madrid, Romania, and Wallonia. Regarding ease of use, the evaluations were somewhat less positive in some regions. While mentors in Austria and Catalonia overwhelmingly agreed with the statement, almost a quarter of the mentors in the Madrid region disagreed.

The two negative statements 'It is complicated to download the necessary materials from the learning platform' and 'It is difficult to upload a document to the learning platform' were used in all education systems apart from Bulgaria (and the statements were slightly altered for the Romanian context). Agreement with these negative statements ranged from 7.7% in the Madrid region ('It is complicated to download the necessary materials from the learning platform') to 40.7% in Wallonia (same statement).

2.4.5 Evaluation of the NEST Tutors

To evaluate the NEST tutors, trainee mentors indicated their agreement with two sets of statements. A set of six statements referred to the communication with and availability of the tutor or trainer (see Figure 13).

Communication with the Tutor or Trainer—Spain (Catalonia)
Catalan mentors rated their tutors very highly.
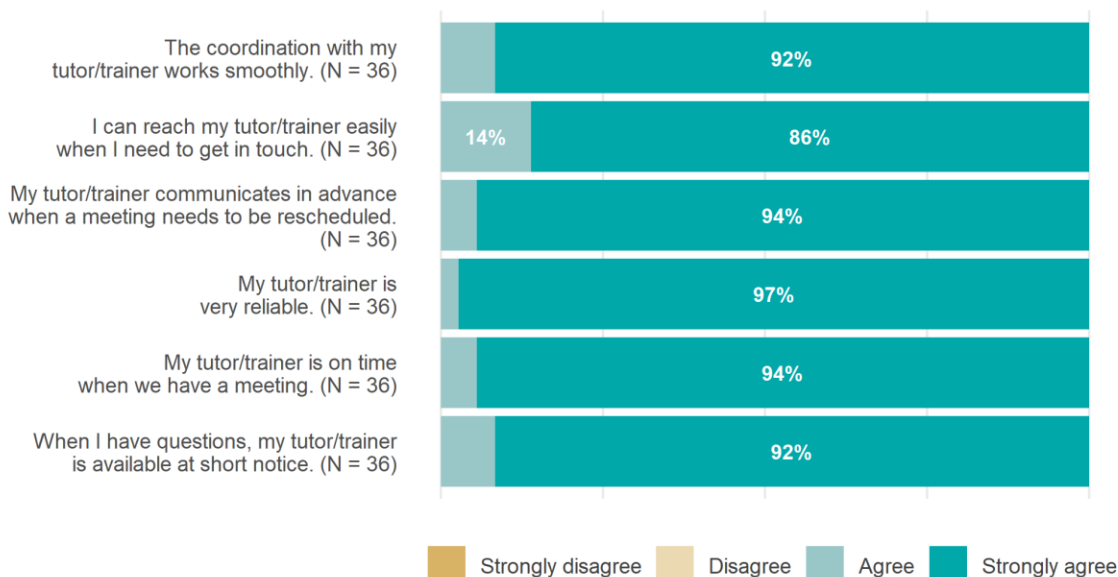
Figure 13: Communication with the NEST Tutor in Spain (Catalonia)

A set of eleven statements referred to the tutor's competences and the quality of the relationship with the tutor (see Figure 14). All statements in both sets were positive. Since mentors in Bulgaria did not conduct consultations after classroom observations, the statement 'The consultations with the tutor/trainer after classroom observations are an essential support for me in my work as a mentor' was omitted in the Bulgarian questionnaire. Due to an error in the translation process, the item 'My tutor/trainer and I have a relationship of equals' did not yield meaningful results in Bulgaria and was therefore excluded from our analysis. Regarding the set of communication statements, average agreement ranged from 3.28 in Bulgaria ('I can reach my tutor/trainer easily when I need to get in touch') to 3.97 in Catalonia ('My tutor/trainer is very reliable'). Agreement with the second set of statements was similar, ranging from 2.86 in Wallonia ('The consultations with the tutor/trainer after classroom observations are an essential support for me in my work as a mentor') to 3.86 in Catalonia ('My tutor/trainer makes clear what is expected of me as a mentor'). Especially with regard to communication, tutor evaluation was very positive in Catalonia and Madrid (see Figure 13 for an evaluation of the communication statements in Catalonia, and Figure 14 for the overall tutor evaluation in the Madrid region).

Overall Tutor Evaluation—Spain (Madrid)

To what extent do you agree or disagree with the following statements about your tutor/trainer?

Statement	Disagree	Agree	Strongly agree
My tutor/trainer is good at putting themselves in the perspective of novice teachers. (N = 39)		18%	77%
My tutor/trainer makes clear what is expected of me as a mentor. (N = 39)		23%	72%
My tutor/trainer would also like to hear from us how we assess their work. (N = 38)		53%	45%
My tutor/trainer conveys enthusiasm for working with novice teachers. (N = 38)		24%	76%
My tutor/trainer promotes cooperation among those who are trained by them. (N = 39)		31%	62%
The consultations with the tutor/trainer after classroom observations are an essential support for me in my work as a mentor. (N = 39)		21%	79%
My tutor/trainer always shows a clear focus on what the mentoring is about. (N = 39)		13%	85%
My tutor/trainer and I have a relationship of equals. (N = 39)		23%	74%
It is clear to me which learning objectives we are currently working on. (N = 39)		33%	59%
I can learn from my tutor/trainer how to identify the specific teacher needs of my mentee. (N = 39)		21%	74%
I can learn from my tutor/trainer how to identify challenges my mentee is facing. (N = 39)		23%	74%

Legend: Strongly disagree | Disagree | Agree | Strongly agree

Figure 14: Overall Tutor Evaluation in Spain (Madrid)

Overall, the sixth statement in the second set ('The consultations with the tutor/trainer after classroom observations are an essential support for me in my work as a mentor') tended to receive the lowest ratings across the education systems, with (strong) levels of disagreement of almost 29% in Wallonia and almost 18% in Austria. In Austria, almost 24% of mentors also disagreed or even strongly disagreed with the statement 'My tutor/trainer would also like to hear from us how we assess their work', indicating a lack of opportunity for giving feedback to the tutor. This statement also had a disagreement rate of around 10% in Flanders and Romania. Mentors in Austria and Wallonia tended to be more critical of their tutors in general (see, for example, Wallonia in Figure 15). However, as can be seen in Figure 15, all statements also drew high rates of (strong) agreement. Data for all education systems can be found in Table 37 to Table 50 in the Appendix.

Overall Tutor Evaluation—Belgium (Wallonia)

To what extent do you agree or disagree with the following statements about your tutor/trainer?
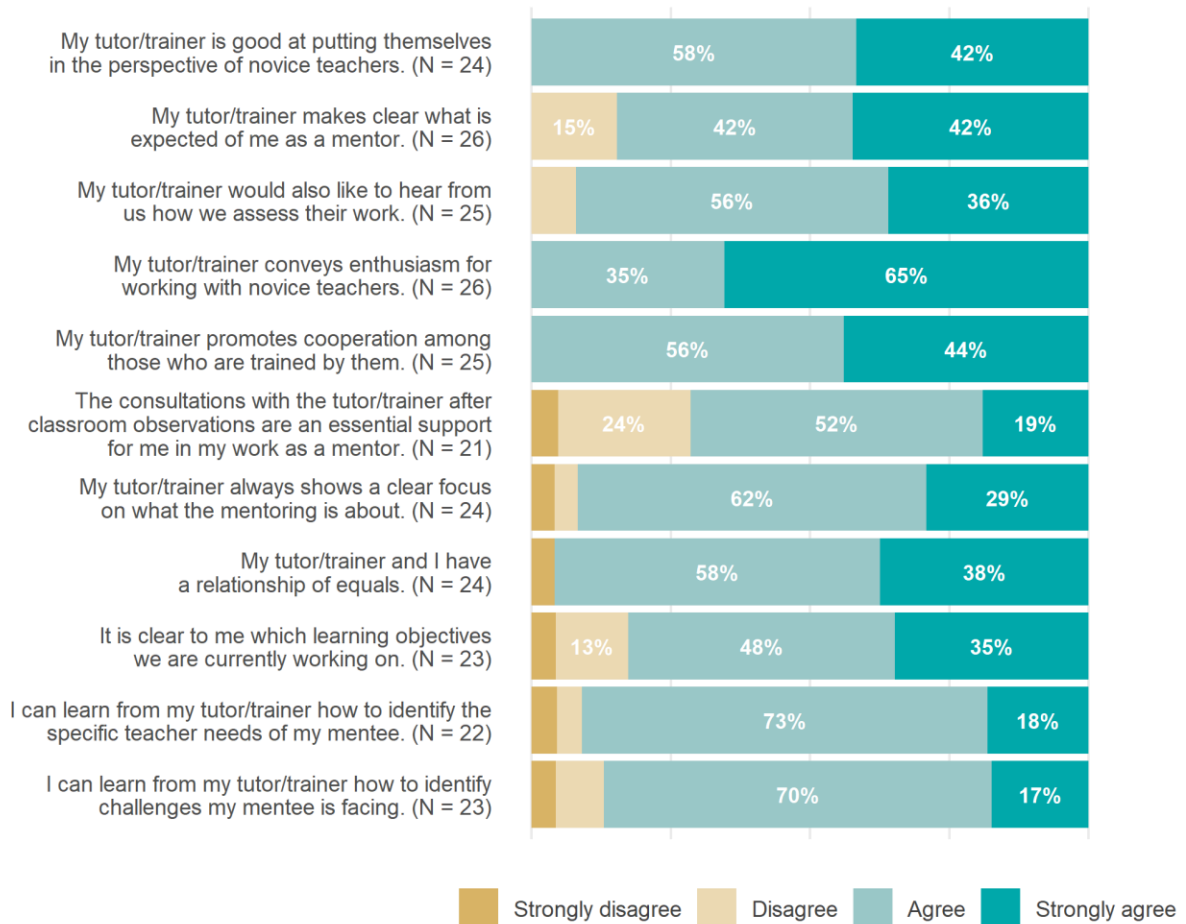
Figure 15: Overall Tutor Evaluation in Belgium (Wallonia)

2.4.6 Evaluation of the Usefulness of the NEST Training Programme

Lastly, the mentors rated their agreement with five positive statements about the perceived usefulness of the training. Average agreement with these statements ranged from 2.65 in Wallonia ('The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools') to 3.67 in Austria ('The NEST training provided me with resources that will be useful throughout my mentoring career'). Agreement was particularly strong regarding the latter statement, with which at least 64% of mentors strongly agreed in Austria, Catalonia, and Madrid. The statement 'The NEST training helped me to be more reflective on the mentoring approach that I use depending on the context' also had strong agreement rates of at least 60% in Austria, Catalonia, Flanders, Madrid, and Romania.

Disagreement tended to focus on the statement 'The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools', with 15% or more of respondents disagreeing or strongly disagreeing in Austria, Catalonia, Flanders, Madrid, and Wallonia. Only in Wallonia, however, a majority of over 61% of respondents disagreed. Overall agreement with the positive statements was high, as can be seen in the example of Bulgaria (Figure 16). Data for all other education systems can be found in Table 51 to Table 57 in the Appendix.

Usefulness of the NEST Training—Bulgaria
Bulgarian mentors agreed or strongly agreed with positive statements about the usefulness of the NEST training.
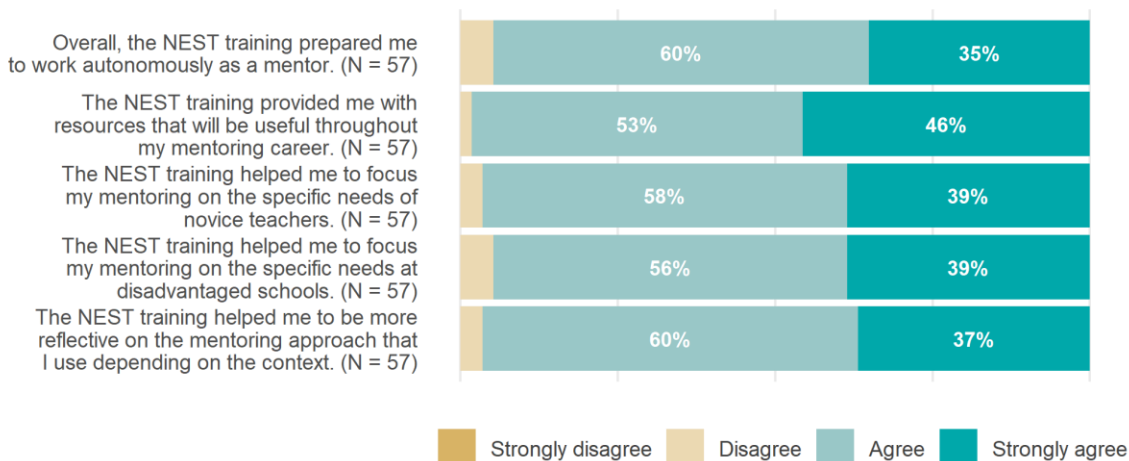
Figure 16: Evaluation of the Usefulness of the NEST Training in Bulgaria

2.5 Opportunities to Learn

In addition to the evaluation categories outlined above, mentors were asked whether they had had the opportunity to learn specific skills during the NEST training through either one or a combination of the following possible channels: directly from their trainer, through self-study of the materials provided, through interaction with their mentee, or through peer-to-peer practice. Multiple answers were possible. Mentors could also select the option 'Did not learn about this in the NEST project' if they felt that the skill had not been learned through the project at all.

Mentors were asked about thirteen categories of skills:

1. Reflecting on my own mentoring practices
2. Analysing the specific challenges of my mentee
3. Supporting my mentee with teaching within the disadvantaged school context
4. Adapting my mentoring approach towards the personality of my mentee
5. Switching between a facilitative and directive mentoring approach based on the situation
6. Using paraphrasing and/or clarifying and probing coaching questions depending on the context
7. Applying advanced coaching questions depending on the context
8. Structuring a feedback conversation with my mentee
9. Using basic coaching questions during mentoring conversations
10. Teaching my mentee to create a short-term vision that aligns with the long-term vision for their students
11. Understanding the importance of strategic planning in the teaching profession
12. Supporting my mentee with recognising the spheres of control in the classroom
13. Analysing the seven principles of learning during classroom observations

Next, we discuss the mentors' responses by highlighting skills that most mentors learned within the NEST context as well as skills that were not adequately addressed.

2.5.1 Section Summary

According to at least 95% of the mentors who responded, the following eight skills were learned through the NEST project through either of the four possible channels in all seven education systems:

1. Reflecting on my own mentoring practices
2. Analysing the specific challenges of my mentee
4. Adapting my mentoring approach towards the personality of my mentee
5. Switching between a facilitative and directive mentoring approach based on the situation
6. Using paraphrasing and/or clarifying and probing coaching questions depending on the context
7. Applying advanced coaching questions depending on the context

8. Structuring a feedback conversation with my mentee
9. Using basic coaching questions during mentoring conversations

These skills, which make up the core competences of adaptive mentoring, were central to the NEST training in all education systems. The most common way to acquire these skills was learning directly from the tutor or trainer; the least common way was through peer-to-peer interaction. Most of these skills can be considered elements of adaptivity in mentoring, including the use of communication techniques depending on the context.

For the two skills 'supporting my mentee with teaching within the disadvantaged school context' and 'understanding the importance of strategic planning in the teaching profession', more than 10% of respondents indicated that they had not learned these skills during the NEST project. Regarding the second skill, it can be assumed that some NEST trainers had not focused on strategic planning, which is a more general teaching skill. However, other trainers must have put more emphasis on this skill as more than 50% of respondents who did not respond with 'Did not learn about this in the NEST project' reported having learned the skill from their tutor or trainer. Another possible explanation is that the phrasing of the statement regarding the skill 'understanding the importance of strategic planning...' is less concrete than the other statements, and the skill might therefore have been regarded as vague and ambiguous, leading to more cautious responses about respondents' own perceived competence level.

The group who responded that they had not learned the skill 'supporting my mentee with teaching within the disadvantaged school context' will be discussed in the discussion section of the mentor evaluation part of this report (see section titled *Discussion*).

2.5.2 Opportunities to Learn—Austria

For skills 2 (analysing specific challenges), 5 (switching between mentoring approaches), 7 (applying advanced coaching questions), 9 (basic coaching questions), and 13 (analysing the seven principles), all respondents selected an option other than 'Did not learn about this in the NEST project', indicating that the skill had been acquired in some capacity. However, one of the 18 mentors did not provide an answer for skill 7. For all skills, the most selected channel of learning opportunity was self-study. Skill 7 had the highest number of responses for all four possible learning opportunities (Figure 17).

Opportunities to Learn:
'Applying Advanced Coaching Questions Depending on the Context'—Austria

Mentors in Austria acquired this skill through practice with their mentees and through peer-to-peer practice.

Learned it from the tutor/trainer	Selected by 11 mentors
Learned it through self-study of the provided materials	Selected by 11 mentors
Learned it through practice with my mentee	Selected by 14 mentors
Learned it through peer-to-peer practice	Selected by 12 mentors
Did not learn about this in the NEST project	Not selected by any mentor

Percentage of Mentors (N = 17)
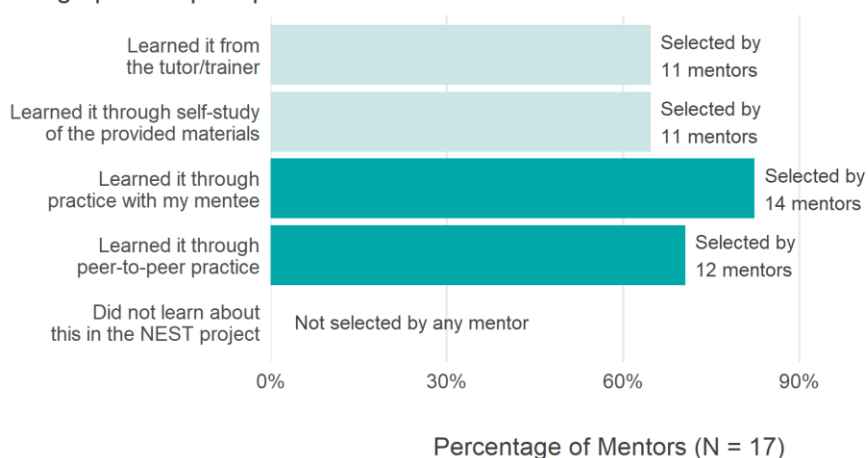
Figure 17: Opportunities to Learn: 'Applying Advanced Coaching Questions'—Austria

As for skill 10 (vision alignment), four of the 18 mentors reported not learning this skill during the NEST project. This skill was also the skill with the lowest number of learning opportunities overall (Figure 18).

Opportunities to Learn:
'Teaching My Mentee to Create a Short-Term Vision
That Aligns with the Long-Term Vision for Their Students'—Austria

Mentors in Austria acquired this skill through self-study
and through practice with their mentees.

Learned it from the tutor/trainer	Selected by 5 mentors
Learned it through self-study of the provided materials	Selected by 11 mentors
Learned it through practice with my mentee	Selected by 9 mentors
Learned it through peer-to-peer practice	Selected by 3 mentors
Did not learn about this in the NEST project	Selected by 4 mentors

0%   20%   40%   60%   80%

Percentage of Mentors (N = 18)
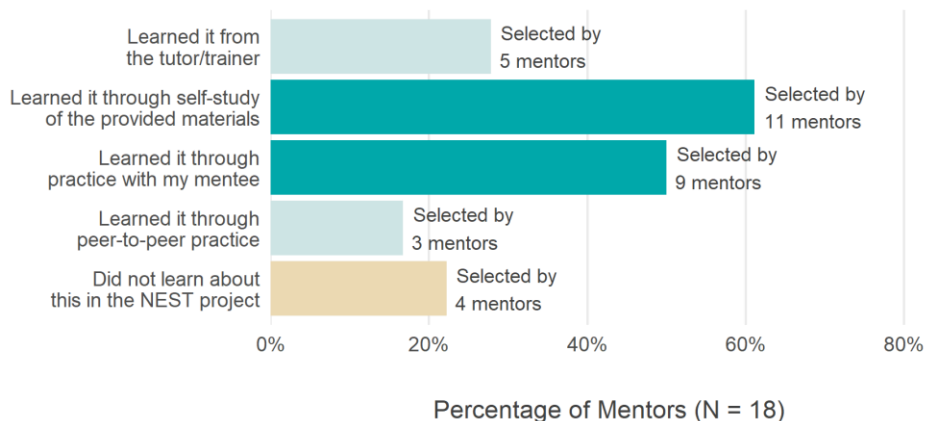
Figure 18: Opportunities to Learn: 'Vision Alignment'—Austria

2.5.3 Opportunities to Learn—Belgium (Flanders)

For skills 1, 2, 4 through 8, and 13, all respondents in Flanders selected an option other than 'Did not learn about this in the NEST project'. For some of these skills, one of the eleven mentors in Flanders did not respond. The most selected option overall was 'Learned it through self-study of the materials provided'. Skill 1 had the highest number of responses for all four possible learning opportunities (Figure 19).

Opportunities to Learn:
'Reflecting on My Own Mentoring Practices'—Belgium (Flanders)

Mentors in Flanders acquired this skill through interaction with their tutor/trainer and through self-study.

Learned it from the tutor/trainer	Selected by 10 mentors
Learned it through self-study of the provided materials	Selected by 9 mentors
Learned it through practice with my mentee	Selected by 6 mentors
Learned it through peer-to-peer practice	Selected by 5 mentors
Did not learn about this in the NEST project	Not selected by any mentor

Percentage of Mentors (N = 11)
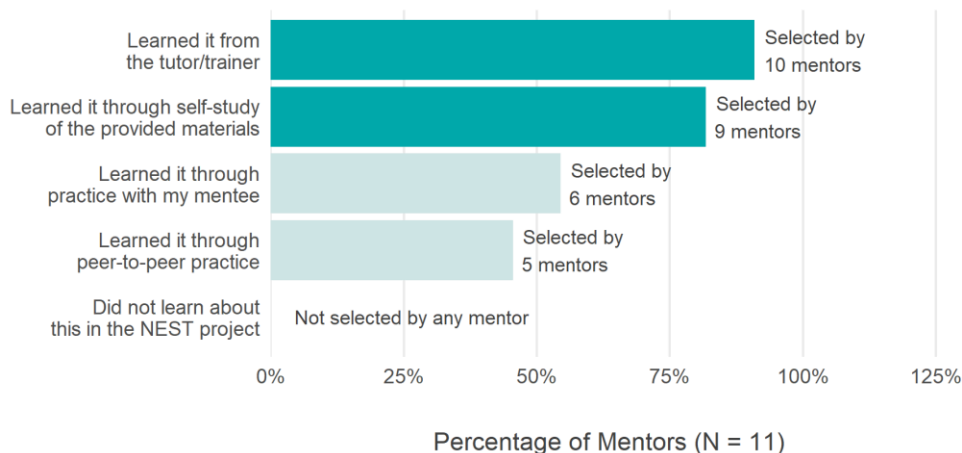
Figure 19: Opportunities to Learn: 'Reflecting'—Belgium (Flanders)

A total of five of the eleven mentors answered that they had not learned skill 11 (understanding the importance of strategic planning) during the NEST project. Two mentors did not respond to this question. This skill also had the lowest number of learning opportunities overall in Flanders (Figure 20).

Opportunities to Learn:
'Understanding the Importance of Strategic Planning in the Teaching Profession' —Belgium (Flanders)

A substantial percentage of mentors in Flanders did not learn about this skill in the NEST project.

Learned it from the tutor/trainer	Selected by 2 mentors
Learned it through self-study of the provided materials	Selected by 1 mentor
Learned it through practice with my mentee	Selected by 2 mentors
Learned it through peer-to-peer practice	Selected by 2 mentors
Did not learn about this in the NEST project	Selected by 5 mentors

Percentage of Mentors (N = 9)
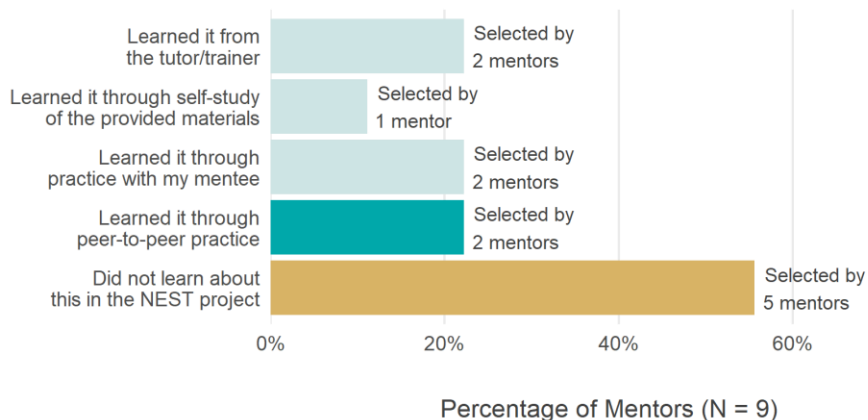
Figure 20: Opportunities to Learn: 'Understanding the Importance of Strategic Planning'— Belgium (Flanders)

2.5.4 Opportunities to Learn—Belgium (Wallonia)

For skills 1, 5, 6, 8, and 9, all respondents in Wallonia selected an option other than 'Did not learn about this in the NEST project'. For skill 8, one of the 26 mentors did not respond. The most selected option overall was 'Learned it from the tutor/trainer'. Skill 1 had the highest number of responses for all four possible learning opportunities in Wallonia (Figure 21).

Opportunities to Learn:
'Reflecting on My Own Mentoring Practices'—Belgium (Wallonia)
Mentors in Wallonia acquired this skill through interaction with their tutor/trainer and through self-study.

Learned it from the tutor/trainer	Selected by 23 mentors
Learned it through self-study of the provided materials	Selected by 14 mentors
Learned it through practice with my mentee	Selected by 8 mentors
Learned it through peer-to-peer practice	Selected by 11 mentors
Did not learn about this in the NEST project	Not selected by any mentor

0%   25%   50%   75%   100%

Percentage of Mentors (N = 26)
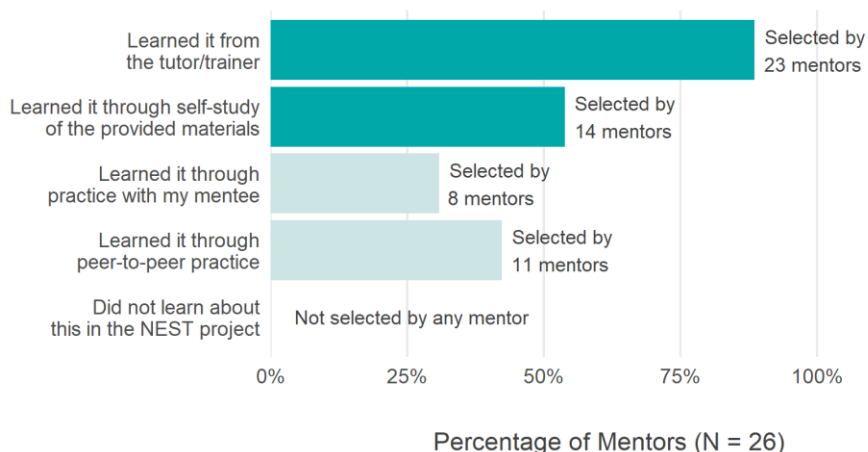
Figure 21: Opportunities to Learn: 'Reflecting'—Belgium (Wallonia)

For skill 3 (supporting mentees with teaching within the disadvantaged school context), twelve of the 25 responding mentors answered that they had not learned this skill during the NEST project (Figure 22). Skill 10 (vision alignment) had the lowest number of responses for the four categories of opportunities to learn in Wallonia, and four mentors did not respond at all.

Opportunities to Learn:
'Supporting My Mentee with Teaching within the Disadvantaged School Context'
—Belgium (Wallonia)

A substantial percentage of mentors in Wallonia did not learn about this skill in the NEST project.

Learned it from the tutor/trainer	Selected by 6 mentors
Learned it through self-study of the provided materials	Selected by 8 mentors
Learned it through practice with my mentee	Selected by 8 mentors
Learned it through peer-to-peer practice	Selected by 8 mentors
Did not learn about this in the NEST project	Selected by 12 mentors

Percentage of Mentors (N = 25)
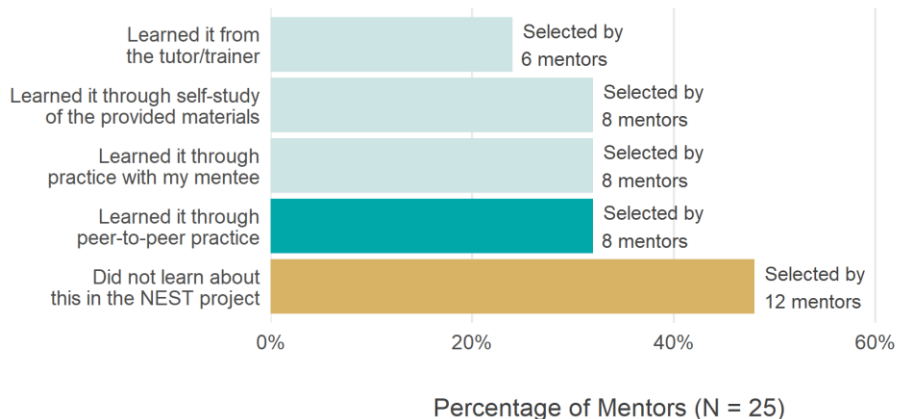
Figure 22: Opportunities to Learn: 'Supporting with Teaching within the Disadvantaged School Context'—Belgium (Wallonia)

2.5.5 Opportunities to Learn—Bulgaria

For skills 2 (analysing specific challenges) and skills 4 through 8, all respondents in Bulgaria selected an option other than 'Did not learn about this in the NEST project'. Between one and three of the 58 mentors did not answer. The most selected option was 'Learned it through practice with my mentee'. Skill 1 (reflecting) had the highest number of responses for all four learning opportunities, with only one mentor not learning this skill (Figure 23).

Opportunities to Learn:
'Reflecting on My Own Mentoring Practices'—Bulgaria

Mentors in Bulgaria acquired this skill through practice with their mentees and through interaction with their tutor/trainer.

Learned it from the tutor/trainer	Selected by 45 mentors
Learned it through self-study of the provided materials	Selected by 34 mentors
Learned it through practice with my mentee	Selected by 45 mentors
Learned it through peer-to-peer practice	Selected by 30 mentors
Did not learn about this in the NEST project	Selected by 1 mentor

Percentage of Mentors (N = 58)
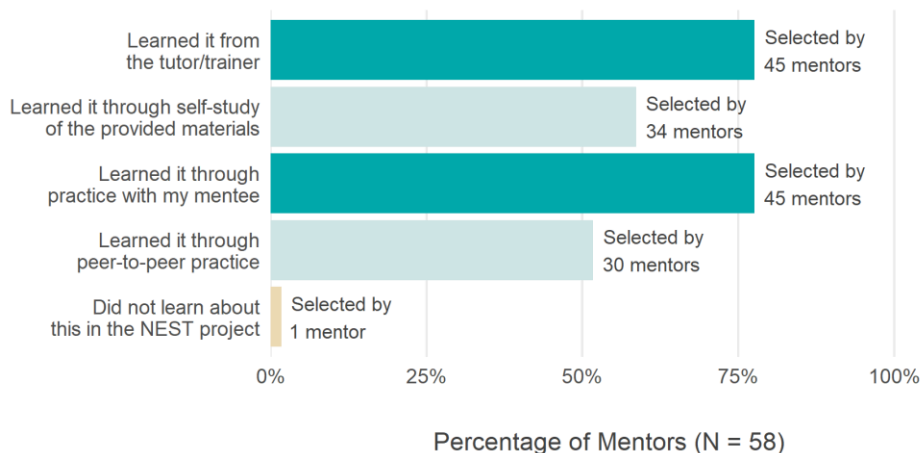
Figure 23: Opportunities to Learn: 'Reflecting'—Bulgaria

Regarding skill 11 (understanding the importance of strategic planning), two mentors responded that they had not learned this skill during the NEST project. This skill also had the lowest number of learning opportunities, albeit at a high overall level (Figure 24).

Opportunities to Learn:
'Understanding the Importance of Strategic Planning in the Teaching Profession' —Bulgaria

Mentors in Bulgaria acquired this skill through practice with their mentees and through self-study.

Learned it from the tutor/trainer	Selected by 28 mentors
Learned it through self-study of the provided materials	Selected by 28 mentors
Learned it through practice with my mentee	Selected by 40 mentors
Learned it through peer-to-peer practice	Selected by 22 mentors
Did not learn about this in the NEST project	Selected by 2 mentors

Percentage of Mentors (N = 55)
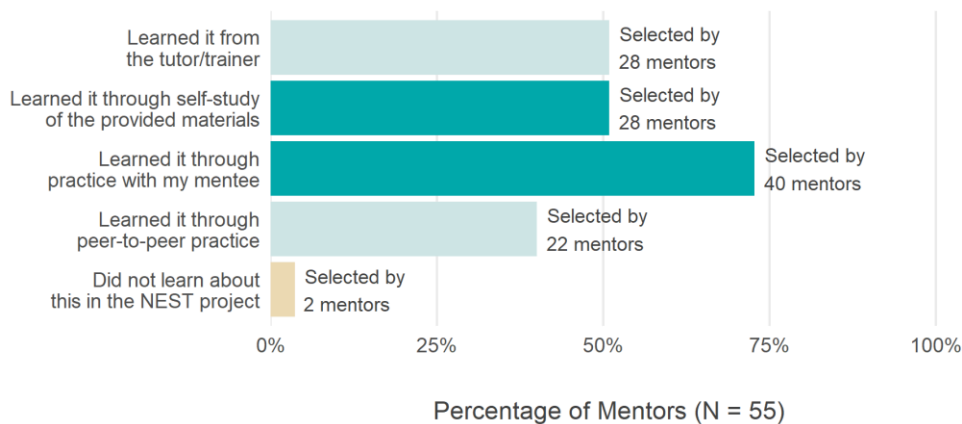
Figure 24: Opportunities to Learn: 'Understanding the Importance of Strategic Planning'—Bulgaria

2.5.6 Opportunities to Learn—Romania

For skills 1, 2, 5, 6, 7, 9, and 12, all respondents in Romania selected an option other than 'Did not learn about this in the NEST project'. For the other skills, one mentor at most selected this option, and for around half of the questions, one mentor did not respond. The most selected option overall was 'Learned it through self-study of the materials provided'. Like in Bulgaria and Flanders, Skill 1 had the highest number of responses for all four possible learning opportunities (Figure 25).

**Opportunities to Learn:
'Reflecting on My Own Mentoring Practices'—Romania**

Mentors in Romania acquired this skill through self-study and through practice with their mentees.

Learned it from the tutor/trainer	Selected by 34 mentors
Learned it through self-study of the provided materials	Selected by 37 mentors
Learned it through practice with my mentee	Selected by 35 mentors
Learned it through peer-to-peer practice	Selected by 19 mentors
Did not learn about this in the NEST project	Not selected by any mentor

Percentage of Mentors (N = 40)

Figure 25: Opportunities to Learn: 'Reflecting'—Romania

Like in Austria, skill 10 (vision alignment) had the lowest number of responses for the four categories of opportunities to learn. However, except for one mentor, all mentors responded that they had learned this skill (Figure 26).

Opportunities to Learn:
'Teaching My Mentee to Create a Short-Term Vision
That Aligns with the Long-Term Vision for Their Students'—Romania

Mentors in Romania acquired this skill through self-study
and through interaction with their tutor/trainer.

Learned it from the tutor/trainer	Selected by 31 mentors
Learned it through self-study of the provided materials	Selected by 32 mentors
Learned it through practice with my mentee	Selected by 26 mentors
Learned it through peer-to-peer practice	Selected by 11 mentors
Did not learn about this in the NEST project	Selected by 1 mentor

0%   30%   60%   90%

Percentage of Mentors (N = 40)
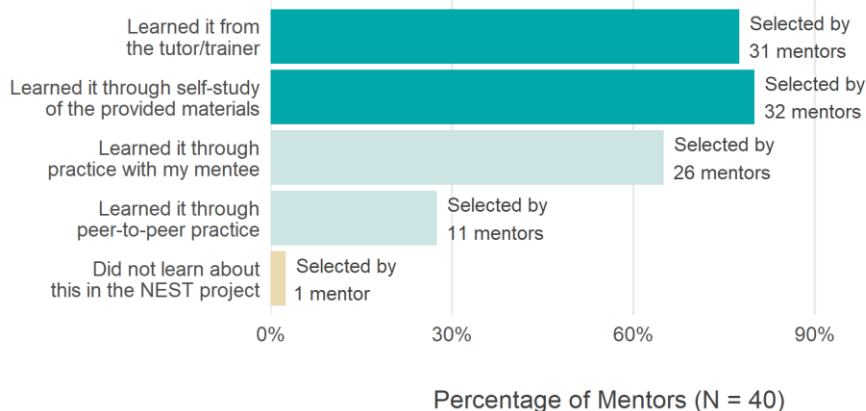
Figure 26: Opportunities to Learn: 'Vision Alignment'—Romania

2.5.7 Opportunities to Learn—Spain (Catalonia)

For skill 5 (switching between facilitative and directive mentoring) and skill 8 (structuring a feedback conversation), all 36 respondents in Catalonia selected an option other than 'Did not learn about this in the NEST project'. The most selected option overall was 'Learned it from the tutor/trainer'. Skill 5 had the highest number of responses for all four possible learning opportunities (Figure 27).

Opportunities to Learn: 'Switching Between a Facilitative and Directive Mentoring Approach Based on the Situation'—Spain (Catalonia)

Mentors in Catalonia acquired this skill through interaction with their tutor/trainer and through practice with their mentees.
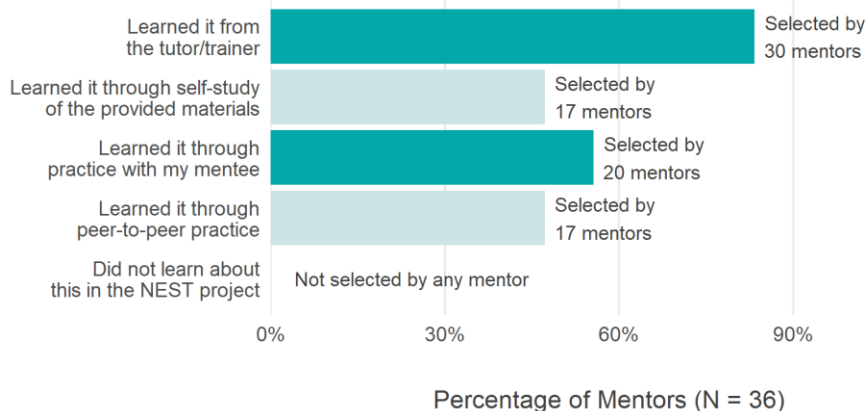
Learned it from the tutor/trainer — Selected by 30 mentors

Learned it through self-study of the provided materials — Selected by 17 mentors

Learned it through practice with my mentee — Selected by 20 mentors

Learned it through peer-to-peer practice — Selected by 17 mentors

Did not learn about this in the NEST project — Not selected by any mentor

Percentage of Mentors (N = 36)

Figure 27: Opportunities to Learn: 'Switching between Facilitative and Directive Mentoring'—Spain (Catalonia)

When asked about skill 11 (understanding the importance of strategic planning), five of the 36 Catalonian mentors answered that they had not learned this skill during the NEST project at all. Like in Bulgaria, this skill also had the lowest number of learning opportunities overall (Figure 28).

Opportunities to Learn: 'Understanding the Importance of Strategic Planning in the Teaching Profession'—Spain (Catalonia)

Mentors in Catalonia acquired this skill through interaction with their tutor/trainer and through self-study.

Learned it from the tutor/trainer — Selected by 23 mentors

Learned it through self-study of the provided materials — Selected by 16 mentors

Learned it through practice with my mentee — Selected by 12 mentors

Learned it through peer-to-peer practice — Selected by 8 mentors

Did not learn about this in the NEST project — Selected by 5 mentors

Percentage of Mentors (N = 36)
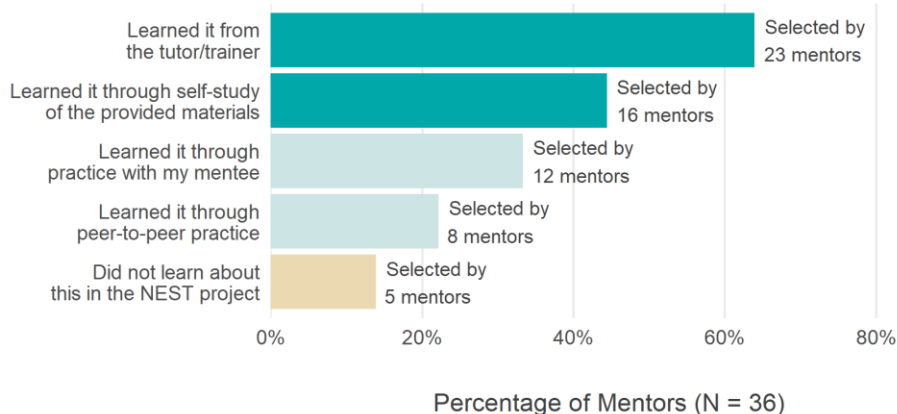
Figure 28: Opportunities to Learn: 'Understanding the Importance of Strategic Planning'—Spain (Catalonia)

2.5.8 Opportunities to Learn—Spain (Madrid)

For skills 2 (analysing specific challenges) and 10 (vision alignment), all 39 respondents in Madrid selected an option other than 'Did not learn about this in the NEST project'. The most selected option overall was 'Learned it from the tutor/trainer'. Skill 6 had the highest number of responses for all four categories of opportunities to learn (Figure 29).

Opportunities to Learn:
'Using Paraphrasing, Clarifying and/or Probing
Coaching Questions Depending on the Context'
—Spain (Madrid)

Mentors in Madrid acquired this skill through interaction with their tutor/trainer and through self-study.

Learned it from the tutor/trainer	Selected by 28 mentors
Learned it through self-study of the provided materials	Selected by 26 mentors
Learned it through practice with my mentee	Selected by 21 mentors
Learned it through peer-to-peer practice	Selected by 15 mentors
Did not learn about this in the NEST project	Selected by 1 mentor

Percentage of Mentors (N = 39)
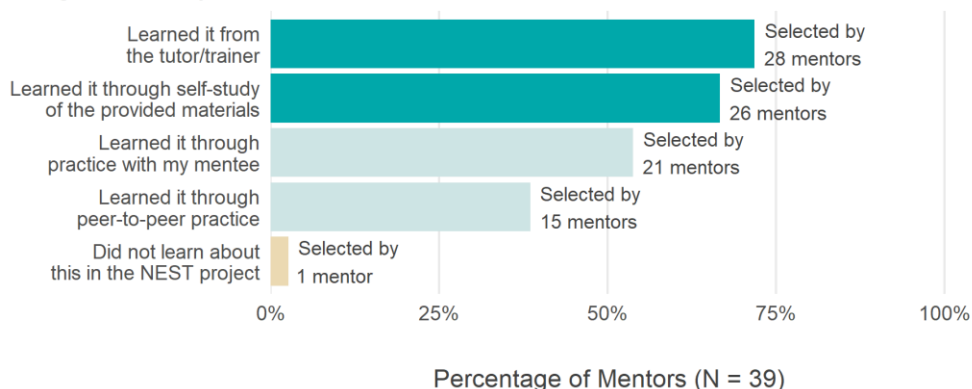
Figure 29: Opportunities to Learn: 'Using Paraphrasing and/or Clarifying and Probing Coaching Questions'—Spain (Madrid)

Skill 3 (supporting mentees with teaching within the disadvantaged school context) had the most respondents who answered that they had not learned this skill during the NEST project and the lowest number of responses for the four opportunity categories (Figure 30). One mentor did not respond to this question.

Opportunities to Learn:
'Supporting My Mentee with Teaching within the Disadvantaged School Context'
—Spain (Madrid)

Mentors in Madrid acquired this skill through practice with their mentees
and through interaction with their tutor/trainer.

Learned it from the tutor/trainer	Selected by 17 mentors
Learned it through self-study of the provided materials	Selected by 11 mentors
Learned it through practice with my mentee	Selected by 17 mentors
Learned it through peer-to-peer practice	Selected by 8 mentors
Did not learn about this in the NEST project	Selected by 11 mentors

0%   20%   40%   60%

Percentage of Mentors (N = 38)
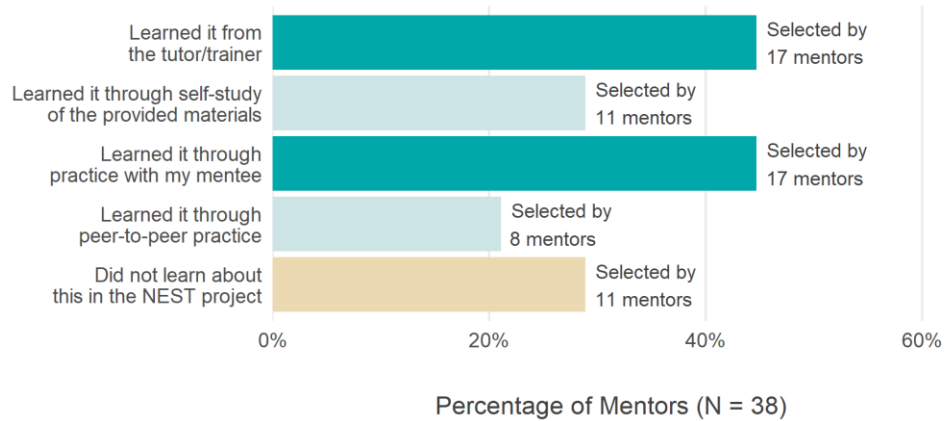
Figure 30: Opportunities to Learn: 'Supporting with Teaching within the Disadvantaged School Context'—Spain (Madrid)

2.6   Changes in Mentoring Styles Through the NEST Training

To investigate how the mentors' practice changed over the course of the NEST training, we assessed changes in their current mentoring practice (adapted from Crasborn et al., 2008; van Ginkel et al., 2016) as well as their mentoring styles and competences (self-developed questionnaires). Each of these questionnaires had distinctive response categories, which are described below. While the body of this report presents detailed results only from individual education systems as case examples tables with absolute values and exact percentages for the second survey results in all education systems can be found in the Appendix (pages 283–328).

Note: Only mentors who had reported to have mentored novice teachers in the previous five years completed these items in the first survey. This means that in some education systems, only a small portion of mentors filled out these items. In addition, a proportion of mentors only answered some of the items. For some education systems, this generated only low numbers of respondents whose answers could be matched across the two surveys. Therefore, we can provide pre-post comparisons only for up to six mentors in Austria, up to 52 mentors in Bulgaria, up to 15 mentors in Catalonia, up to nine mentors in Flanders, up to twelve mentors in the region of Madrid, up to 34 mentors in Romania, and up to 14 mentors in Wallonia.

2.6.1   Section Summary

While we saw some divergence in the foci that mentors had set for their mentoring between the different education systems, we observed similar improvements in practices and competences. Regarding practices, we identified a general trend away from evaluative communication styles towards more consultative styles. After receiving the NEST training, mentors tended to use open, judgement-free communication techniques more often, such as starting with open questions, asking clarifying questions, asking for elaboration, using active listening skills, using examples from the novice teachers' lessons, and summarising the content that was discussed. Evaluative techniques, such as direct confrontation, direct instruction on teaching, providing information, and giving advice and best practice examples, were used less.

Regarding mentoring competences, changes were less marked. This was partially due to the fact that many mentors—especially in Bulgaria and Romania—had previously rated themselves very highly in these competences. In the other education systems, we saw improvements especially in competences that relate to the positive communication styles mentioned above.

Since our analysis of changes in mentoring practice through the NEST project excluded the groups of mentors who had not mentored novice teachers in the five years prior to the NEST project, we also conducted a separate comparison of the self-perceptions of these inexperienced mentors with the self-perceptions of their more experienced peers in the first and second survey. We found that the inexperienced mentors' self-perceptions tended to be in line with experienced mentors' self-perceptions in either the first or the second survey.

2.6.2   Changes in Self-Reported Mentoring Focus

Mentors rated their agreement with six phrases that completed the sentence 'In your mentoring so far, to what extent have you focused on supporting novice teachers with…' on a 4-point scale ranging from 1 (*not at all*) to 4 (*a lot*). Overall, mentors who completed the second survey tended to perceive their mentoring as having focused on the following aspects: supporting novice teachers with teaching students with learning difficulties; teaching students with emotional and behavioural difficulties; managing a diverse classroom effectively; and engaging hard-to-reach learners. In all education systems, at least 75% of mentors responded that they had supported their mentees 'quite a bit' or 'a lot' with managing a diverse classroom, and over 50% of respondents had supported novice teachers with engaging hard-to-reach learners at least 'quite a bit'. In all education systems, mentors had focused comparatively less on supporting their mentees with teaching students with language barriers and with involving parents in the learning process of their children (see, for example, Romania in Figure 31). In Austria, eleven of 18 mentors answered that they had not supported their mentees with involving parents at all. Regarding this focus, rates of 'not at all' responses were similarly high in Flanders (45.5%), Madrid (46.2%), and Wallonia (48.2%). Mentors in Madrid and Wallonia tended not to focus on students with language barriers, with 'not at all' responses totalling 47.4% in Madrid and 48.2% in Wallonia. Data for all education systems can be found in Table 58 to Table 64 in the Appendix.

Figure 31: Self-Reported Mentoring Focus (Second Survey)—Romania

Among mentors who completed both the first and second survey, average agreement with these statements in the first survey ranged from 1.4 in Flanders ('… involving parents in the learning process of their children') to 3.5 in Austria ('… managing a diverse classroom effectively'). In the second survey, average agreement ranged from 1.5 in Madrid ('… involving

parents in the learning process of their children') to 3.7 in Catalonia ('… managing a diverse classroom effectively'). The results for both surveys in Flanders can be seen in Figure 32.

Changes in Self-Reported Mentoring Focus—Belgium (Flanders)

In your mentoring so far, to what extent have you focused on supporting novice teachers with…

First Survey   Second Survey

	First Survey	Second Survey
teaching students with learning difficulties (N = 9)	2	3
teaching students with language barriers (N = 9)	2.1	2.7
teaching students with emotional and behavioural difficulties (N = 9)	2.6	2.9
involving parents in the learning process of their children (N = 9)	1.4	1.8
managing a diverse classroom effectively (N = 9)	2.6	2.9
engaging hard-to-reach learners (N = 9)	2.3	3

Not at all (1)   To some extent (2)   Quite a bit (3)   A lot (4)
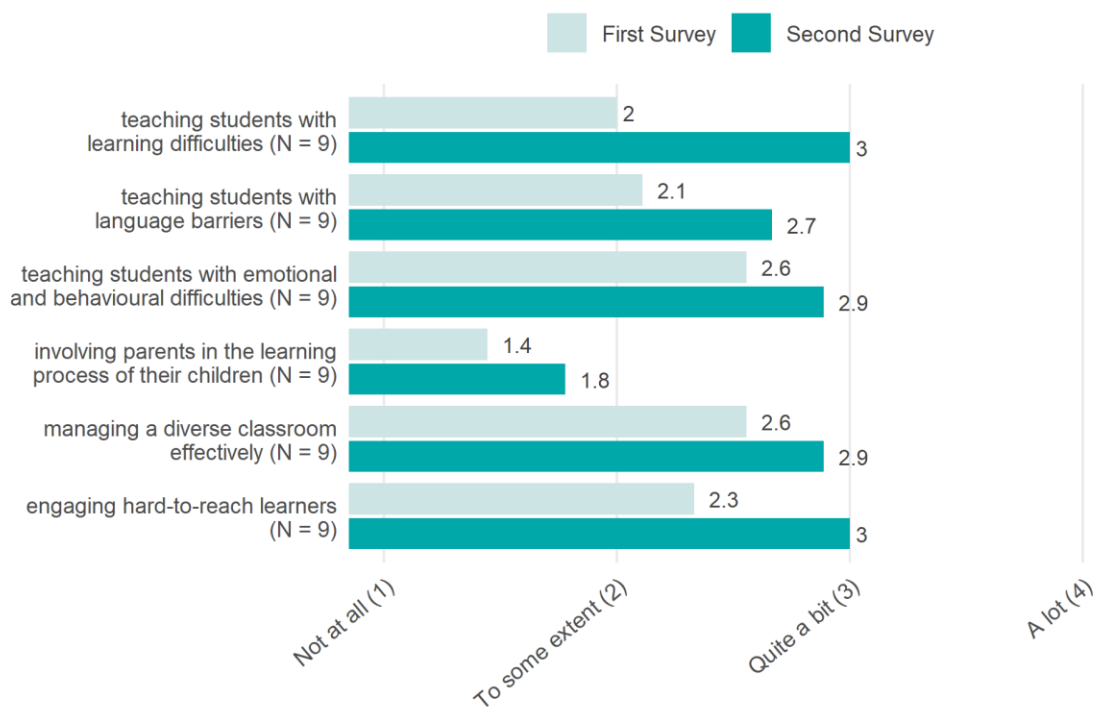
Figure 32: Changes in Self-Reported Mentoring Focus—Belgium (Flanders)

The nine mentors in Flanders reported that they had focused more on supporting novice teachers in all six categories, with the most marked changes occurring in the support given to novice teachers with teaching students with learning difficulties and with engaging hard-to-reach learners. In all education systems apart from Austria, mentors' agreement rose with regard to statements about supporting novice teachers both with managing a diverse classroom effectively and with engaging hard-to-reach learners. For the other items, improvements were more specific to individual education systems. Mentors in Austria and Romania reported that they had focused much more on supporting their mentees with teaching students with emotional and behavioural difficulties, whereas this aspect of support slightly decreased in Bulgaria and Wallonia (Figure 33). Like in Flanders, mentors in Romania also had supported novice teachers more with teaching students with learning difficulties.

One-sided sign tests indicated that these differences were significant in Romania ($Mdn_{t1} = 3$, $Mdn_{t2} = 4$, $Z = -2.52$, $p < .01$).[2]

Changes in Self-Reported Mentoring Focus: Supporting Mentees with Teaching Students with Emotional and Behavioural Difficulties

Mentors in most education systems reported focusing more on this aspect.
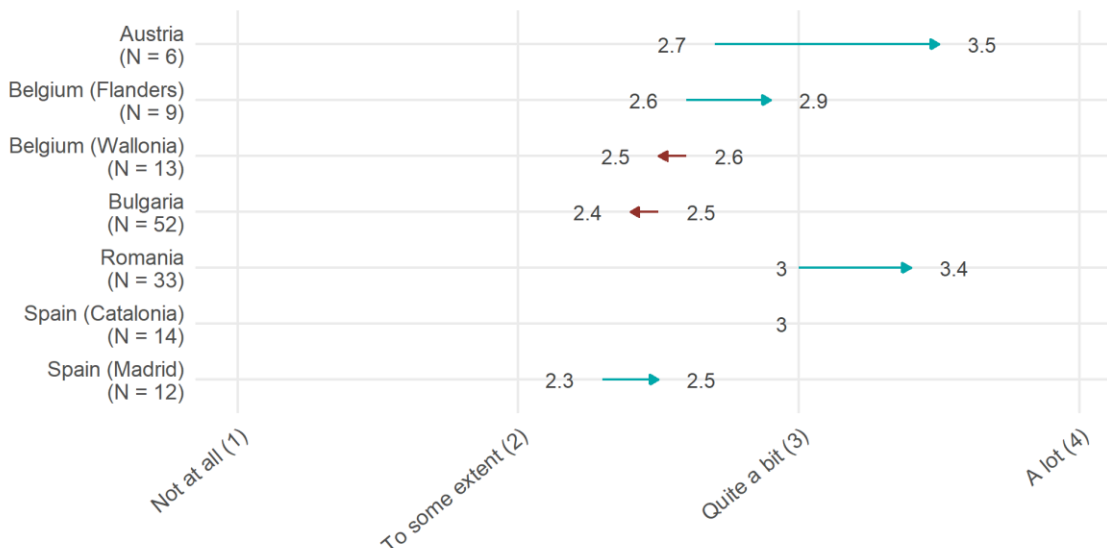
Figure 33: Changes in Self-Reported Mentoring Focus in All Participating Education Systems (Statement 3), by Education System

Surprisingly, in Austria, Catalonia, Madrid, and Wallonia, mentors' focus had shifted away markedly from involving parents (Figure 34). These differences were significant in Bulgaria ($Mdn_{t1} = 3$, $Mdn_{t2} = 2$, $Z = -1.75$, $p < .05$), Catalonia ($Mdn_{t1} = 3$, $Mdn_{t2} = 2$, $Z = -2.3$, $p < .05$), and Madrid ($Mdn_{t1} = 2$, $Mdn_{t2} = 1.5$, $Z = -2.15$, $p < .05$).

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[2] Sign tests are basic hypothesis tests that can be used for small data sets, especially in cases where conditions for t tests or Wilcoxon signed-rank tests are not met (e.g. normality or symmetry). Due to the small numbers of mentors in the individual education systems, the conditions for these more common tests were usually not met. The sign test determines the probability that the direction of pre-post differences has arisen by chance under the conditions of a single experiment. The magnitude of changes is not taken into account. We only report the positive results of these tests, i.e. if the probability was less than 5% at most. Even though these tests provide additional information on the differences between our two surveys, their results should be interpreted with caution. While a negative result does not imply that the mentoring had no effect on the mentors (sign tests have less statistical power than t tests and Wilcoxon signed-rank tests), some positive results at the 5% significance level are to be expected simply due to repeated testing (multiple-testing problem).

Changes in Self-Reported Mentoring Focus: Supporting Mentees with Involving Parents in the Learning Process of Their Children

Mentors in five education systems reported focusing less on this aspect.

Education System		
Austria (N = 6)	1.7 ←	2.7
Belgium (Flanders) (N = 9)	1.4 →	1.8
Belgium (Wallonia) (N = 14)	1.6 ←	2.1
Bulgaria (N = 50)	2.3 ←	2.5
Romania (N = 33)	2.9 →	3.1
Spain (Catalonia) (N = 14)	1.9 ←	2.7
Spain (Madrid) (N = 12)	1.5 ←	2.2

Not at all (1) To some extent (2) Quite a bit (3) A lot (4)
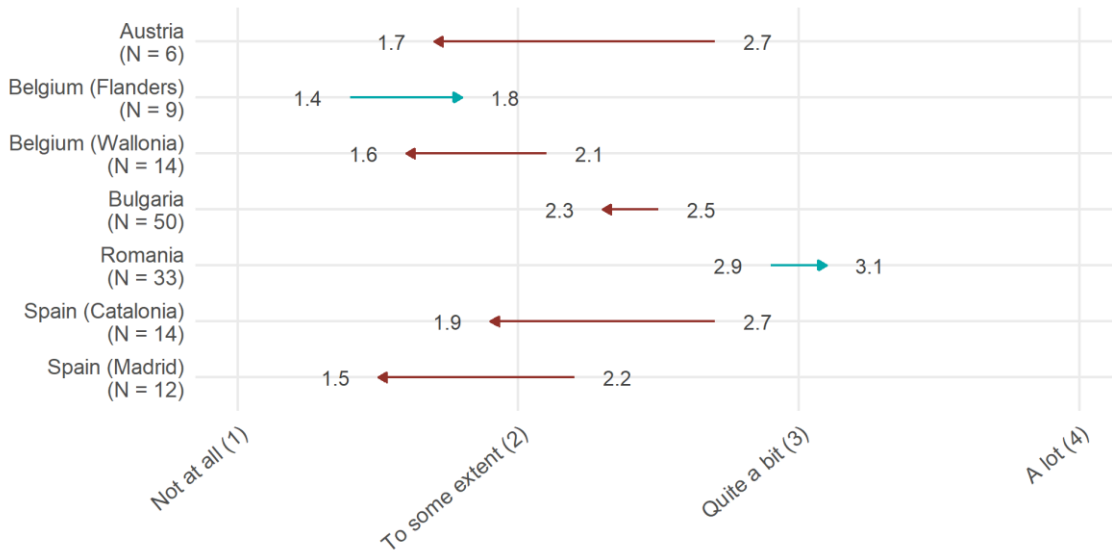
Figure 34: Changes in Self-Reported Mentoring Focus in All Participating Education Systems (Statement 4), by Education System

Regarding inexperienced mentors who had not mentored novice teachers in the five years prior to the NEST project, we found that these mentors' self-perceptions tended to be in line with experienced mentors' self-perceptions either in the first or the second survey (Figure 35).

Changes in Self-Reported Mentoring Focus—Austria

In your mentoring so far, to what extent have you focused on supporting novice teachers with...

teaching students with learning difficulties? (N = 6)	2.7
teaching students with language barriers? (N = 6)	2.5 ← 2.8
teaching students with emotional and behavioural difficulties? (N = 6)	2.7 → 3.5
involving parents in the learning process of their children? (N = 6)	1.7 ← 2.7
managing a diverse classroom effectively? (N = 6)	3.5
engaging hard-to-reach learners? (N = 6)	2.7 → 3.2

Not at all (1) To some extent (2) Quite a bit (3) A lot (4)

◯ Mentors Without Prior Mentoring Experience, Minimum number of responses = 11
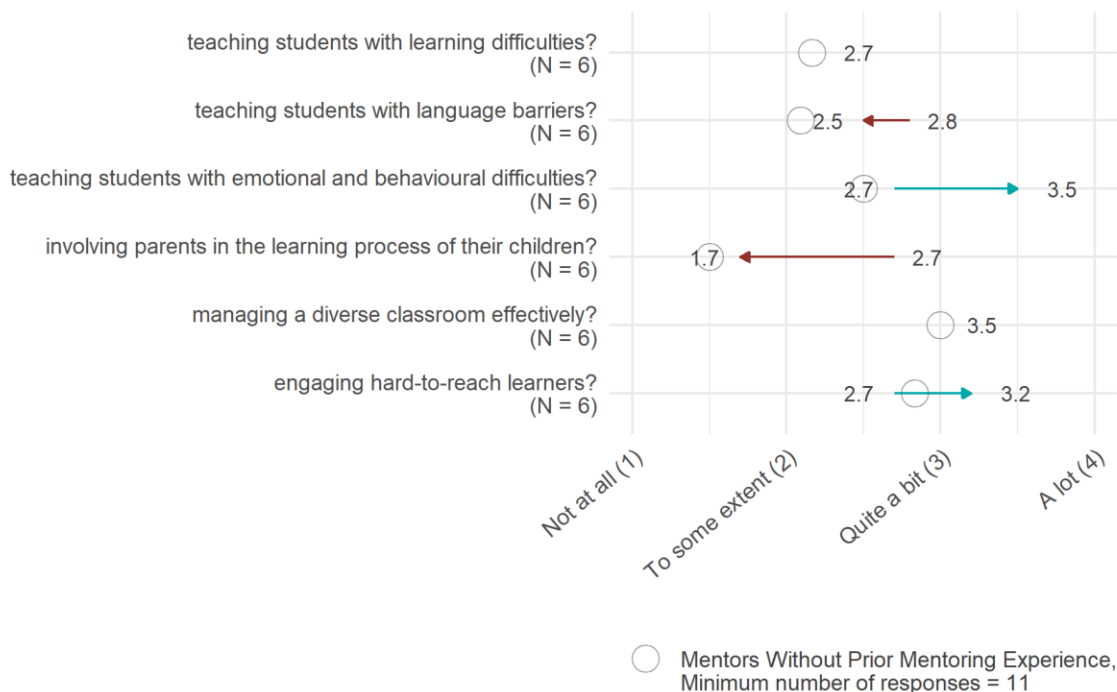
Figure 35: Changes in Self-Reported Mentoring Focus Including Less Experienced Mentors—Austria

Similarly, in the second survey we found that inexperienced mentors in Madrid rated their foci on supporting their mentees with teaching students with language barriers and involving parents in the learning process of their children similar on average to more experienced mentors but reported a somewhat higher focus both on teaching students with emotional and behavioural difficulties and on managing a diverse classroom than the more experienced teachers. This is noteworthy especially as the more experienced teachers' self-ratings on these latter foci had actually risen from the first survey to the second survey (Figure 36). Observations were similar in the other education systems.

Changes in Self-Reported Mentoring Focus—Spain (Madrid)

In your mentoring so far, to what extent have you focused on supporting novice teachers with...

teaching students with learning difficulties? (N = 12)	2.1 ← 2.3
teaching students with language barriers? (N = 11)	1.5 ← 2.1
teaching students with emotional and behavioural difficulties? (N = 12)	2.3 → 2.5
involving parents in the learning process of their children? (N = 12)	1.5 ← 2.2
managing a diverse classroom effectively? (N = 12)	2.7 → 3
engaging hard-to-reach learners? (N = 12)	2.8

Not at all (1) To some extent (2) Quite a bit (3) A lot (4)

○ Mentors Without Prior Mentoring Experience, Minimum number of responses = 25

Figure 36: Changes in Self-Reported Mentoring Focus Including Less Experienced Mentors—Spain (Madrid)

2.6.3 Changes in Self-Reported Current Mentoring Practices

Mentors rated their agreement with 18 statements about their mentoring practices on a 6-point scale ranging from 1 (*never*) to 6 (*always*). In all education systems, mentors reported regularly having used conversation techniques such as active listening, using concrete examples, and summarising the content of discussions at the end of the conversation. More directive techniques such as instructing, confrontation with mistakes, and assessing the quality of teaching had been used less often (see, for example, Catalonia in Figure 37). Data for all education systems can be found in Table 65 to Table 71 in the Appendix.

Mentors' Self-Ratings of Their Mentoring Practices, Second Survey —Spain (Catalonia)

How often did you rely on the following practices?

Never (1)   Sometimes (3)   Very often (5)
Rarely (2)   Often (4)   Always (6)

Practice					
I start a conversation with an open question. (N = 36)		17%	33%	33%	11%
I ask clarifying questions. (N = 36)	11%	50%		31%	
I ask novice teachers to elaborate on their intentions and considerations for a lesson. (N = 35)	11%	40%		37%	11%
I use active listening skills during mentoring conversations. (N = 36)		19%	28%	50%	
I confront novice teachers with mistakes they made during their lessons. (N = 36)	14%	31%	33%	19%	
I use concrete examples from the novice teachers' lesson during conversations. (N = 36)	17%	28%	28%		22%
I instruct novice teachers on how to structure their teaching. (N = 36)	22%	25%	33%	14%	
I am able to address feelings which I perceived during the lesson. (N = 35)		23%	37%	20%	14%
I help mentees to make their implicit statements explicit. (N = 36)		17%	39%	31%	11%
I ask for alternatives to the teaching implemented by novice teachers. (N = 35)		46%		37%	
I provide additional information on instruction to mentees. (N = 36)	11%	42%	33%		
I assess the quality of novice teachers' teaching skills. (N = 36)	36%	19%	14%	19%	
I provide direct advice on how to improve teaching. (N = 36)	14%	28%	44%		11%
I give examples of best practice from my own experience. (N = 36)	14%	44%	33%		
I want novice teachers to discover the principles behind a good lesson on their own. (N = 36)		25%	28%	22%	22%
I let my novice teachers reflect continuously on their professional development. (N = 36)	11%	28%	39%	22%	
At the end of a mentoring conversation, I summarise the content that we discussed. (N = 36)	11%	31%	19%	39%	
I provide guidance on further professional development opportunities. (N = 35)	20%	14%	43%	14%	

Figure 37: Self-Reported Mentoring Practices (Second Survey)—Spain (Catalonia)

Among mentors who completed both the first and second survey, average agreement with these statements in the first survey ranged from 1.3 in Wallonia ('I assess the quality of novice teachers' teaching skills') to 5.2 in Austria ('I start a conversation with an open question'). In the second survey, average agreement ranged from 1.7 in Wallonia ('I assess the quality of novice teachers' teaching skills') to 5.3 in Catalonia ('I use active listening skills during mentoring conversations').

As a general tendency, mentors reported having applied several conversation techniques—starting with open questions, asking clarifying questions, asking for elaboration, using active listening skills, and summarising the content that was discussed at the end of conversations—more often after receiving the NEST training. Mentors also tended to agree more with statements regarding using examples from the novice teachers' lessons during conversations. Conversely, direct confrontation, direct instruction on teaching, providing information, and giving advice and best practice examples had been used less. An example comparison of mentors' agreement with the 18 statements in the first and second survey in Bulgaria can be seen in Figure 38.

Changes in Self-Reported Mentoring Practices —Bulgaria
How often did you rely on the following practices?
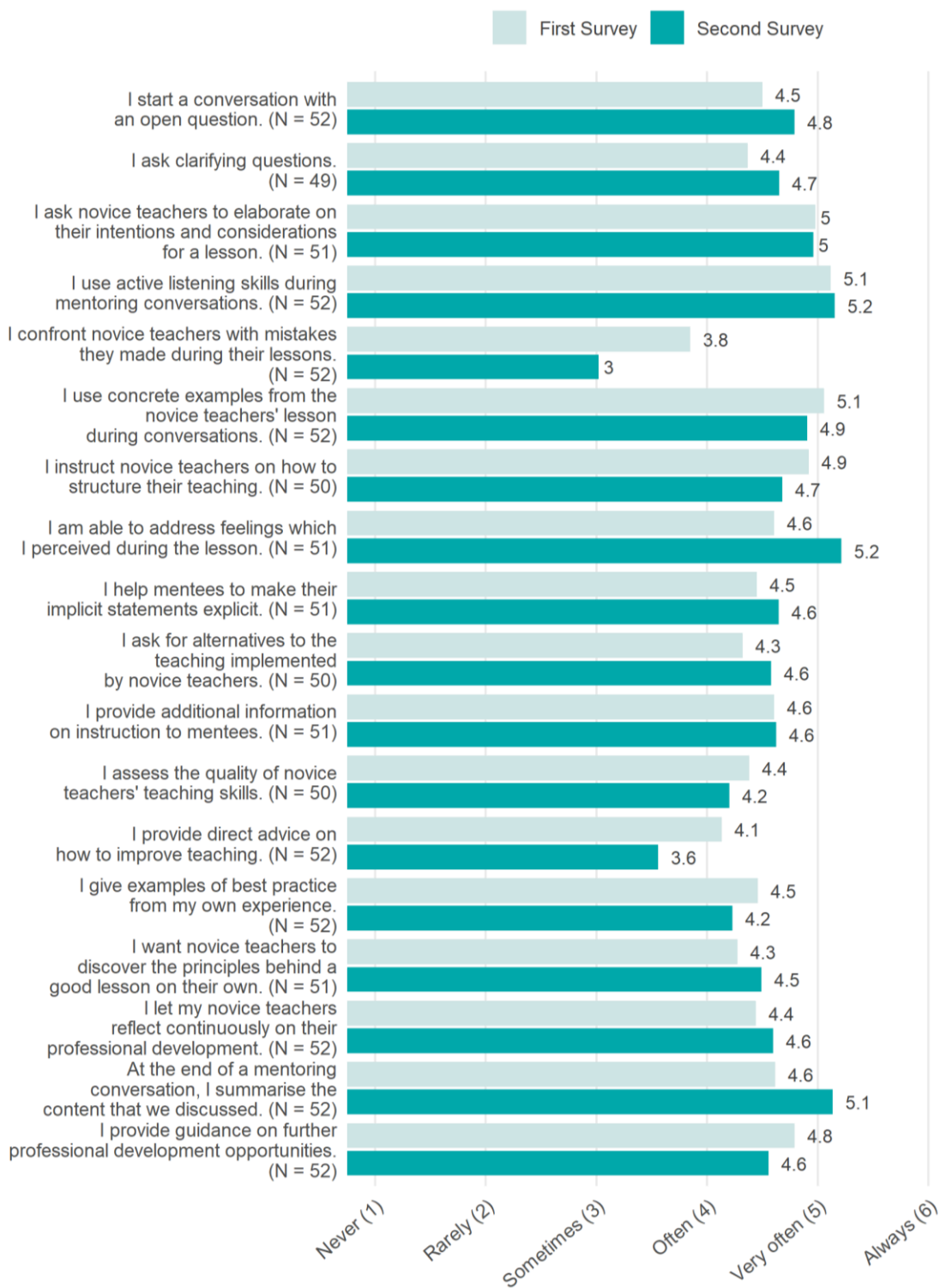
Figure 38: Changes in Self-Reported Current Mentoring Practices—Bulgaria

Mentors also tended to refrain more from assessing the quality of their mentees' teaching. Agreement levels with this statement were lower in the second survey in every education system except for Wallonia, where agreement started out and remained at a comparatively low level (Figure 39). Changes in agreement with this and similar statements indicate an increased awareness of the possibly detrimental effects of what Hobson and Malderez (2013) have termed 'judgementoring' (p. 93). This will be discussed further in the discussion section (see section titled *Discussion*).

Changes in Self-Reported Mentoring Practices: Assessing the Quality of Novice Teachers' Skills
A drop in 'judgementoring'?

Education System	Value
Austria (N = 6)	2 ← 2.3
Belgium (Flanders) (N = 9)	2.6
Belgium (Wallonia) (N = 12)	1.3 → 1.7
Bulgaria (N = 50)	4.2 ← 4.4
Romania (N = 33)	3.8 ← 4.6
Spain (Catalonia) (N = 14)	2.2 ← 3.7
Spain (Madrid) (N = 8)	3 ← 3.1

Never (1) Rarely (2) Sometimes (3) Often (4) Very often (5) Always (6)
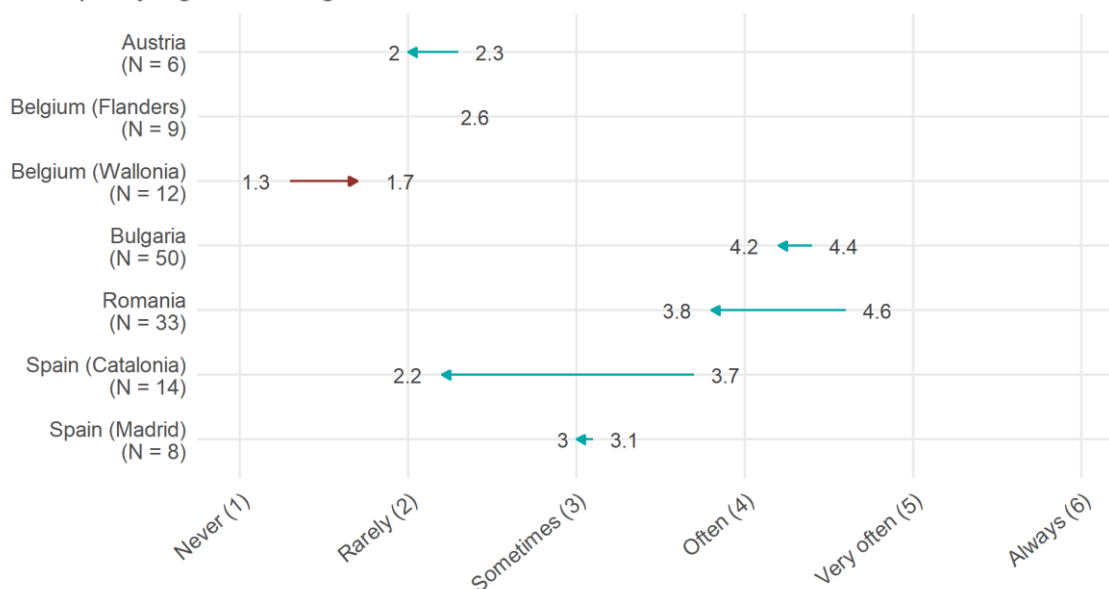
Figure 39: Changes in Self-Reported Mentoring Practice in All Participating Education Systems (Statement 12), by Education System

Changes in the assessment of the quality of novice teachers' skills were significant in Catalonia (sign test, $Mdn_{t1} = 4$, $Mdn_{t2} = 2$, $Z = -2.52$, $p < .01$) and Romania ($Mdn_{t1} = 5$, $Mdn_{t2} = 4$, $Z = -3.17$, $p < .001$). This tendency was also visible in changes towards the statement 'I provide direct advice on how to improve teaching' (Figure 40). We saw a slight to strong tendency to refrain from giving direct advice in every education system. These changes were also significant in Catalonia ($Mdn_{t1} = 4$, $Mdn_{t2} = 3$, $Z = -2.89$, $p < .01$) and Romania ($Mdn_{t1} = 4$, $Mdn_{t2} = 3$, $Z = -3.63$, $p < .001$).

Changes in Self-Reported Mentoring Practices: Providing Direct Advice

Mentors in all education systems now give less direct advice.

Education System		
Austria (N = 6)	3.3 ← 3.8	
Belgium (Flanders) (N = 9)	2.8 ← 3.3	
Belgium (Wallonia) (N = 13)	3.1 ← 3.2	
Bulgaria (N = 52)	3.6 ← 4.1	
Romania (N = 33)	3.5 ← 4.4	
Spain (Catalonia) (N = 14)	2.8 ← 3.9	
Spain (Madrid) (N = 11)	3.5 ← 3.6	

Never (1) — Rarely (2) — Sometimes (3) — Often (4) — Very often (5) — Always (6)
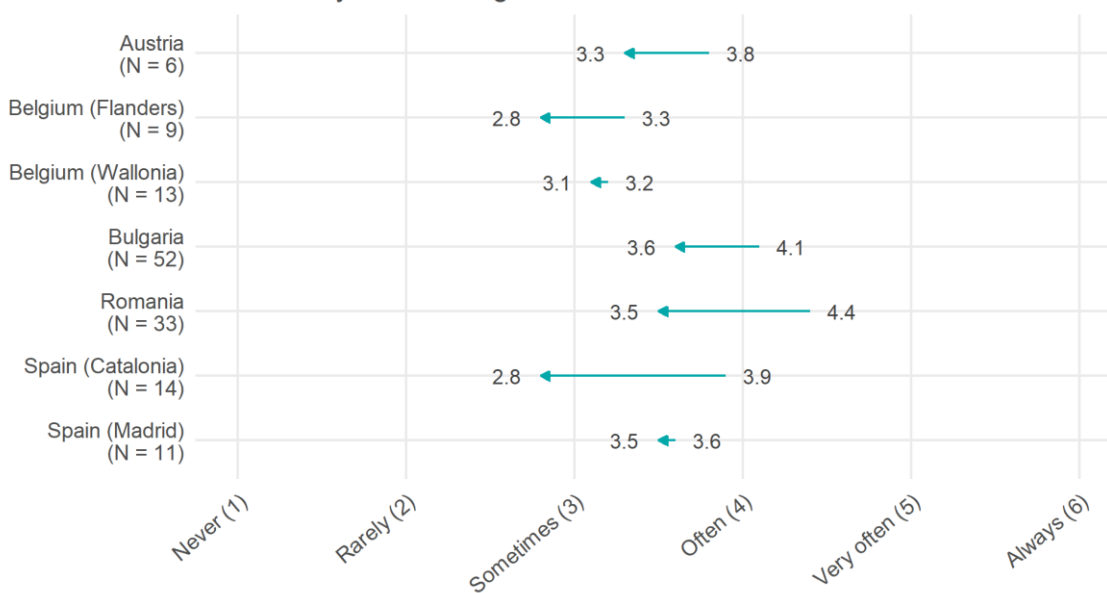
Figure 40: Changes in Self-Reported Mentoring Practice in All Participating Education Systems (Statement 13), by Education System

To investigate these changes further, we looked more deeply into the differences in response behaviour in our largest data set from Bulgaria. Another statement in the mentoring practices questionnaire that could be connected with a judgemental mentoring style was the fifth statement, 'I confront novice teachers with mistakes they made during their lessons'. This statement experienced a significant change in Bulgaria (Mdn_{t1} = 4, Mdn_{t2} = 3, Z = -3.02, p < .01) and Romania (Mdn_{t1} = 4, Mdn_{t2} = 3, Z = -2.69, p < .01). Looking at agreement patterns for this statement, we saw that mentors who in the first survey had answered that they would 'always' confront novice teachers with mistakes tended towards less absolute responses in the second survey. Figure 41 shows the changes in responses to the statement. In the first survey, seven mentors answered 'always'. This group completely dispersed, with only one mentor choosing the same answer. Of the other six mentors, one mentor changed their answer to 'never', two mentors replied 'rarely', and the rest switched their responses to the other categories. The most marked change, however, could be seen in mentors who answered 'often' in the first survey; almost all of these mentors answered either 'sometimes' or even 'rarely' in the second survey. This further supports the assumption that these teachers may have improved their awareness of the negative effects of judgemental mentoring styles.

Changes in Responses to the Statement:
'I confront novice teachers with mistakes they made during their lessons.'
—Bulgaria (N = 52)

The second survey revealed that mentors have adopted more cautious approaches towards confronting novice teachers with their mistakes.
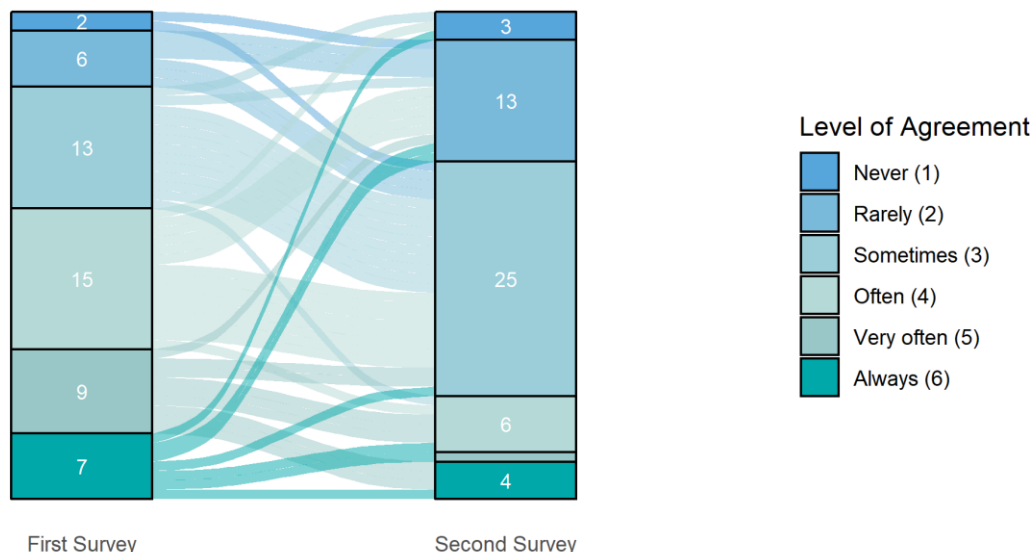
Figure 41: Changes in Responses Between the First and Second Survey for Statement 5—Bulgaria

Regarding mentors who had not mentored novice teachers in the five years prior to the NEST project, we found that inexperienced mentors in Wallonia on average tended to rate the frequency of use of the different mentoring practices somewhere between the average ratings of more experienced mentors either in the first and the second survey (Figure 42). Inexperienced mentors in Catalonia tended to rate their practices in a similar way as more experienced mentors in the second survey (Figure 43). Overall, the self-perceptions of inexperienced mentors tended to be in line with experienced mentors' self-perceptions either in the first or in the second survey. Results were similar in the other education systems.

Changes in Mentoring Practices—Belgium (Wallonia)
How often do you rely on the following practices?

Practice		
I start a conversation with an open question. (N = 14)	4.1 → 4.7	
I ask clarifying questions. (N = 14)	4.5 → 4.8	
I ask novice teachers to elaborate on their intentions and considerations for a lesson. (N = 13)	3.2 → 3.8	
I use active listening skills during mentoring conversations. (N = 14)	4.7 → 5.1	
I confront novice teachers with mistakes they made during their lessons. (N = 11)	2.3 ← 2.7	
I use concrete examples from the novice teachers' lesson during conversations. (N = 13)	3 → 3.5	
I instruct novice teachers on how to structure their teaching. (N = 12)	2.5 → 2.9	
I am able to address feelings which I perceived during the lesson. (N = 10)	2.5 → 3.2	
I help mentees to make their implicit statements explicit. (N = 13)	3.7 → 3.9	
I ask for alternatives to the teaching implemented by novice teachers. (N = 14)	3.1 → 3.6	
I provide additional information on instruction to mentees. (N = 12)	3.7 → 3.8	
I assess the quality of novice teachers' teaching skills. (N = 12)	1.3 → 1.7	
I provide direct advice on how to improve teaching. (N = 13)	3.1 ← 3.2	
I give examples of best practice from my own experience. (N = 13)	3.6 ← 3.9	
I want novice teachers to discover the principles behind a good lesson on their own. (N = 14)	4 → 4.4	
I let my novice teachers reflect continuously on their professional development. (N = 14)	3.9 → 4.2	
At the end of a mentoring conversation, I summarise the content that we discussed. (N = 14)	3.6 → 4.1	
I provide guidance on further professional development opportunities. (N = 11)	2.5 ← 2.7	

Never (1) Rarely (2) Sometimes (3) Often (4) Very often (5) Always (6)

○ Mentors Without Prior Mentoring Experience, Minimum number of responses = 11

Figure 42: Changes in Mentoring Practices Including Less Experienced Mentors—Belgium (Wallonia)

Changes in Mentoring Practices—Spain (Catalonia)
How often do you rely on the following practices?

Practice	Values
I start a conversation with an open question. (N = 14)	3.9 → 4.5
I ask clarifying questions. (N = 14)	3.8 → 4.3
I ask novice teachers to elaborate on their intentions and considerations for a lesson. (N = 13)	3.8 → 4.3
I use active listening skills during mentoring conversations. (N = 14)	4.9 → 5.2
I confront novice teachers with mistakes they made during their lessons. (N = 14)	2.9 ← 3.6
I use concrete examples from the novice teachers' lesson during conversations. (N = 14)	4.3 → 4.4
I instruct novice teachers on how to structure their teaching. (N = 14)	2.7 ← 3.2
I am able to address feelings which I perceived during the lesson. (N = 14)	4 ← 4.2
I help mentees to make their implicit statements explicit. (N = 14)	3.9 → 4.2
I ask for alternatives to the teaching implemented by novice teachers. (N = 14)	3 ← 3.3
I provide additional information on instruction to mentees. (N = 14)	3.2 ← 4.1
I assess the quality of novice teachers' teaching skills. (N = 14)	2.2 ← 3.7
I provide direct advice on how to improve teaching. (N = 14)	2.8 ← 3.9
I give examples of best practice from my own experience. (N = 14)	3.4 ← 4.4
I want novice teachers to discover the principles behind a good lesson on their own. (N = 14)	3.9 → 4.2
I let my novice teachers reflect continuously on their professional development. (N = 14)	4.2 → 4.6
At the end of a mentoring conversation, I summarise the content that we discussed. (N = 14)	3.6 → 4.4
I provide guidance on further professional development opportunities. (N = 13)	2.8 ← 3

Never (1) Rarely (2) Sometimes (3) Often (4) Very often (5) Always (6)

○ Mentors Without Prior Mentoring Experience, Minimum number of responses = 20

Figure 43: Changes in Mentoring Practices Including Less Experienced Mentors—Spain (Catalonia)

2.6.4 Changes in Self-Reported Mentoring Competences

Mentors rated their agreement with twelve statements about their mentoring competences on a 6-point scale ranging from 1 (*no ability*) to 6 (*very high ability*). Overall, mentors had most confidence in their abilities to build supportive relationships with their mentees (in all education systems except Wallonia, at least 80% of respondents indicated that they had a high or very high ability), giving constructive feedback (in all education systems except Wallonia, at least 75% of respondents indicated that they had a high or very high ability), and using active listening (at least 70% of respondents in all education systems indicated that they had a high or very high ability). Mentors in Wallonia were overwhelmingly self-critical, with 25% of respondents stating they had no or very little ability in relating to professional teaching standards, and 18.1% stating they had no or very little ability in assessing the teaching skills of their mentees. An example from Flanders, where self-reported mentoring abilities were more representative of the other systems, can be seen in Figure 44. Data for all other education systems can be found in Table 72 to Table 78 in the Appendix.

Mentors' Self-Ratings of Their Mentoring Competences, Second Survey —Belgium (Flanders)

How would you assess your ability regarding the following mentoring skills?

Legend:
- No ability (1)
- Very little ability (2)
- Basic ability (3)
- Average ability (4)
- High ability (5)
- Very high ability (6)

Statement			
I am able to build supportive relationships with my mentees. (N = 11)		91%	
I am able to encourage my mentees to perceive their school as a professional learning environment. (N = 11)	18%	64%	18%
I am able to contribute to a growing professional resilience among my mentees. (N = 11)	36%	64%	
I am able to advise novice teachers on how to structure their teaching. (N = 11)	36%	55%	
I am able to assess the quality of novice teachers' teaching skills. (N = 11)	27%	64%	
I am able to address my mentees' feelings. (N = 11)	27%	45%	27%
I am able to give my mentees constructive feedback. (N = 11)	18%	64%	18%
I am able to use active listening as a strategy. (N = 11)	18%	45%	36%
I am able to analyse my mentees' professional development needs. (N = 11)	55%	27%	
I am able to prompt mentees to reflect on their teaching. (N = 11)	45%	55%	
I am able to relate to professional teaching standards. (N = 11)	73%	27%	
I am able to deal with mentees' mistakes in a constructive way. (N = 10)	20%	60%	20%

Figure 44: Self-Reported Mentoring Competences (Second Survey)—Belgium (Flanders)

For mentors who answered both surveys, average agreement with these statements in the first survey ranged from 2.8 in Wallonia ('I am able to assess the quality of novice teachers' teaching skills') to 5.3 in Romania ('I am able to use active listening as a strategy'). In the second survey, average agreement ranged from 3.5 in Wallonia ('I am able to assess the quality of novice teachers' teaching skills') to 5.4 in Romania ('I am able to use active listening as a strategy'). Examples for Romania and Wallonia can be seen in Figure 45 and Figure 46 respectively. In education systems whose mentors had comparatively high self-ratings, like Bulgaria and Romania, average ratings often ranged between 5 and 6 in the first survey. This meant that mentors had little room for improvement.

In these cases, we suspected possible ceiling effects. In the case of Romania, 38% of mentors answered with the highest possible response category ('very high ability'). In both the first and the second survey, 58.8% of mentors chose the second highest category ('high ability') to rate themselves regarding the statement, leading to high average ratings of 5.3 in the first survey and 5.4 in the second survey.

Changes in Self-Reported Mentoring Competences—Romania
How would you assess your ability regarding the following mentoring skills?
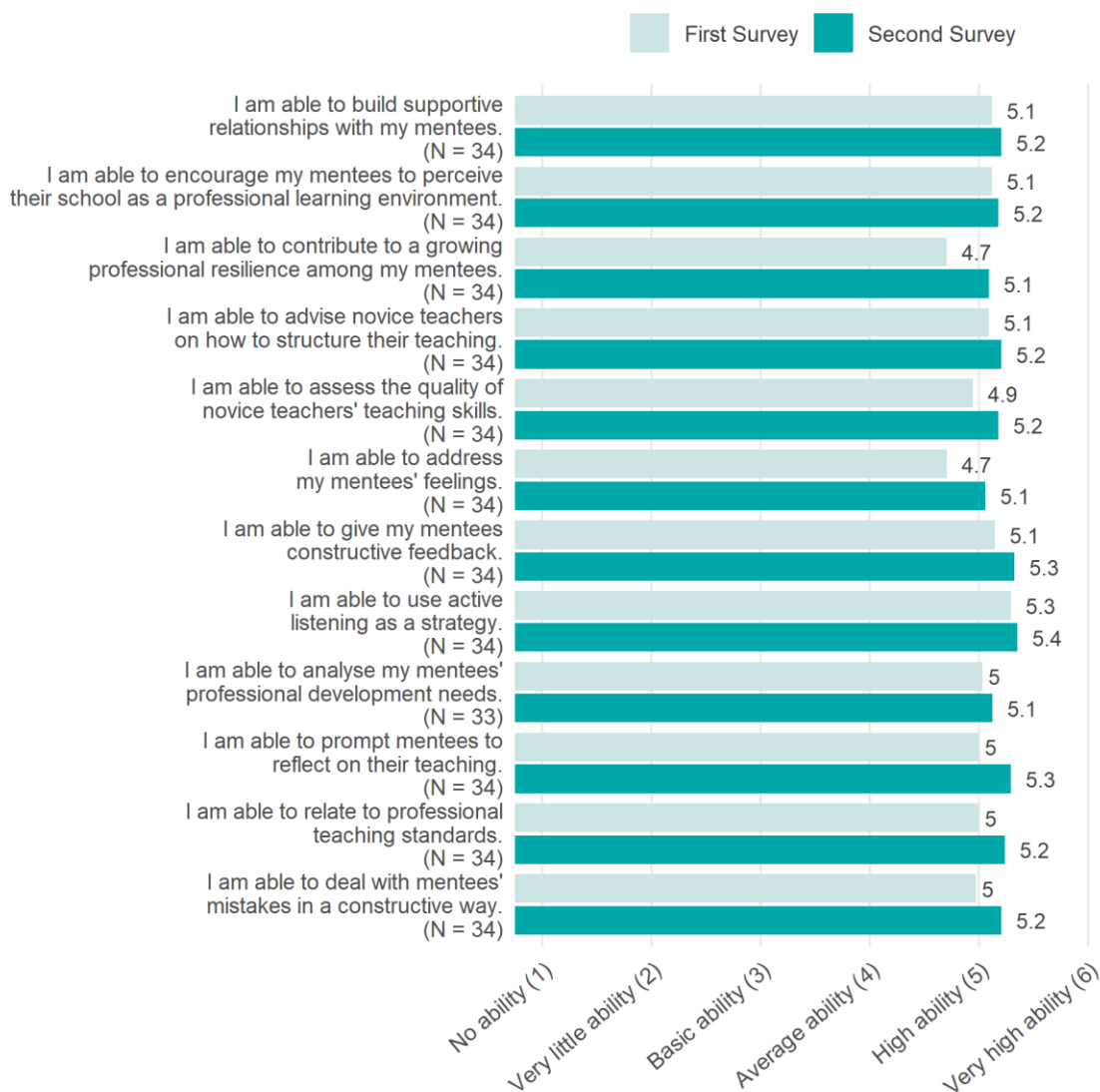
Figure 45: Changes in Self-Reported Mentoring Competences—Romania

By contrast, mentors in Wallonia rated themselves more conservatively and produced more marked changes across many different categories. In Wallonia, a third of the mentors professed to 'no ability' regarding the statement 'I am able to assess the quality of novice teachers' teaching skills' in the first survey (Figure 46). While competence ratings stayed

comparatively low, the percentage of 'no ability' answers to the above statement dropped to 0% in the second survey (Figure 47).

Changes in Self-Reported Mentoring Competences—Belgium (Wallonia)
How would you assess your ability regarding the following mentoring skills?

First Survey | Second Survey

Statement	First Survey	Second Survey
I am able to build supportive relationships with my mentees. (N = 14)	4.9	4.9
I am able to encourage my mentees to perceive their school as a professional learning environment. (N = 14)	4.7	4.9
I am able to contribute to a growing professional resilience among my mentees. (N = 10)	4.1	4.5
I am able to advise novice teachers on how to structure their teaching. (N = 14)	3.8	4.2
I am able to assess the quality of novice teachers' teaching skills. (N = 12)	2.8	3.5
I am able to address my mentees' feelings. (N = 14)	4.4	4.8
I am able to give my mentees constructive feedback. (N = 13)	4.6	4.8
I am able to use active listening as a strategy. (N = 14)	4.7	5
I am able to analyse my mentees' professional development needs. (N = 13)	4.2	4.4
I am able to prompt mentees to reflect on their teaching. (N = 14)	4.1	4.1
I am able to relate to professional teaching standards. (N = 12)	3.9	3.9
I am able to deal with mentees' mistakes in a constructive way. (N = 14)	4.6	4.4

No ability (1) / Very little ability (2) / Basic ability (3) / Average ability (4) / High ability (5) / Very high ability (6)

Figure 46: Changes in Self-Reported Mentoring Competences—Belgium (Wallonia)

Interestingly, while mentors in most education systems except for Wallonia tended to gain confidence in their competence to assess their mentees' teaching, they also tended to refrain more from doing so (see section titled *Changes in Self-Reported Current Mentoring Practice*). As stated previously, mentors in Wallonia started out at a very low level regarding the assessment of novice teachers.

Changes in Responses to the Statement:
'I am able to assess the quality of novice teachers' teaching skills.'
—Belgium (Wallonia) (N = 12)
Teachers who previously reported little or no ability recorded the
greatest competence gains between surveys.

Level of Ability
- No ability (1)
- Very little ability (2)
- Basic ability (3)
- Average ability (4)
- High ability (5)
- Very high ability (6)

First Survey   Second Survey
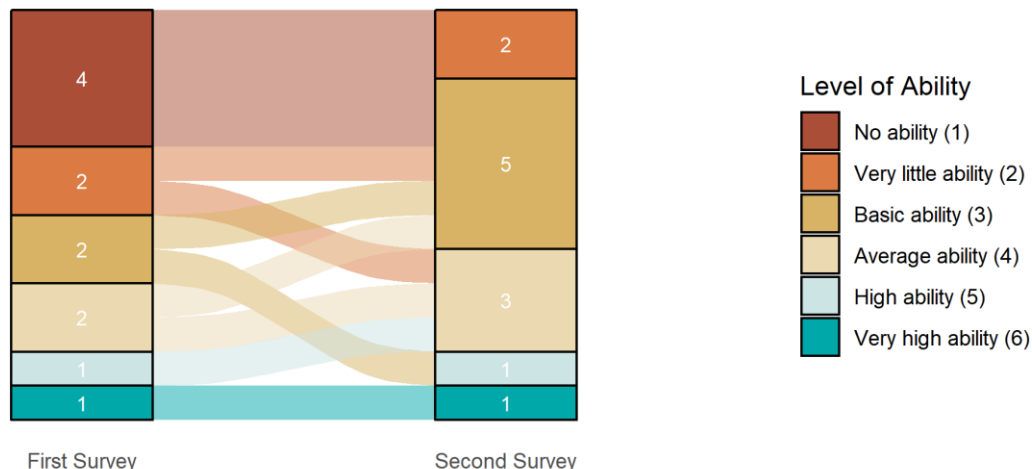
Figure 47: Changes in Responses Between the First and Second Survey for Statement 5—Belgium (Wallonia)

In Flanders and Madrid, we saw noticeable improvements in competence self-ratings regarding the statements 'I am able to relate to professional teaching standards' (3.1 to 4.2 in Flanders, and 3.4 to 4.6 in Madrid, see Figure 48). One-sided sign tests indicated systematic differences in both systems (Flanders: Mdn_{t1} = 3, Mdn_{t2} = 4, Z = -2.15, p < .05; Madrid: Mdn_{t1} = 3.5, Mdn_{t2} = 5, Z = -1.81, p < .05). However, this item saw more moderate improvements—if any— in other education systems.

Changes in Self-Reported Mentoring Competences: Relating to Professional Teaching Standards

While mentors in Flanders and Madrid showed the greatest improvement in competence, the self-reported competence of mentors in Austria and Wallonia on average showed no difference.
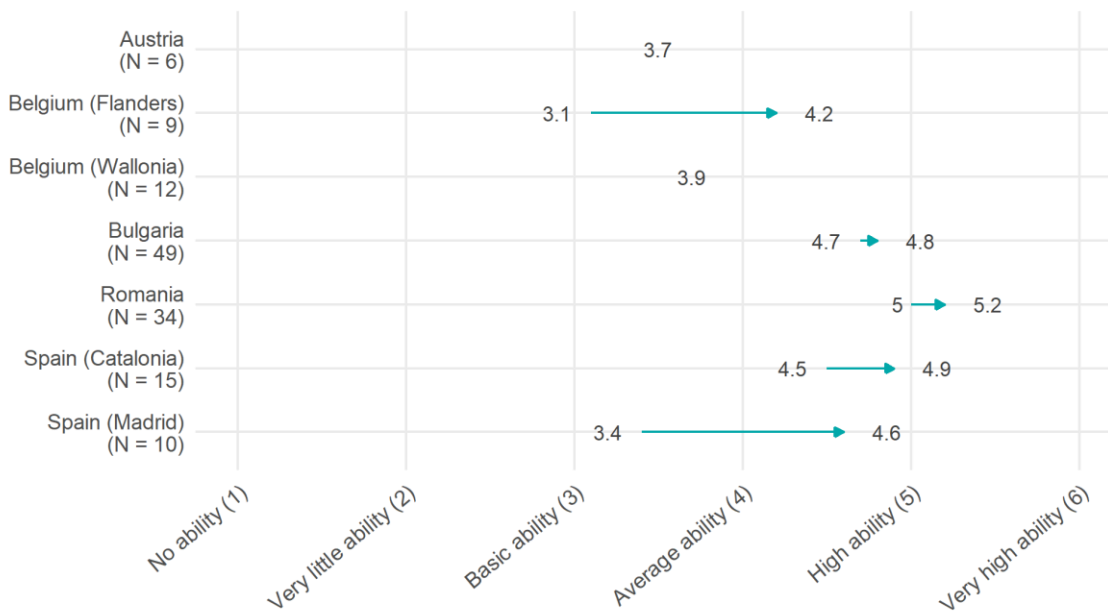
Figure 48: Changes in Self-Reported Mentoring Competence (Statement 11), by Education System

Ratings by mentors in Madrid generally showed the most marked improvements, especially in response to the statements 'I am able to give my mentees constructive feedback' (4.1 to 5.0) and 'I am able to use active listening as a strategy' (4.2 to 4.9). One-sided sign tests indicated systematic differences in Madrid (Mdn_{t1} = 4, Mdn_{t2} = 5, Z = -2.42, p < .01) and Bulgaria (Mdn_{t1} = 5, Mdn_{t2} = 5, Z = -2.22, p < .05). For these two statements, which indicate essential competences for adaptive mentors, we either saw improvements or at least consistently high average ratings in all education systems (Figure 49 and Figure 50).

Changes in Self-Reported Mentoring Competences: Giving Constructive Feedback

Average mentors' self-ratings of this competence improved in every education system.
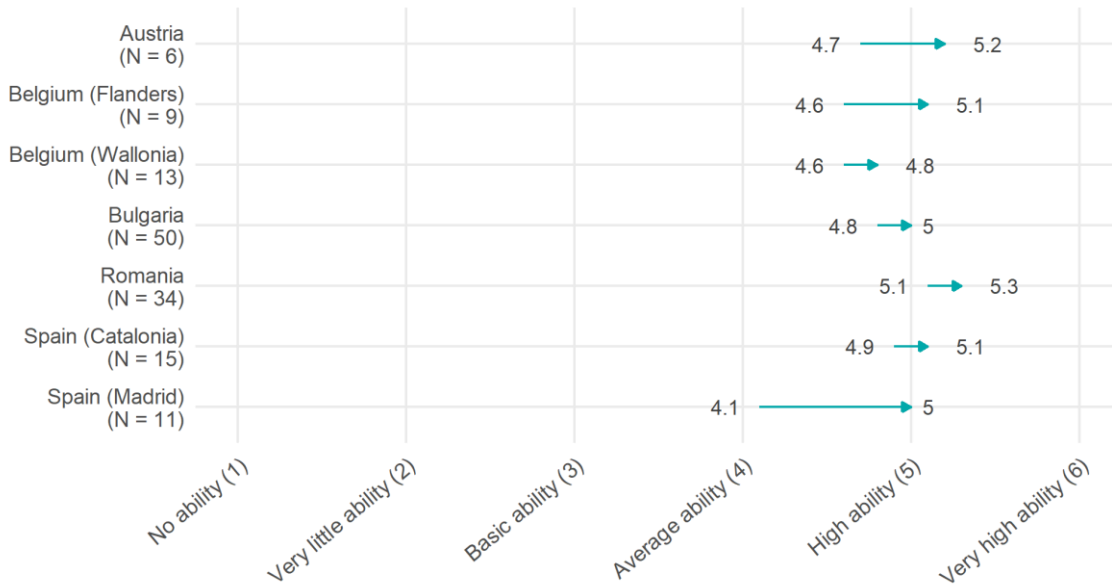
Figure 49: Changes in Self-Reported Mentoring Competences (Statement 7), by Education System

Changes in Self-Reported Mentoring Competences: Active Listening as a Strategy

Average mentors' self-ratings of this competence improved in five education systems.
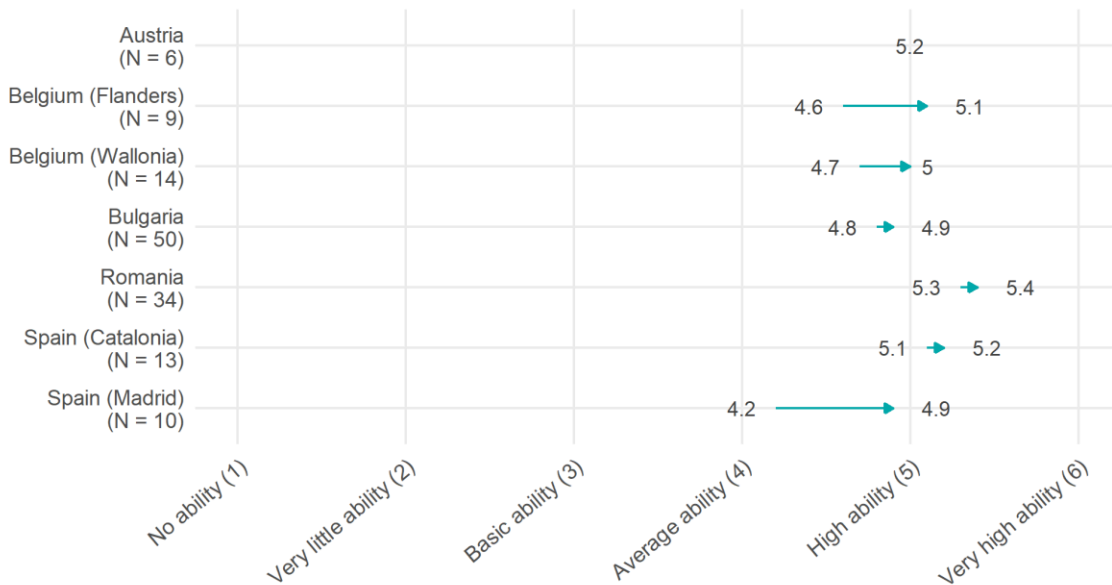
Figure 50: Changes in Self-Reported Mentoring Competences (Statement 8), by Education System

While these improvements might offer further, albeit tentative support, for our suggestion that the NEST training programme may have led to a decrease in judgemental mentoring, we saw little improvement or even slight decreases in the mentors' self-ratings regarding the twelfth statement, 'I am able to deal with mentees' mistakes in a constructive way' (Figure 51). However, mentors had already rated themselves at a high average level with regard to this statement in the first survey. Sign tests again indicated differences in Flanders (Mdn_{t1} = 3, Mdn_{t2} = 4, Z = -2.15, p < .05) and Madrid (Mdn_{t1} = 3.5, Mdn_{t2} = 5, Z = -1.81, p < .05).

Changes in Self-Reported Mentoring Competences: Ability to Deal With Mentees' Mistakes in a Constructive Way

Average self-reported ratings of mentors' competence in this area showed small improvements at most.

Austria (N = 6)	4.8
Belgium (Flanders) (N = 8)	4.9 → 5.1
Belgium (Wallonia) (N = 14)	4.4 ← 4.6
Bulgaria (N = 50)	4.8 → 5
Romania (N = 34)	5 → 5.2
Spain (Catalonia) (N = 15)	4.9 ← 5
Spain (Madrid) (N = 11)	4.5 → 4.9

No ability (1)   Very little ability (2)   Basic ability (3)   Average ability (4)   High ability (5)   Very high ability (6)
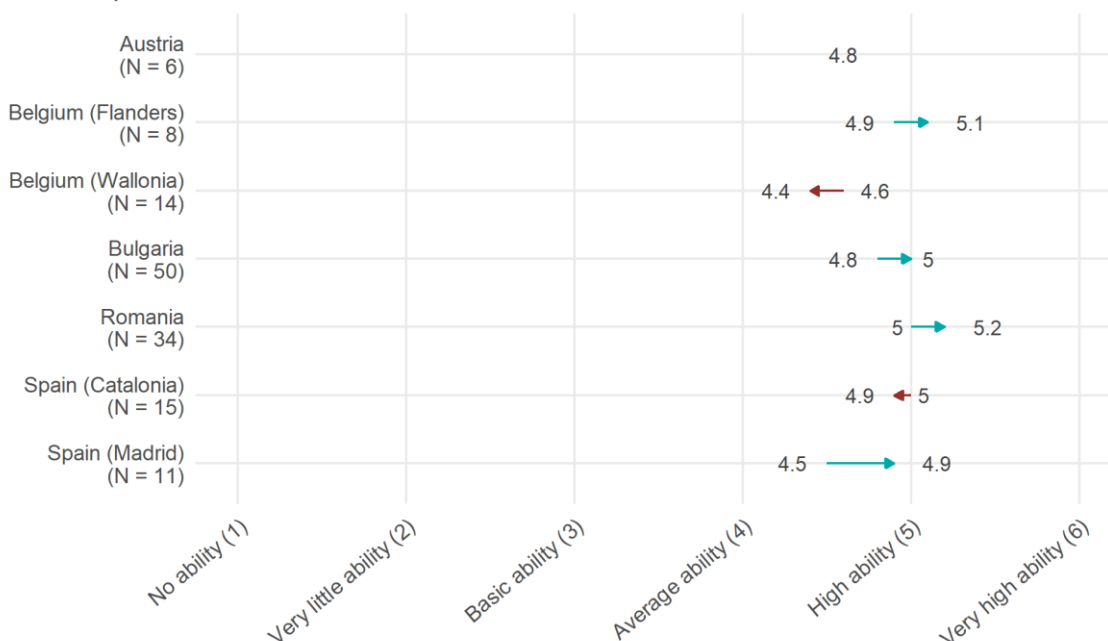
Figure 51: Changes in Self-Reported Mentoring Competences (Statement 12), by Education System

In this case, we observed once more that improvements were most noticeable for teachers who had reported comparatively lower levels of competence in the first survey. In Madrid, where the average change between the two surveys was most pronounced, only mentors who had reported 'average' ability in the first survey had improved, whereas teachers who had rated themselves higher remained with their previous ratings (Figure 52).

Changes in Responses to the Statement:
'I am able to deal with mentees' mistakes in a constructive way.'
—Spain (Madrid) (N = 11)

Only teachers with average ability in the first survey had increased their self-reported competence by the time of taking the second survey.

Level of Ability

- No ability (1)
- Very little ability (2)
- Basic ability (3)
- Average ability (4)
- High ability (5)
- Very high ability (6)

First Survey   Second Survey
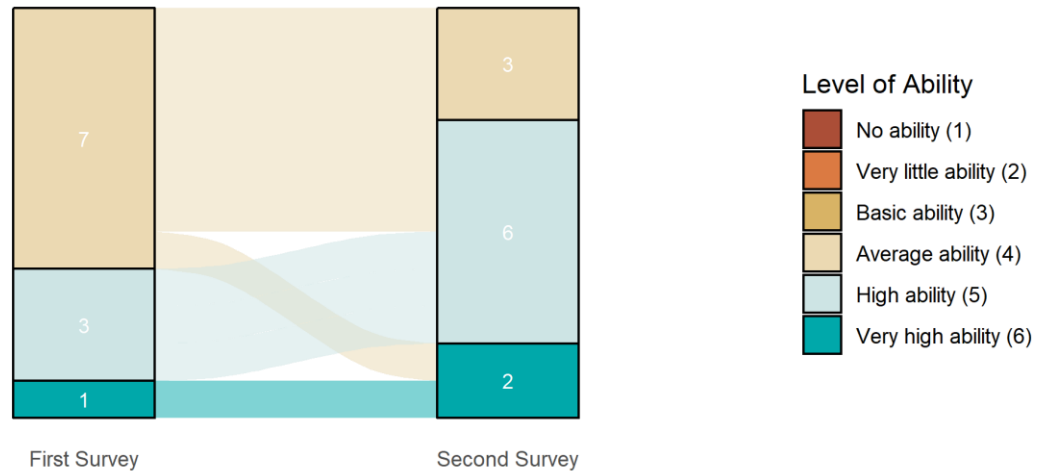
Figure 52: Changes in Responses Between the First and Second Survey for Statement 5—Spain (Madrid)

Unfortunately, mentoring competences mostly stagnated or even decreased in Austria. However, as the Austrian data set consisted of only six mentors who completed the relevant parts of the first survey and could subsequently be matched to the second survey, these results need to be interpreted with caution.

Changes in Self-Reported Mentoring Competences—Austria
How would you assess your ability regarding the following mentoring skills?

First Survey ☐ Second Survey ■

Item	First Survey	Second Survey
I am able to build supportive relationships with my mentees. (N = 6)	5	5.3
I am able to encourage my mentees to perceive their school as a professional learning environment. (N = 6)	4.8	5
I am able to contribute to a growing professional resilience among my mentees. (N = 6)	4.5	4.3
I am able to advise novice teachers on how to structure their teaching. (N = 6)	4.7	4.7
I am able to assess the quality of novice teachers' teaching skills. (N = 6)	4.5	4
I am able to address my mentees' feelings. (N = 6)	5	4.8
I am able to give my mentees constructive feedback. (N = 6)	4.7	5.2
I am able to use active listening as a strategy. (N = 6)	5.2	5.2
I am able to analyse my mentees' professional development needs. (N = 6)	4.2	4.2
I am able to prompt mentees to reflect on their teaching. (N = 6)	4.7	4.2
I am able to relate to professional teaching standards. (N = 6)	3.7	3.7
I am able to deal with mentees' mistakes in a constructive way. (N = 6)	4.8	4.8

No ability (1) Very little ability (2) Basic ability (3) Average ability (4) High ability (5) Very high ability (6)

Figure 53: Changes in Self-Reported Mentoring Competences—Austria

However, in Austria twelve of 18 mentors were not included in the analysis of changes because they had not mentored novice teachers in the five years prior to the NEST project and therefore only filled out these items in the second survey. We found that these inexperienced mentors on average tended to rate their competences as high or even higher than the more experienced teachers in either the first or second survey (Figure 54).

Changes in Self-Reported Mentoring Competences—Austria
I am able to ...

Competence	Values
build supportive relationships with my mentees. (N = 6)	5 → 5.3
encourage my mentees to perceive their school as a professional learning environment. (N = 6)	4.8 → 5
contribute to a growing professional resilience among my mentees. (N = 6)	4.3 ← 4.5
advise novice teachers on how to structure their teaching. (N = 6)	4.7
assess the quality of novice teachers' teaching skills. (N = 6)	4 ← 4.5
address my mentees' feelings. (N = 6)	4.8 ← 5
give my mentees constructive feedback. (N = 6)	4.7 → 5.2
use active listening as a strategy. (N = 6)	5.2
analyse my mentees' professional development needs. (N = 6)	4.2
prompt mentees to reflect on their teaching. (N = 6)	4.2 ← 4.7
relate to professional teaching standards. (N = 6)	3.7
deal with mentees' mistakes in a constructive way. (N = 6)	4.8

Scale: No ability (1), Very little ability (2), Basic ability (3), Average ability (4), High ability (5), Very high ability (6)

○ Mentors Without Prior Mentoring Experience, Minimum number of responses = 12

Figure 54: Changes in Self-Reported Mentoring Competences Including Less Experienced Mentors—Austria

These findings were in line with observations on less experienced mentors in other education systems (see Figure 55 for data from Wallonia). In Madrid, the less experiences mentors' self-ratings even tended to be remarkably close to the experienced mentors' self-ratings in the second survey (Figure 56).

Changes in Self-Reported Mentoring Competences—Belgium (Wallonia)
I am able to ...

build supportive relationships
with my mentees. (N = 14) — 4.9

encourage my mentees to perceive their
school as a professional learning environment. (N = 14) — 4.7 → 4.9

contribute to a growing professional
resilience among my mentees. (N = 10) — 4.1 → 4.5

advise novice teachers on how
to structure their teaching. (N = 14) — 3.8 → 4.2

assess the quality of novice
teachers' teaching skills. (N = 12) — 2.8 → 3.5

address my mentees' feelings.
(N = 14) — 4.4 → 4.8

give my mentees constructive
feedback. (N = 13) — 4.6 → 4.8

use active listening
as a strategy. (N = 14) — 4.7 → 5

analyse my mentees' professional
development needs. (N = 13) — 4.2 → 4.4

prompt mentees to reflect
on their teaching. (N = 14) — 4.1

relate to professional
teaching standards. (N = 12) — 3.9

deal with mentees'
mistakes in a constructive way. (N = 14) — 4.4 ← 4.6

No ability (1) Very little ability (2) Basic ability (3) Average ability (4) High ability (5) Very high ability (6)

○ Mentors Without Prior Mentoring Experience,
Minimum number of responses = 10

Figure 55: Changes in Self-Reported Mentoring Competences Including Less Experienced Mentors—Belgium (Wallonia)

Changes in Self-Reported Mentoring Competences—Spain (Madrid)
I am able to ...

Competence	Before	After
build supportive relationships with my mentees. (N = 12)	4.5	4.8
encourage my mentees to perceive their school as a professional learning environment. (N = 12)	4.5	
contribute to a growing professional resilience among my mentees. (N = 12)	3.8	4.2
advise novice teachers on how to structure their teaching. (N = 12)	3.9	4.2
assess the quality of novice teachers' teaching skills. (N = 12)	3.7	4.4
address my mentees' feelings. (N = 12)	4.2	4.7
give my mentees constructive feedback. (N = 11)	4.1	5
use active listening as a strategy. (N = 10)	4.2	4.9
analyse my mentees' professional development needs. (N = 10)	3.8	4
prompt mentees to reflect on their teaching. (N = 10)	3.7	4.4
relate to professional teaching standards. (N = 10)	3.4	4.6
deal with mentees' mistakes in a constructive way. (N = 11)	4.5	4.9

No ability (1) — Very little ability (2) — Basic ability (3) — Average ability (4) — High ability (5) — Very high ability (6)

○ Mentors Without Prior Mentoring Experience, Minimum number of responses = 25

Figure 56: Changes in Self-Reported Mentoring Competences Including Less Experienced Mentors—Spain (Madrid)

3 Evaluation of Mentoring for Novice Teachers

The evaluation of the NEST project uses a quasi-experimental design to compare the NEST-style adaptive mentoring, which was implemented as an intervention for novice teachers working at disadvantaged schools, to the more conventional mentoring practices already in place and available to novice teachers within the different education systems.

This section offers general information on the data collection process. Then we describe the novice teacher sample, presenting data on the personal and professional background of the novice teachers and on the characteristics of the disadvantaged schools at which they work. The sections that follow focus on the novice teachers and their assessments and perceptions of different elements of the mentoring they received during the school year 2021/2022. We compare the assessments of those novice teachers who received adaptive mentoring by NEST mentors with the assessments of novice teachers receiving conventional mentoring. We begin by outlining how mentoring was organised. Next, we report on novice teachers' perceptions of mentoring practices and mentoring competences. Lastly, we examine whether novice teachers were affected by the mentoring and whether their teacher needs and their teaching competences changed over the course of the school year. Each section starts with a summary of results across education systems, followed by a separate discussion for each education system. For some comparisons, the sample sizes for the control group were very small as certain questions could only be answered if novice teachers had had a mentor to support them. A few questions were presented only to the intervention group as they required assessments of certain elements which were specific to the adaptive mentoring provided within the NEST mentoring framework.

3.1 General Information on Data Collection and on the Sample of Novice Teachers

Data Collection: Most of the data presented in this report were collected in the second survey at the end of the school year. However, wherever we examine developments over time, for instance the development of novice teachers' teaching competences, we compare data from the first survey with the corresponding data from the second survey. Therefore, the sample underlying the following descriptive statistics and analyses is a sample of only the novice teachers who completed both questionnaires, one at the beginning of the school year and one towards the end of the school year. Data for the first survey were collected between October 2021 (Madrid and Catalonia) and February 2022 (Austria). The start of data collection varied between education systems, and the data collection periods were spread out over several weeks. For this reason, a different system of reminders was introduced for the second survey. The timeframe for data collection could be reduced significantly so that all data for the second survey was collected between the end of May and the end of June 2022 and the survey window was condensed to a maximum of four weeks for each education system.

Matched Novice Teacher Sample and Survey Dropout Rates: The novice teacher sample for this report included only those participants who filled in both surveys. In total, 1,332 teachers participated in the first survey. However, not all of those teachers met the project's definition of a novice teacher. For the purposes of the NEST project, a novice teacher is 'a teacher with up to five years of teaching experience'. Therefore, we excluded all cases who

did not meet this requirement. This left 1,155 participants; 504 in the intervention group of novice teachers who received adaptive mentoring from the specially trained NEST mentors, and 651 novice teachers in the control group who received whatever mentoring (if any) was available at their school. As previously explained in the section titled *General Contextual Information on the Samples Used*, some participants dropped out of the programme between the first and second survey. Other participants stayed in the programme, but did not fill out the surveys for other reasons. This means that we do not have responses from the second survey for the entirety of participants in the first survey. Data from the first and second survey were matched using a serial number in order to guarantee complete anonymity. Overall, data for 911 novice teachers could be matched from the first to the second survey, i.e. data are available for 911 individuals who completed both questionnaires (384 in the intervention group and 527 in the control group). This equals a survey dropout rate of 21.13%. The survey dropout rate for the control group was smaller than for the intervention group. This is somewhat surprising since it is usually more difficult to maintain participation levels for the control group. Table 6 shows the participation numbers for the two surveys as well as the dropout rates for all seven education systems. Bulgaria provided the largest sample of novice teachers in the NEST project with 117 matched novice teachers in the intervention group and 205 matched novice teachers in the control group. The samples for Catalonia and Madrid are about half the size, with 151 and 163 matched cases respectively.

Table 6: Survey Completion and Survey Dropout Rates of Novice Teachers (by Education System and Group)

Country (education system)		Number of novice teachers completing the first survey	Number of matched novice teachers completing the first and second survey	Dropout rate (%)
Austria	Intervention group	6	4	33.33%
	Control group	11	8	27.27%
	Total	*17*	*12*	*29.41%*
Belgium (Flanders)	Intervention group	44	24	45.45%
	Control group	28	12	57.14%
	Total	*72*	*36*	*50.0%*
Belgium (Wallonia)	Intervention group	60	37	38.33%
	Control group	126	79	37.3%
	Total	*186*	*116*	*37.63%*
Bulgaria	Intervention group	154	117	24.03%
	Control group	221	205	7.24%
	Total	*375*	*322*	*14.13%*

Romania	Intervention group	80	59	26.25%
	Control group	75	52	30.66%
	Total	*155*	*111*	*28.39%*
Spain (Catalonia)	Intervention group	79	70	11.39%
	Control group	89	81	8.99%
	Total	*168*	*151*	*10.12%*
Spain (Madrid)	Intervention group	81	73	9.88%
	Control group	101	90	10.89%
	Total	*182*	*163*	*10.44%*
Overall Sample	Intervention group	504	384	23.81%
	Control group	651	527	19.05%
	Total	*1,155*	*911*	*21.13%*

Wallonia and Romania each had a sample of slightly more than 100 matched cases. Austria and Flanders provided the smallest samples of novice teachers. Spain and Bulgaria were especially successful in keeping the survey dropout rate for the control group low. In addition, they were the only countries with moderate survey dropout rates for both groups. Incidentally, those countries decided to give participants monetary incentives. Contrastingly, Flanders had to deal with the highest survey dropout rate (50% overall), followed by Wallonia with an overall survey dropout rate of almost 38%. Austria and Romania lost almost 30% of their initial participants in the survey. For Austria, this was particularly detrimental as the sample was very small to begin with. In fact, the matched sample for Austria was so small that analyses at this point were neither sensible nor useful. Therefore, the Austrian novice teachers were excluded from the sample for this report, resulting in an overall sample size of 899 novice teachers (IG_N: 380; CG_N: 519). However, the expected survey dropout of novice teachers was one reason for the two-cohort evaluation design for novice teachers. We are confident that the combined sample of the two cohorts will be large enough to show descriptive results for Austria in the final report. In any case, results and analyses in the following chapters should be understood only as preliminary results since final samples for all education systems will only be complete after the data of the second cohort is added.

3.2 Personal Characteristics of Novice Teachers

Gender: The majority of participants in both intervention and control group was female (IG: 75.3%; CG: 72.6%). In Bulgaria, Wallonia, and Romania, the gender distribution in the intervention and control groups was very similar, with Romania having the highest percentage of women overall (IG: 91.5%; CG: 88.5%). In the other education systems, the gender distribution varied between the groups. In Flanders and Madrid, the percentage of females in the intervention group was lower than in the control group, with Flanders having the lowest percentage of females in the intervention group overall (IG: 58.3%; CG: 66.7%). The opposite was true for Catalonia (IG: 75.7%; CG: 53.1%), which had the lowest percentage of women in the control group.

Age: The average age of novice teachers in the intervention group was 32 years, with a median age of 30 years, compared to an average age of 32.8 years with a median age of 31 years in the control group (Figure 57). There were some outliers in both groups; 20% of the novice teachers were 40 years or older, with a few exceptions being between 50 and 56 years old. The novice teachers in the Romanian intervention group were the youngest on average (26.7 years) with a median age of 25 years. Overall, Madrid had the oldest intervention group novice teachers with an average age of 34.2 years and a median age of 32 years. Regarding the control group, Wallonia had the youngest novice teachers (*M* = 29.5; *Mdn* = 26), and Madrid had the oldest novice teachers (*M* = 34.5; *Mdn* = 32). The age range for the intervention group was biggest in Madrid and Catalonia (33 years), and the age range for the control group was biggest in Romania (36 years).

Figure 57: Age of Novice Teachers in Years, by Education System

Professional Background: The majority of participants in both groups had entered the teaching profession via regular teacher education or teacher training programmes (IG: 85%; CG: 81.7%). Few participants had entered the teaching profession via an alternative pathway (IG: 10.9%; CG: 13.1%), and less than 5% of participants had entered the profession without any teacher education or training (IG: 10.9%; CG: 13.1%). In Bulgaria and Flanders, the percentage of novice teachers entering the profession via regular teacher education programmes was lowest of all education systems (Figure 58). Here, over 30% of respondents had entered the teaching profession via alternative training programmes or without formal teacher education, while in Madrid and Catalonia almost all novice teachers had entered the

profession via regular teacher education programmes. Overall, novice teachers had an average teaching experience of two years. The samples from Flanders, Wallonia, and Romania comprised novice teachers with the least amount of teaching experience in both intervention and control groups respectively. In Madrid, all participants, and in Flanders, all control group participants had a formal teaching qualification. In all other education systems, more than 90% of participants had a formal teacher qualification except in Bulgaria (88%) and in the intervention group in Wallonia (86%). Interestingly enough, for more than 50% of novice teachers of either group, teaching was not their first-choice career. Detailed tables with descriptive statistics can be found on pages 334 to 336 in the Appendix.

Professional Background of Novice Teachers
Most novice teachers entered the NEST programme via regular teacher education programmes.

Legend:
- I entered the teaching profession via regular teacher education and/or training.
- I entered the teaching profession via an alternative pathway (e.g. fast-track training).
- I entered the teaching profession without any teacher education or teacher training.

Education System	Regular	Alternative	Without
Austria Intervention Group, N = 4	100%		
Austria Control Group, N = 8	100%		
Belgium (Flanders) Intervention Group, N = 24	71%	17%	12%
Belgium (Flanders) Control Group, N = 12	67%	17%	17%
Belgium (Wallonia) Intervention Group, N = 37	84%		11%
Belgium (Wallonia) Control Group, N = 79	90%		
Bulgaria Intervention Group, N = 117	67%	28%	
Bulgaria Control Group, N = 205	66%	27%	
Romania Intervention Group, N = 59	95%		
Romania Control Group, N = 52	87%		
Spain (Catalonia) Intervention Group, N = 70	99%		
Spain (Catalonia) Control Group, N = 81	95%		
Spain (Madrid) Intervention Group, N = 73	99%		
Spain (Madrid) Control Group, N = 90	98%		

Figure 58: Professional Background of Novice Teachers, by Education System

3.3   School Contexts

To investigate what kinds of challenges the novice teachers in the intervention and control groups perceived in their specific school contexts, they were asked to rate three sets of items. First, they were asked to what extent their school's capability to provide quality instruction was hindered by 14 different factors, such as a shortage of qualified teachers, insufficient internet access, or a shortage of support personnel. These factors were rated on a 4-point scale ranging from 1 (*not at all*) to 4 (*a lot*). Second, they were asked to estimate how often seven different cases of misconduct or behavioural challenges occurred among their students. These items were rated on a 5-point scale ranging from 1 (*never or almost never*) to 5 (*daily*). Lastly, they were asked to estimate the percentage of students at their school who might be classed as belonging to nine types of potentially challenging groups.

Regarding instructional challenges, we saw mostly similar patterns in all seven education systems. Novice teachers tended to identify a shortage of support personnel as a challenge to their school's capability to provide instruction. Among novice teachers in the NEST intervention group, 11.9% of novice teachers in Madrid, 12.1% of novice teachers in Wallonia, 17.4% of novice teachers in Catalonia, and 33% of novice teachers in Romania answered that this shortage hindered the quality of instruction 'a lot'. A shortage of library materials was perceived as a strong hindrance ('a lot') by novice teachers in the Belgian regions (Flanders: 18.2%, Wallonia: 15.6%) and in Romania (22.8%). Teachers in Madrid were comparatively more affected by a shortage or inadequacy of instructional space (14.7% answered 'a lot'). However, this was also a problem for Romanian teachers (12.1% answered 'a lot'). Romanian novice teachers identified the greatest number of challenges (Figure 59), whereas novice teachers in Bulgaria perceived the least number of challenges (Figure 60).

Interestingly, in most education systems, only a few novice teachers identified a lack of qualified teachers as a serious impediment to instructional quality at their schools. This perception was most widespread in the Belgian regions, with a majority of 54.5% intervention group novice teachers answering either 'quite a bit' or 'a lot' in Flanders, and 33.4% in Wallonia. These numbers were relatively low in other education systems, ranging from 1.8% in Bulgaria to 10.3% in Romania.

There were no notable differences between the intervention and control groups.

Novice Teachers' Perceptions of Instructional Challenges—Romania
(Intervention Group)

To what extent is this school's capacity to provide quality instruction currently hindered by any of the following issues?

Legend: Not at all | To some extent | Quite a bit | A lot

Issue	Not at all	To some extent	Quite a bit	A lot
Shortage of qualified teachers (N = 58)	57%	33%		
Shortage of teachers with competence in teaching students with special needs (N = 57)	26%	44%		26%
Shortage or inadequacy of instructional materials (e.g. textbooks) (N = 57)	26%	46%		21%
Shortage or inadequacy of digital technology for instruction (e.g. software, computers, tablets, smart boards) (N = 59)	25%	36%		31%
Insufficient internet access (N = 57)	28%	42%	12%	18%
Shortage or inadequacy of library materials (N = 57)	32%	40%		23%
Shortage of support personnel (N = 57)	32%	26%		33%
Shortage or inadequacy of instructional space (e.g. classrooms) (N = 58)	47%	28%	14%	12%
Shortage or inadequacy of physical infrastructure (e.g. classroom furniture, school buildings, heating/cooling, and lighting) (N = 58)	48%	26%	12%	14%
Shortage of teachers with competence in teaching students in a multicultural or multilingual setting (N = 57)	39%	40%		16%
Shortage of teachers with competence in teaching students from socioeconomically disadvantaged homes (N = 57)	32%	44%		18%
Shortage or inadequacy of necessary materials to train vocational skills (N = 56)	32%	38%		21%
Shortage or inadequacy of time for instructional leadership (N = 57)	39%	32%	14%	16%
Shortage or inadequacy of time with students (N = 58)	24%	50%		17%

Figure 59: Instructional Challenges as Perceived by Novice Teachers in Romania

Novice Teachers' Perceptions of Instructional Challenges—Bulgaria
(Intervention Group)

To what extent is this school's capacity to provide quality instruction currently hindered by any of the following issues?

Legend: Not at all | To some extent | Quite a bit | A lot

Issue	Not at all	To some extent	Quite a bit
Shortage of qualified teachers (N = 111)	70%	28%	
Shortage of teachers with competence in teaching students with special needs (N = 110)	57%	28%	13%
Shortage or inadequacy of instructional materials (e.g. textbooks) (N = 110)	65%	27%	
Shortage or inadequacy of digital technology for instruction (e.g. software, computers, tablets, smart boards) (N = 111)	52%	35%	11%
Insufficient internet access (N = 111)	65%	32%	
Shortage or inadequacy of library materials (N = 108)	60%	31%	
Shortage of support personnel (N = 111)	59%	30%	
Shortage or inadequacy of instructional space (e.g. classrooms) (N = 111)	71%	22%	
Shortage or inadequacy of physical infrastructure (e.g. classroom furniture, school buildings, heating/cooling, and lighting) (N = 111)	68%	23%	
Shortage of teachers with competence in teaching students in a multicultural or multilingual setting (N = 109)	71%	23%	
Shortage of teachers with competence in teaching students from socioeconomically disadvantaged homes (N = 110)	73%	23%	
Shortage or inadequacy of necessary materials to train vocational skills (N = 110)	65%	31%	
Shortage or inadequacy of time for instructional leadership (N = 109)	65%	28%	
Shortage or inadequacy of time with students (N = 110)	57%	35%	

Figure 60: Instructional Challenges as Perceived by Novice Teachers in Bulgaria

Regarding cases of misconduct or behavioural challenges, the data from the intervention groups of different education systems was also mostly similar. Flanders stood out as the education system in which novice teachers perceived the queried forms of misconduct as most prevalent, with comparatively high numbers of novice teachers reporting a 'weekly' or 'daily' occurrence of intimidation or bullying among students (45.5%) and intimidation or verbal abuse of teachers or staff (38.1%). The reported frequencies of misconduct and behavioural challenges for Flanders can be seen in Figure 61.

Figure 61: Novice Teachers' Perceptions of Misconduct and Behavioural Challenges at School in Belgium (Flanders)

Intimidation or bullying among students was the most common form of behavioural challenge in all education systems. Apart from Flanders, between 17.6% (Madrid) and 36.4% (Wallonia) of novice teachers in the intervention group regarded intimidation and bullying among students a weekly or even daily occurrence. Bulgarian novice teachers also reported high occurrences of physical injury caused by violence among students (14.8%) and intimidation or verbal abuse of teachers or staff (10.4%). Novice teachers in Wallonia

reported intimidation of teachers and staff (14.7%) and use or possession of drugs and/or alcohol (11.8%). In Madrid, 11.8% of novice teachers reported vandalism and theft. Regarding these cases of behavioural challenges, there were no notable differences between the intervention and control groups.

Lastly, regarding novice teachers' perceptions of the composition of the student body at their schools, we noticed high levels of variance within the education systems themselves. For instance, in Bulgaria, estimates of the number of students whose language spoken at home was different from the language(s) of instruction at school, students with special needs, students from socioeconomically disadvantaged homes, students who are refugees, students without connection to the internet at home, and students whose parents have not finished secondary education ranged from 0% to 100% (Figure 62).

Figure 62: Composition of the Student Body According to Novice Teachers in Bulgaria

Looking at averages, we found that novice teachers in Flanders tended to provide the highest estimates of numbers of students whose language at home differed from the language of

instruction (75.8%, range: 0%–100%). The estimates for this category were also high in Catalonia (64.1%, range: 2%–100%) and Bulgaria (58.9%, range: 0%–100%), but comparatively low in Romania (19%, range: 0%–100%). Novice teachers in Bulgaria and Flanders also reported high numbers of students from ethnic minorities, with average estimates of 66.2% in Bulgaria (range: 2%–100%) and 61.1% in Flanders. In all education systems, novice teachers tended to estimate that a substantial part of the students at their school came from socioeconomically disadvantaged homes, with average estimates ranging from 40.3% In Wallonia (range: 5%–100%) to 63% in Flanders (range: 0%–98%). In general, estimates of homogeneity tended to be lower in Romania and Wallonia (Figure 63) than in other education systems. However, it should be noted that we saw far more variance in the individual education systems than between systems.
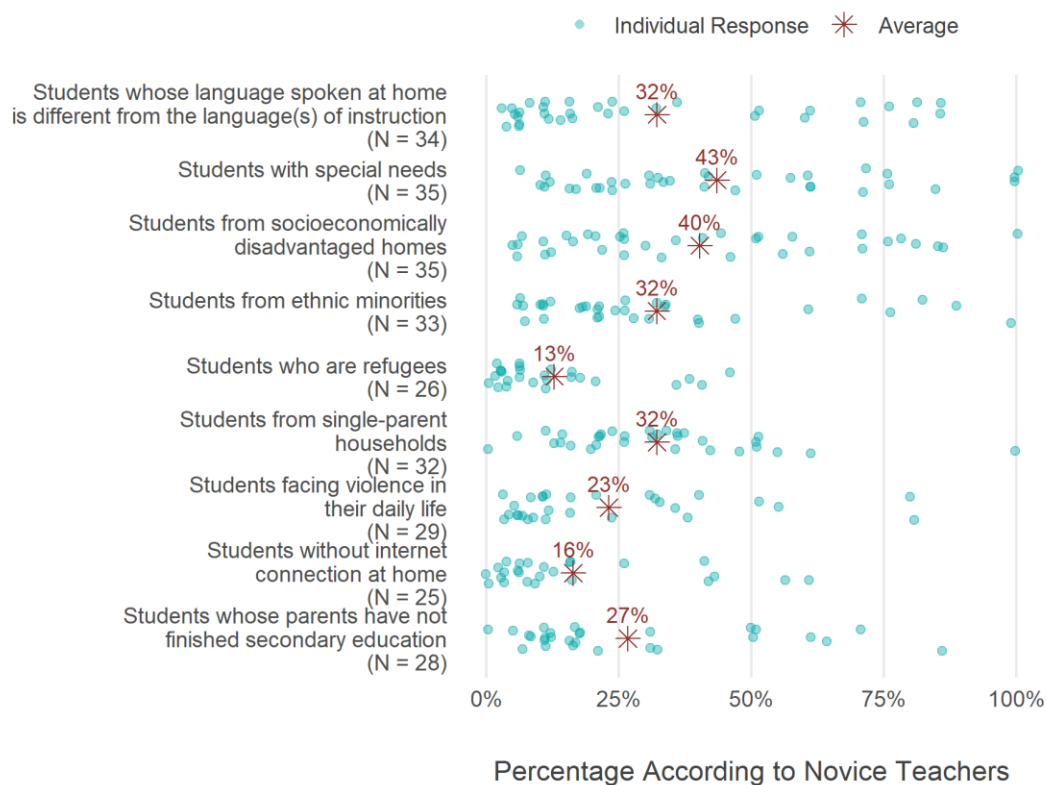
Figure 63: Composition of the Student Body According to Novice Teachers in Wallonia

Comparing control and intervention groups, we noticed that overall, the intervention group tended to report somewhat more diverse and challenging compositions of the student body

in Bulgaria and Madrid, whereas this was reversed in Catalonia and Flanders. In the other education systems, we saw no notable differences.

It should be noted that we cannot confirm or cross-validate the novice teachers' estimates regarding the composition of the student body at their schools as we have no information on which teachers worked at the same schools.

3.4   Organisation of Mentoring

This section examines how mentoring for novice teachers was organised. This information was collected in the second survey and could only be provided by those novice teachers who had a mentor to support them at this point in time. In the control group, only 150 novice teachers stated having a mentor. In Bulgaria, this was true for only 14.6% of novice teachers in the control group. In Romania and Madrid, about 21% of participants reported having a mentor, whereas in Catalonia 40.7% of respondents had a mentor. In Belgium, the majority of control group novice teachers had a mentor (Wallonia: 60.8%; Flanders: 83.3%). In consequence, the control group samples of novice teachers with mentors were particularly small for Madrid (19), Flanders (10), and Romania (10). Therefore, the reported control group data regarding mentoring and mentors should interpreted cautiously as answers or changes relating to one person can skew the data quite strongly.

First, we report on the dates of the first mentoring session. In the second survey, novice teachers were asked to give the month and year of this first meeting.

For the intervention group, this meeting was supposed to take place after they had completed the first online survey in order to generate a baseline measurement for the intervention group. Members of the intervention group were also asked to report the number of formal and informal mentoring conversations that had taken place since the first meeting. Novice teachers in the intervention group were supposed to have at least one formal mentoring conversation with their mentor each term. Since they completed the second survey at the end of the school year, all novice teachers in the intervention group should have reported having had at least three formal conversations. In the questionnaire, a formal mentoring conversation was defined as 'a longer meeting between mentor and mentee to plan and/or discuss and/or reflect on, for instance, a lesson plan, actual teaching, or student behaviour'. An informal mentoring conversation was defined as 'a short meeting to exchange information/materials or receive advice or feedback on ideas'.

Next, we present data on the perception of the organisation of the meetings from the perspective of the novice teachers. Novice teachers were asked to agree or disagree on a 4-point scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*) with four statements about the organisation of their mentoring. One example statement was: 'My mentor takes sufficient time for our mentoring conversations.'

Lastly, we present data on novice teachers' perceptions of the focus of the mentoring they received. In the second questionnaire, novice teachers in the intervention and control groups were asked to assess the extent to which their mentoring had focused on supporting them with addressing different challenges. To this end, they had to rate six questions on a 4-point

scale ranging from 1 (*not at all*) to 4 (*a lot*). One example question was: 'To what extent did the mentoring you received focus on supporting you with teaching students with language barriers?'

3.4.1 Section Summary

Time of First Meeting with Mentor: Novice teachers in the intervention group and the novice teachers in the control group who had a mentor were asked to give the month and year of their first meeting with their mentor. In the intervention group, first meetings were scheduled after novice teachers had completed the first survey, i.e. starting in September 2021. According to their answers, this was true for the majority of novice teachers (70.1%) even at the level of individual education systems. However, 6.8% of respondents dated this first meeting back to September 2020, and 4.1% to September 2019. It is possible that participants mistyped the dates. In the control group, the majority of participants also met their mentor for the first time in September 2021 (72.6%). This was true for all education systems. There were some exceptions in which novice teachers reported to have met their mentor for the first time in 2006 or 2010; again, this was possibly the result of typing mistakes.

Number of Mentoring Conversations: On average, novice teachers in the intervention group reported that 3.8 (*Mdn* = 3) formal mentoring conversations had taken place. This number seems realistic, considering that three meetings were supposed to be scheduled through the course of the NEST mentoring programme. Furthermore, novice teachers in the intervention group reported an average of 8.6 (*Mdn* = 4) informal mentoring conversations with their mentors. There were some outliers; a few novice teachers reported having had neither formal nor informal mentoring conversations, and some reported having had as many as 50 formal and 150 informal mentoring conversations.

Novice teachers in the control group reported an average of 6.9 (*Mdn* = 4) formal mentoring conversations and an average of 17.3 (*Mdn* = 10) informal conversations with their mentors. Again, there were some outliers; a few novice teachers reported having had neither formal nor informal mentoring conversations, and some reported having had as many as 100 formal and 200 informal mentoring conversations. In all education systems, novice teachers in the control group reported higher numbers of formal and informal mentoring conversations. The biggest difference between the groups regarding the number of formal mentoring conversations can be seen in Bulgaria, whereas in Wallonia and Catalonia, the groups reported more similar numbers. Regarding informal mentoring conversations, the biggest differences in numbers between the intervention and control group can be observed in Bulgaria and Madrid. In Wallonia, the number of mentoring conversations in the intervention and control group were most similar compared to the other education systems.

Organisation of Mentoring: On average, novice teachers in the intervention group agreed quite strongly that mentors had taken sufficient time for mentoring conversations and classroom observations. They also agreed quite strongly that they knew well in advance when their mentor would come to visit them for a classroom observation and disagreed with the statement that mentoring conversations were rescheduled often. The highest averages for all statements were found in Catalonia. On a descriptive level, averages in the control

group were lower than those of the intervention group for all statements in all education systems except for Flanders. However, only 10 novice teachers answered this question in the control group in Flanders. Novice teachers in the control group also agreed that mentors had made sufficient time for mentoring conversations as well as for observing their teaching. They also agreed that they knew well in advance when their mentor would come to visit them for a classroom observation. Control group novice teachers in all education systems except in Bulgaria disagreed even more strongly than those in the intervention group with the statement that mentoring conversations were rescheduled often.

Mentoring Focus: Compared to novice teachers in the control group, novice teachers in the intervention group in Catalonia, Romania, and Madrid reported that their mentoring had focused to a greater extent on supporting them with engaging hard-to-reach learners, teaching students with language barriers, teaching students with emotional and behavioural difficulties, teaching students with learning difficulties, managing a diverse classroom effectively, and involving parents in the learning process of their children. Except for singular mentoring foci, the percentages for the answer category 'a lot' were higher in the intervention group than in the control group for all mentoring foci, as were the combined percentages for the answer categories 'a lot' and 'quite a bit'. In Bulgaria, novice teachers in the intervention group reported that their mentoring had focused to a greater extent on supporting them with engaging hard-to-reach learners, teaching students with language barriers, teaching students with learning difficulties, and managing a diverse classroom effectively compared to novice teachers in the control group. However, the Bulgarian control group reported a more extensive focus on the mentoring foci of supporting them with teaching students with emotional and behavioural difficulties and involving parents in the learning process of their children. Also, the percentages for the answer category 'a lot' in the control group were higher than in the intervention group for four mentoring foci. On a descriptive level, compared to novice teachers in the control group, novice teachers in the intervention group in Flanders and Wallonia reported that their mentoring had focused to a lower extent on most of the different focus areas. In the different education systems, novice teachers both in intervention and control groups on average perceived the strongest focus of their mentoring to have been on supporting them with engaging hard-to-reach learners or managing a diverse classroom. Novice teachers in the intervention group in all education systems except Romania perceived the least extent of focus on involving parents in the learning process of their children. In Romania, novice teachers in the intervention group actually perceived a strong focus on involving parents in the learning process of their children. Here, novice teachers in the intervention group perceived the least extent of focus on teaching students with language barriers. Novice teachers in the control group perceived the least extent of focus either on involving parents in the learning process of their children (Bulgaria, Madrid, Wallonia), teaching students with language barriers (Catalonia, Romania), or teaching students with learning difficulties (Flanders).

3.4.2 Organisation of Mentoring—Belgium (Flanders)

The matched sample for Flanders was very small, with 24 novice teachers in the intervention group and only 10 novice teachers in the control group. Not all respondents answered all questions, so there was variability in sample size for the different questions. Therefore, the data reported for the control group must be interpreted with caution as answers or changes relating to one person can skew the data quite strongly. The total number of novice teachers who answered the questions can be found in Table 89 and Table 95 in the Appendix.

Time of First Meeting with Mentor: More than half of the novice teachers in the intervention group (57.1%) reported to have met their mentor in September 2021 or later. Others reported dates between September 2016 and September or October 2020. Those responses might be the result of typing errors. The majority of control group novice teachers (80%) also met their mentor for the first time in September 2021 or later. One person reported September 2020 and one person reported November 2020 as the time of the first meeting with their mentor.

Number of Mentoring Conversations: The majority of novice teachers in the intervention group (65.2%) had three or more formal mentoring conversations with their mentor ($M = 3.7$; $Mdn = 4$). The range of reported meetings was zero to ten meetings, although only two respondents reported zero mentoring conversations, and only two respondents reported more than seven mentoring conversations. Furthermore, respondents reported on average 14.4 ($Mdn = 5$) informal mentoring conversations with their mentors. Those numbers are slightly higher than the overall average of all education systems for the intervention group. There were some outliers, such as two novice teachers who reported having had no formal mentoring conversations, and one novice teacher who reported having had as many as 150 informal mentoring conversations.

Novice teachers in the control group reported higher numbers of formal as well as informal mentoring conversations. All novice teachers reported three formal mentoring conversations or more, with the number of conversations ranging from three to ten ($M = 6.3$; $Mdn = 5.5$). On average, respondents had 8.5 ($Mdn = 3$) informal meetings with their mentors. Those numbers are lower than the overall average of all education systems for the control group. Here there were some outliers as well, such as two novice teachers who reported having had more than 20 informal mentoring conversations.

Organisation of Mentoring: Overall, novice teachers in the intervention group were a little more critical of their mentors than those in the control group, although the majority still agreed or strongly agreed with the statements about the organisation of mentoring. Although 57.1% of respondents strongly agreed that their mentor had taken sufficient time for the mentoring conversations, 9.5% of respondents disagreed with this statement (Figure 64). In contrast, 100% of control group novice teachers agreed or strongly agreed with this statement (Figure 65).

Novice Teachers' Perspectives on the Organisation of Mentoring —Belgium (Flanders)

(Intervention Group)

To what extent do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree	Disagree	Strongly disagree
My mentor takes sufficient time for our mentoring conversations. (N = 21)	57%	33%		
My mentor takes sufficient time to observe my classroom teaching. (N = 20)	20%	65%	15%	
I know well in advance when my mentor will visit me for a classroom observation. (N = 21)	33%	48%	19%	
My mentoring conversations were rescheduled often. (N = 21)	19%	43%		38%
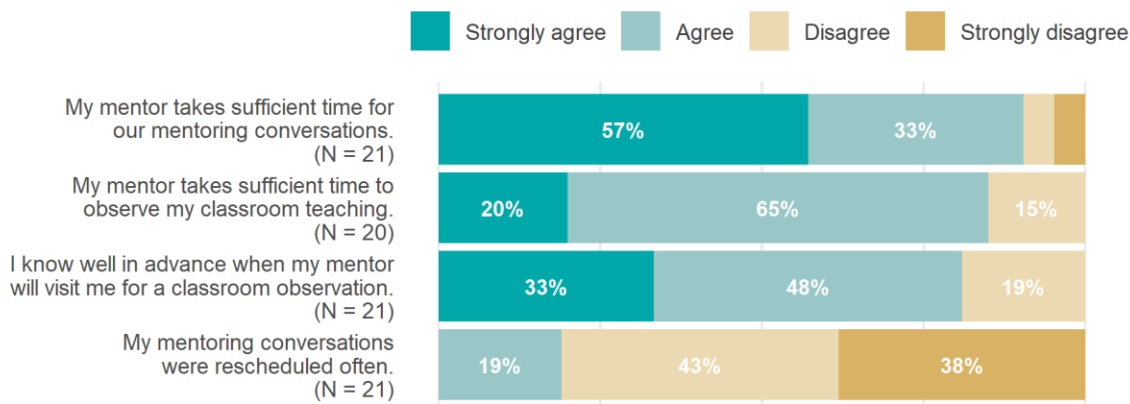
Figure 64: Organisation of Mentoring—Belgium (Flanders), Intervention Group

Novice Teachers' Perspectives on the Organisation of Mentoring —Belgium (Flanders)

(Control Group)

To what extent do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree	Disagree	Strongly disagree
My mentor takes sufficient time for our mentoring conversations. (N = 10)	50%	50%		
My mentor takes sufficient time to observe my classroom teaching. (N = 10)	40%	60%		
I know well in advance when my mentor will visit me for a classroom observation. (N = 10)	50%	50%		
My mentoring conversations were rescheduled often. (N = 10)			40%	60%
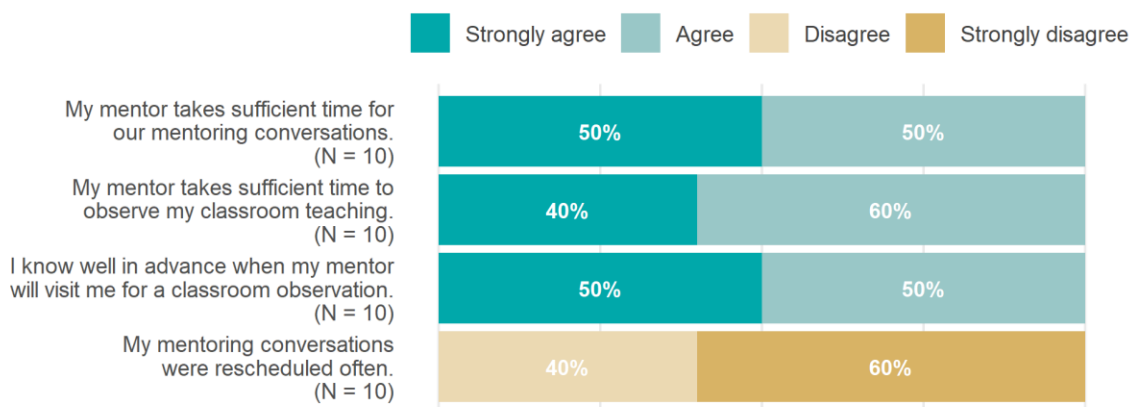
Figure 65: Organisation of Mentoring—Belgium (Flanders), Control Group

All control group respondents also agreed or strongly agreed that mentors had taken sufficient time for classroom observations and that they knew well in advance when the mentor would visit them for such an observation. In the intervention group, 85% of

respondents agreed or strongly agreed that their mentor had taken enough time to observe their teaching, and 81% agreed that they knew well in advance about visits from their mentor. Both groups disagreed with the statement that mentoring conversations were rescheduled often. Here, the entire control group disagreed or strongly disagreed with the statement compared to 81% of respondents in the intervention group.

Mentoring Focus: Overall, compared to novice teachers in the control group, novice teachers in the intervention group reported that their mentoring had focused to a lower extent on supporting them with engaging with hard-to-reach learners, teaching students with language barriers, managing a diverse classroom effectively, and involving parents in the learning process of their children (Figure 66 and Figure 67). The percentages for the answer category 'a lot' in the intervention group were higher than in the control group only for the mentoring focus regarding teaching students with language barriers. Novice teachers in the intervention group perceived the strongest focus of their mentoring to have been on supporting them with engaging hard-to-reach learners (42.9% answered 'quite a bit' or 'a lot'). They perceived the least extent of focus on involving parents in the learning process of their children (9.5% answered 'quite a bit'). The percentages of novice teachers in the intervention group who reported that their mentoring had not focused at all on one of the different areas varied between 4.8% (engaging hard-to-reach learners, managing a diverse classroom effectively) and 42.9% (involving parents in the learning process of their children). Novice teachers in the control group perceived the strongest focus of their mentoring to have been on supporting them with managing a diverse classroom effectively (60% answered 'quite a bit' or 'a lot'). They perceived the least extent of focus to have been on teaching students with learning difficulties (20% answered 'quite a bit'). The percentages of novice teachers in the control group who reported that their mentoring had not focused on one of the different areas at all ranged from 0% (managing a diverse classroom effectively) to 20% (involving parents in the learning process of their children).

The perspectives of novice teachers in the intervention group partially corresponded with the perspectives on the mentoring focus reported by the mentors themselves (see the section titled *Changes in Self-Reported Mentoring Focus* for more information). At least 50% of mentors answered that they had focused 'a lot' or 'quite a' bit on supporting their mentees with teaching students with learning difficulties (seven out of eleven mentors), teaching students with language barriers (six out of eleven mentors), teaching students with emotional and behavioural difficulties (six out of eleven mentors), managing a diverse classroom (seven out of eleven mentors), or engaging hard-to-reach learners (seven out of eleven mentors). In contrast, five out of eleven of mentors had not focused at all on supporting their mentees with involving parents in the learning process of their children (three mentors reported having focused on this 'quite a bit').

Novice Teachers' Perspectives on Mentoring Focus—Belgium (Flanders)
(Intervention Group)

To what extent did the mentoring you received focus on supporting you with...

Legend: Not at all | To some extent | Quite a bit | A lot

Question	Not at all	To some extent	Quite a bit	A lot
teaching students with learning difficulties? (N = 21)	14%	62%	24%	
teaching students with language barriers? (N = 21)	29%	48%	19%	
teaching students with emotional and behavioural difficulties? (N = 21)		57%	33%	
involving parents in the learning process of their children? (N = 21)	43%	48%		
managing a diverse classroom effectively? (N = 21)		57%	33%	
engaging hard-to-reach learners? (N = 21)		52%	33%	
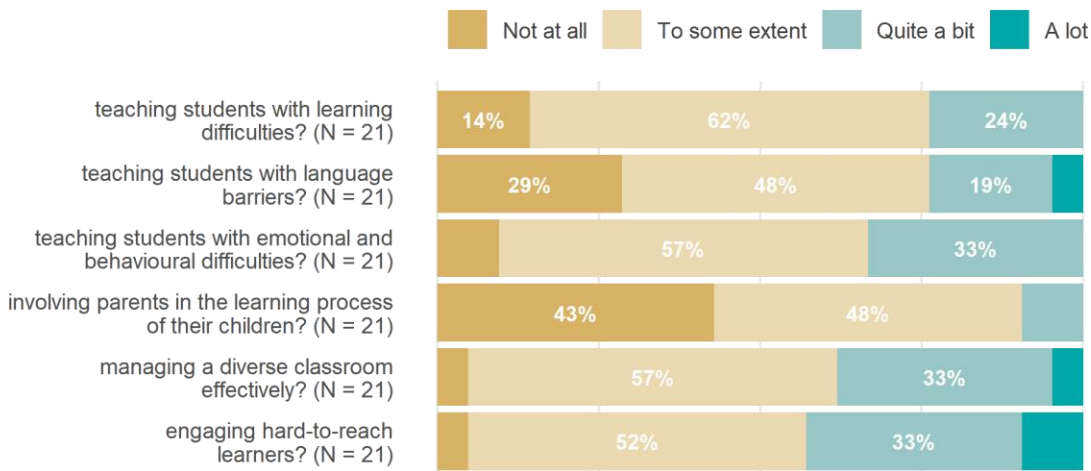
Figure 66: Novice Teachers' Perspectives on Mentoring Focus—Belgium (Flanders), Intervention Group

Novice Teachers' Perspectives on Mentoring Focus—Belgium (Flanders)
(Control Group)

To what extent did the mentoring you received focus on supporting you with...

Legend: Not at all | To some extent | Quite a bit | A lot

Question	Not at all	To some extent	Quite a bit	A lot
teaching students with learning difficulties? (N = 10)	10%	80%		10%
teaching students with language barriers? (N = 10)	10%	60%	30%	
teaching students with emotional and behavioural difficulties? (N = 10)	10%	70%	20%	
involving parents in the learning process of their children? (N = 10)	20%	50%	30%	
managing a diverse classroom effectively? (N = 10)		40%	40%	20%
engaging hard-to-reach learners? (N = 10)	10%	40%	40%	10%
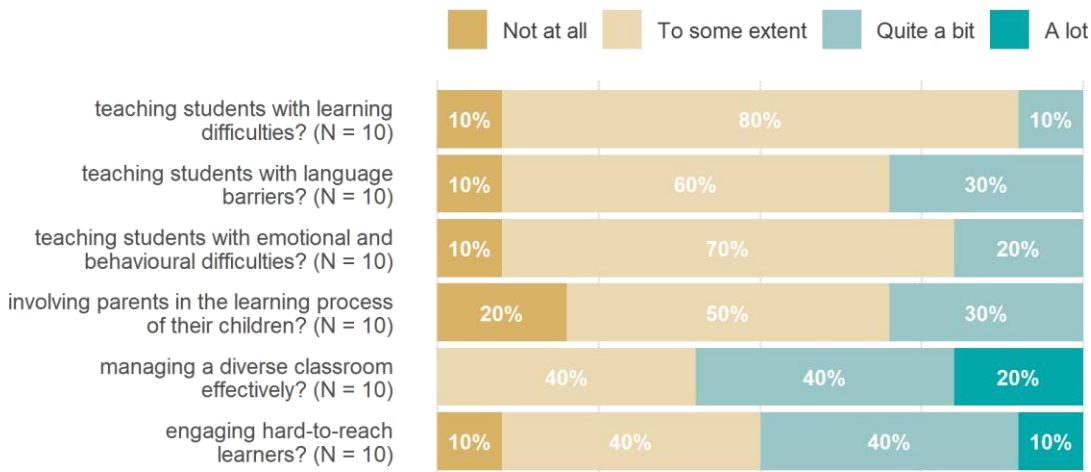
Figure 67: Novice Teachers' Perspectives on Mentoring Focus—Belgium (Flanders), Control Group

3.4.3   Organisation of Mentoring—Belgium (Wallonia)

The matched sample for Wallonia comprised 37 novice teachers in the intervention group and 48 novice teachers in the control group. Not all respondents answered all questions, so there was variability in sample size for the different questions. The total number of novice teachers who answered the questions can be found in Table 90 and Table 96 in the Appendix.

Time of First Meeting with Mentor: Slightly more than half of the novice teachers in the intervention group (52.9%) reported to have met their mentor in September 2021 or later. Others reported September 2018 and September or October 2019 or 2020. Those responses might be the result of typing errors. The majority of control group novice teachers (73.3%) also met their mentor for the first time in September 2021 or later. Five persons reported September 2020, and one person each reported October 2020 and November 2020 as the time of the first meeting with their mentor.

Number of Mentoring Conversations: Slightly more than half of the novice teachers in the intervention group (52.8%) had three or more formal mentoring conversations with their mentor (M = 3.4; Mdn = 3). The range of reported mentoring conversations was zero to ten meetings, although only two people reported zero meetings and only two people reported more than seven meetings. Furthermore, respondents reported on average 12.9 (Mdn = 5) informal meetings with their mentors. There were some outliers, such as four novice teachers who reported having had no formal mentoring conversations, and two novice teachers who reported having had as many as 100 informal mentoring conversations.

In the control group, 60.4% of novice teachers reported three formal mentoring conversations or more, with the number of conversations ranging from three to ten (M = 4.8; Mdn = 3). On average, respondents had 13.1 (Mdn = 5) informal mentoring conversations with their mentors. Here there were some outliers as well, such as four novice teachers who reported having had no formal mentoring conversations and one novice teacher who reported having had 50 informal mentoring conversations.

Organisation of Mentoring: Overall, novice teachers in the intervention group in Wallonia were more critical in their assessment of the organisation of their mentoring (Figure 68 and Figure 69) than novice teachers in other education systems. They disagreed or strongly disagreed especially with the statement that their mentor had taken sufficient time to observe them while they were teaching (IG: 72.7%; CG: 70.5%). In the intervention group, exactly half of respondents disagreed or disagreed strongly that they knew well in advance when their mentor would be coming for a classroom visit, and almost 30% agreed or strongly agreed that mentoring conversations were rescheduled often. In the control group, 64.3% of respondents disagreed or strongly disagreed that they knew well in advance when their mentor would be visiting. However, mentoring conversations were not rescheduled often; only 6.7% of respondents agreed with this statement. On a more positive note, the majority of both groups agreed or strongly agreed that their mentor had taken sufficient time for mentoring conversations (IG: 82.4%; CG: 73.9%).

Novice Teachers' Perspectives on the Organisation of Mentoring —Belgium (Wallonia)
(Intervention Group)

To what extent do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree	Disagree	Strongly disagree
My mentor takes sufficient time for our mentoring conversations. (N = 34)	21%	62%		
My mentor takes sufficient time to observe my classroom teaching. (N = 33)		24%	48%	24%
I know well in advance when my mentor will visit me for a classroom observation. (N = 34)		47%	24%	26%
My mentoring conversations were rescheduled often. (N = 34)		26%	32%	38%
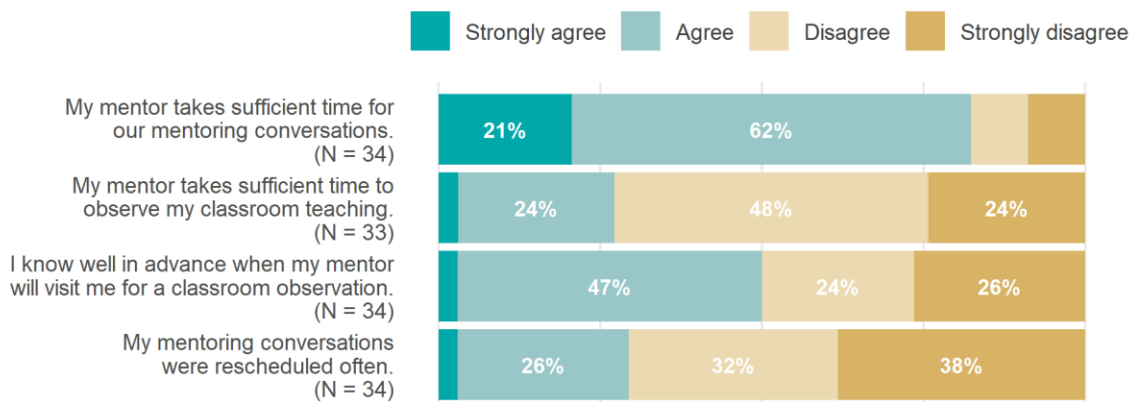
Figure 68: Organisation of Mentoring—Belgium (Wallonia), Intervention Group

Novice Teachers' Perspectives on the Organisation of Mentoring —Belgium (Wallonia)
(Control Group)

To what extent do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree	Disagree	Strongly disagree
My mentor takes sufficient time for our mentoring conversations. (N = 46)	33%	41%	11%	15%
My mentor takes sufficient time to observe my classroom teaching. (N = 44)	14%	16%	32%	39%
I know well in advance when my mentor will visit me for a classroom observation. (N = 42)	17%	19%	19%	45%
My mentoring conversations were rescheduled often. (N = 45)			24%	69%
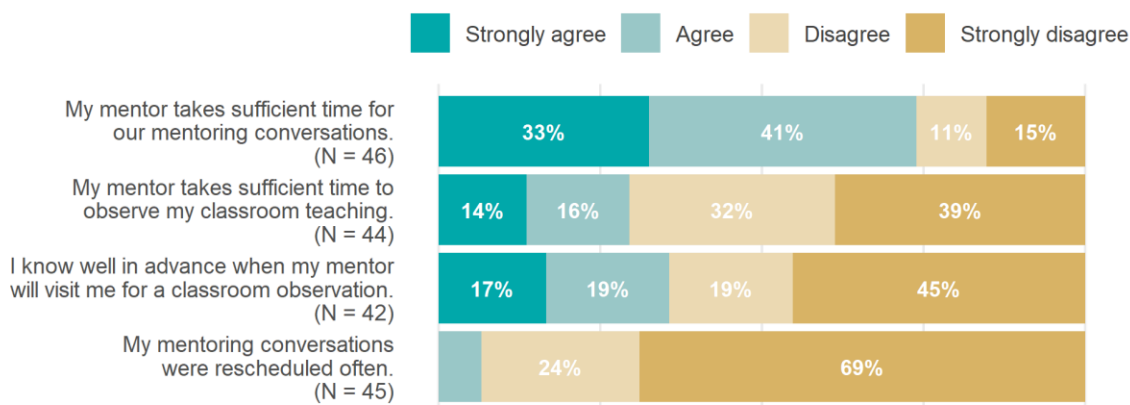
Figure 69: Organisation of Mentoring—Belgium (Wallonia), Control Group

Mentoring Focus: Overall, novice teachers in the intervention group reported that their mentoring had focused to a lower extent on supporting them with engaging hard-to-reach learners, teaching students with language barriers, managing a diverse classroom effectively, and involving parents in the learning process of their children compared to novice teachers in the control group (Figure 68 and Figure 69). The percentages for the answer category 'a lot' in the intervention group were higher than in the control group only for the mentoring focus of teaching students with learning difficulties. This was also where novice teachers in the intervention group perceived the strongest focus of their mentoring (50% answered 'quite a bit' or 'a lot'). Novice teachers in the control group perceived the strongest focus of their mentoring to have been on supporting them with engaging hard-to-reach learners (53.3% answered 'quite a bit' or 'a lot'). Novice teachers in both groups perceived the least extent of focus on involving parents in the learning process of their children (IG: 18.2% answered 'quite a bit' or 'a lot'; CG: 28.9% answered 'quite a bit' or 'a lot'). The percentages of novice teachers in the intervention group who reported that their mentoring had not focused on one of the different areas at all varied between 26.5% (teaching students with learning difficulties, teaching students with emotional and behavioural difficulties, managing a diverse classroom effectively) and 61.8% (teaching students with language barriers). The percentages of novice teachers in the control group who reported that their mentoring had not focused on one of the different areas at all differed between 24.4% (managing a diverse classroom effectively) and 63.6% (teaching students with language barriers).

The perspectives of novice teachers in the intervention group partially corresponded with the perspectives on the mentoring focus reported by the mentors themselves (see the section titled *Changes in Self-Reported Mentoring Focus* for more information). At least 50% of mentors answered that they had focused 'a lot' or 'quite a bit' on supporting their mentees with teaching students with emotional and behavioural difficulties (62.9%), managing a diverse classroom (66.6%), or engaging hard-to-reach learners (62.9%). In contrast, 48.1% of mentors reported that they had not focused at all on supporting their mentees with teaching students with language barriers and with involving parents in the learning process of their children. Regarding support with teaching students with learning difficulties, responses were mixed, with five mentors not focusing on this aspect at all, and five mentors focusing on it a lot.

Novice Teachers' Perspectives on Mentoring Focus—Belgium (Wallonia) (Intervention Group)

To what extent did the mentoring you received focus on supporting you with...

Not at all   To some extent   Quite a bit   A lot

	Not at all	To some extent	Quite a bit	A lot
teaching students with learning difficulties? (N = 34)	26%	24%	32%	18%
teaching students with language barriers? (N = 34)	62%	24%	12%	
teaching students with emotional and behavioural difficulties? (N = 34)	26%	32%	38%	
involving parents in the learning process of their children? (N = 33)	55%	27%	15%	
managing a diverse classroom effectively? (N = 34)	26%	44%	18%	12%
engaging hard-to-reach learners? (N = 34)	35%	32%	26%	

Figure 70: Novice Teachers' Perspectives on Mentoring Focus—Belgium (Wallonia), Intervention Group

Novice Teachers' Perspectives on Mentoring Focus—Belgium (Wallonia) (Control Group)

To what extent did the mentoring you received focus on supporting you with...

Not at all   To some extent   Quite a bit   A lot

	Not at all	To some extent	Quite a bit	A lot
teaching students with learning difficulties? (N = 44)	32%	27%	27%	14%
teaching students with language barriers? (N = 44)	64%	20%	16%	
teaching students with emotional and behavioural difficulties? (N = 44)	27%	36%	23%	14%
involving parents in the learning process of their children? (N = 45)	44%	27%	20%	
managing a diverse classroom effectively? (N = 45)	24%	29%	27%	20%
engaging hard-to-reach learners? (N = 45)	29%	18%	31%	22%

Figure 71: Novice Teachers' Perspectives on Mentoring Focus—Belgium (Wallonia), Control Group

3.4.4   Organisation of Mentoring—Bulgaria

The matched sample for Bulgaria comprised 117 novice teachers in the intervention group and 30 novice teachers in the control group. Not all respondents answered all questions, so there was variability in sample size for the different questions. The total number of novice teachers who answered the questions as well as all descriptive statistics can be found in Table 91 and Table 97 in the Appendix.

Time of First Meeting with Mentor: The majority of novice teachers in the intervention group (73.6%) reported to have met their mentor in September 2021 or later. Others reported September 2018 and September, October, or November 2019 or 2020. Those responses might be the result of typing errors. More than half of the control group novice teachers (55.2%) met their mentor for the first time in September 2021 or later. Five persons reported September 2020, and one person each reported September 2017, 2018, or 2019 as the time of the first meeting with their mentor.

Number of Mentoring Conversations: Novice teachers in the intervention group had on average 3.3 formal meetings with their mentor (*Mdn* = 3). This number seems realistic, considering that three meetings were supposed to be formally scheduled during the course of the NEST mentoring programme. Overall, 57.5% of respondents reported 3 formal mentoring conversations or more. Furthermore, respondents reported on average 4 (*Mdn* = 3) informal mentoring conversations with their mentors. Those numbers are slightly lower than the overall average of all education systems for the intervention group. There were some outliers. A few novice teachers reported having had either only one or up to 30 formal mentoring conversations; and a few novice teachers reported having had either no or up to 20 informal mentoring conversations. Novice teachers in the control group reported higher numbers of formal as well as informal mentoring conversations. They reported on average 13.5 formal mentoring conversations (*Mdn* = 7.5) and on average 27.9 (*Mdn* = 20) informal meetings with their mentors. Those numbers are higher than the overall average of all education systems for the control group. There were some outliers as well. A few novice teachers reported having had no formal mentoring or as few as two informal mentoring conversations; and some novice teachers reported having had as many as 100 formal or 200 informal mentoring conversations.

Organisation of Mentoring: Overall, novice teachers in the intervention group were more positive in their assessment of the organisation of mentoring than novice teachers in the control group (Figure 72 and Figure 73). Respondents agreed or strongly agreed especially with the statement that their mentor had taken sufficient time for their mentoring conversations (96.4%) and to observe them while they were teaching (93.6%). The majority also agreed or strongly agreed that they knew well in advance when their mentor would be coming for a classroom visit (92.6%), and only 10.1% agreed or strongly agreed that mentoring conversations were rescheduled often. In the control group, 92.9% of respondents agreed or strongly agreed with the statement that their mentor had taken sufficient time for their mentoring conversations. Slightly fewer control group novice teachers—although still three quarters—agreed or strongly agreed that mentors had taken sufficient time for classroom observations (75%). Almost one third of respondents (32.1%)

disagreed that they knew well in advance when their mentor would be visiting, and 21.4% agreed that mentoring conversations were rescheduled often.

Novice Teachers' Perspectives on the Organisation of Mentoring —Bulgaria
(Intervention Group)

To what extent do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree
My mentor takes sufficient time for our mentoring conversations. (N = 112)	64%	32%
My mentor takes sufficient time to observe my classroom teaching. (N = 110)	56%	37%
I know well in advance when my mentor will visit me for a classroom observation. (N = 108)	44%	49%
My mentoring conversations were rescheduled often. (N = 108)	39%	51%
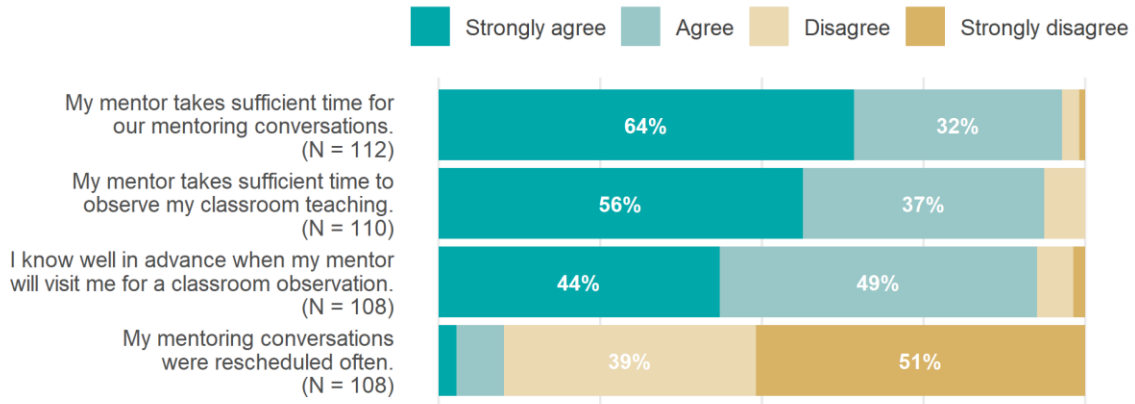
Figure 72: Organisation of Mentoring—Bulgaria, Intervention Group

Novice Teachers' Perspectives on the Organisation of Mentoring —Bulgaria
(Control Group)

To what extent do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree	Disagree	Strongly disagree
My mentor takes sufficient time for our mentoring conversations. (N = 28)	32%	61%		
My mentor takes sufficient time to observe my classroom teaching. (N = 28)	25%	50%	14%	11%
I know well in advance when my mentor will visit me for a classroom observation. (N = 28)	18%	50%	32%	
My mentoring conversations were rescheduled often. (N = 28)	18%	39%		39%

Figure 73: Organisation of Mentoring—Bulgaria, Control Group

Mentoring Focus: Overall, compared to novice teachers in the control group, novice teachers in the intervention group reported that their mentoring had focused to a greater extent on supporting them with engaging hard-to-reach learners, teaching students with language barriers, teaching students with learning difficulties, and managing a diverse classroom effectively (Figure 73 and Figure 75). However, for the areas of supporting mentees with teaching students with emotional and behavioural difficulties and involving parents in the learning process of their children, the control group reported a more extensive focus. The percentages for the answer category 'a lot' in the control group were higher than in the intervention group for four mentoring foci. Novice teachers in the intervention group perceived the strongest focus of their mentoring to have been on supporting them with teaching students with learning difficulties (73.5% answered 'quite a bit' or 'a lot'). They perceived the least extent of focus to have been on involving parents in the learning process of their children (47.3% answered 'quite a bit' or 'a lot'). The percentages of novice teachers in the intervention group who reported that their mentoring had not focused on one of the different areas at all differed between 1.8% (teaching students with learning difficulties) and 8.9% (involving parents in the learning process of their children). In the intervention group, percentages for the answer option 'not at all' were lower than those of the control group for all areas of mentoring focus. Novice teachers in the control group perceived the strongest focus of their mentoring to have been on supporting them with engaging hard-to-reach learners (63.3% answered 'quite a bit' or 'a lot'). They perceived the least extent of focus to have been on involving parents in the learning process of their children (50% answered 'quite

a bit' or 'a lot'). The percentages of novice teachers in the control group who reported that their mentoring had not focused on one of the different areas at all differed between 6.7% (teaching students with emotional and behavioural difficulties) and 16.7% (involving parents in the learning process of their children, teaching students with language barriers, teaching students with learning difficulties).

The perspectives of novice teachers in the intervention group partially corresponded with the perspectives on the mentoring focus reported by the mentors themselves (see the section titled *Changes in Self-Reported Mentoring Focus* for more information). At least 50% of mentors answered that they had focused 'a lot' or 'quite a bit' on supporting their mentees with teaching students with learning difficulties (74.1%), teaching students with language barriers (66.1%), managing a diverse classroom effectively (78.9%), or engaging hard-to-reach learners (69.6%). Regarding support with teaching students with emotional and behavioural difficulties and with involving parents in the learning process of their children, responses were more mixed, with 41.4% focusing at least 'quite a bit' on teaching students with emotional and behavioural difficulties, and 33.4% focusing 'at least quite a bit' on involving parents in the learning process of their children.

Novice Teachers' Perspectives on Mentoring Focus—Bulgaria
(Intervention Group)

To what extent did the mentoring you received focus on supporting you with...

	Not at all	To some extent	Quite a bit	A lot

	Not at all	To some extent	Quite a bit	A lot
teaching students with learning difficulties? (N = 113)		25%	56%	18%
teaching students with language barriers? (N = 112)		35%	43%	16%
teaching students with emotional and behavioural difficulties? (N = 112)		39%	42%	13%
involving parents in the learning process of their children? (N = 112)		44%	39%	
managing a diverse classroom effectively? (N = 112)		30%	47%	18%
engaging hard-to-reach learners? (N = 112)		24%	48%	24%
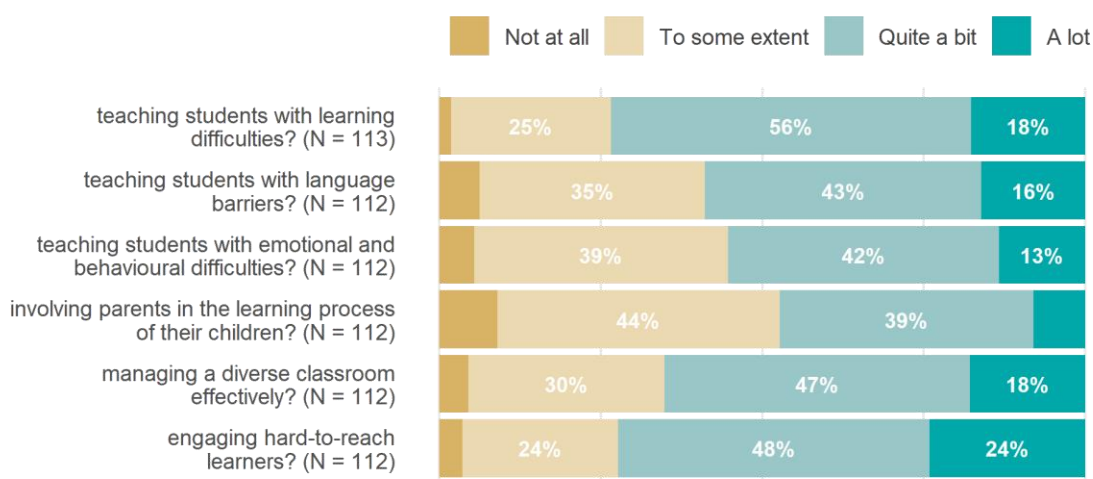
Figure 74: Novice Teachers' Perspectives on Mentoring Focus—Bulgaria, Intervention Group

Novice Teachers' Perspectives on Mentoring Focus—Bulgaria
(Control Group)

To what extent did the mentoring you received focus on supporting you with...

	Not at all	To some extent	Quite a bit	A lot

teaching students with learning difficulties? (N = 30)	17%	30%	37%	17%
teaching students with language barriers? (N = 30)	17%	30%	37%	17%
teaching students with emotional and behavioural difficulties? (N = 30)		30%	40%	23%
involving parents in the learning process of their children? (N = 30)	17%	33%	33%	17%
managing a diverse classroom effectively? (N = 30)	13%	30%	37%	20%
engaging hard-to-reach learners? (N = 30)	13%	23%	50%	13%
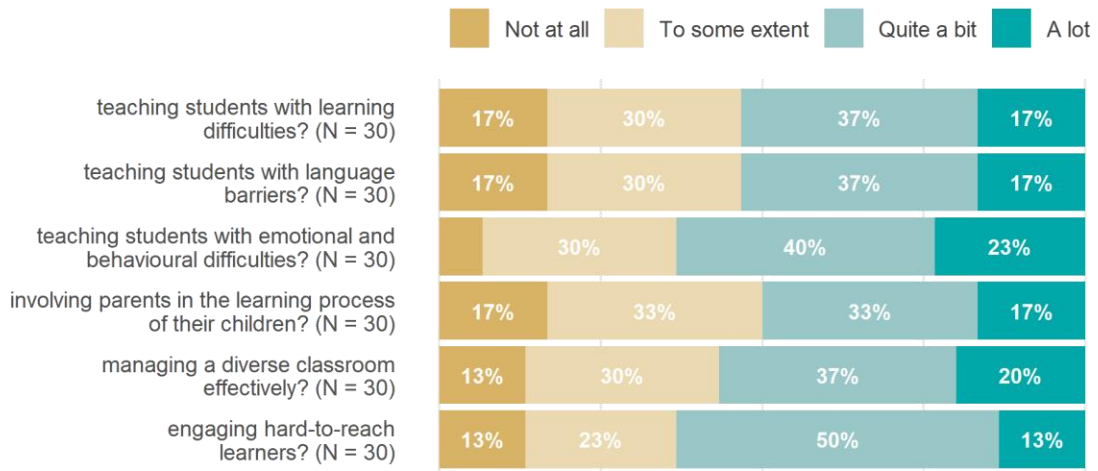
Figure 75: Novice Teachers' Perspectives on Mentoring Focus—Bulgaria, Control Group

3.4.5 Organisation of Mentoring—Romania

The matched sample for Romania comprised 59 novice teachers in the intervention group and ten novice teachers in the control group. Not all respondents answered all questions, so there was variability in sample size for the different questions. Therefore, the data reported for the control group must be interpreted with caution as answers or changes relating to one person can skew the data quite strongly. The total number of novice teachers who answered the questions as well as all descriptive statistics can be found in Table 92 and Table 98 in the Appendix.

Time of First Meeting with Mentor: All but one of the novice teachers in the intervention group (98.3%) reported to have met their mentor in September 2021 or later. One person reported January 2021; this response might be the result of a typing error. In Romania, the majority of meetings started in or after January 2022 (65.5%). The majority of control group novice teachers (60%) also met their mentor for the first time in September 2021 or later. One person reported September 2020, and one person reported January 2020 as the time of the first meeting with their mentor. Two persons reported having met their mentor in 2010 and 2006 respectively. However, those responses were most likely the result of typing errors since participating novice teachers only had a maximum of five years' teaching experience.

Number of Mentoring Conversations: Novice teachers in the intervention group reported on average 3.9 formal mentoring conversations, with 71.1% of respondents reporting 3 or more formal mentoring conversations ($Mdn = 4$). These numbers are slightly higher than the overall average of all education systems for the intervention group. However, the result seems realistic, considering that three meetings were supposed to be scheduled during the NEST mentoring programme. Furthermore, respondents reported on average 5.3 ($Mdn = 5$) informal mentoring conversations with their mentors. There were some outliers, such as a few novice teachers who reported having had only one formal mentoring conversation (range: 1–11). The same was true for informal mentoring conversations. Additionally, some novice teachers reported having had as many 20 informal mentoring conversations. Novice teachers in the control group reported higher numbers of formal and informal mentoring conversations. They reported on average 7.7 formal mentoring conversations ($Mdn = 5.5$) and on average 7.8 ($Mdn = 6$) informal mentoring conversations with their mentors. There were some outliers, such as one novice teacher who reported having had only one formal mentoring conversation, and one who reported as many as 20 formal mentoring conversations. For informal mentoring conversations, numbers ranged from 1 to 24.

Organisation of Mentoring: Overall, novice teachers in the intervention group were more positive in their assessment of the organisation of mentoring than novice teachers in the control group (Figure 76 and Figure 77). They agreed or strongly agreed to an equal percentage with the statements that their mentor had taken sufficient time for their mentoring conversations and to observe them while they were teaching (96.6%). The majority also agreed or strongly agreed that they knew well in advance when their mentor would be coming for a classroom visit (94.8%). However, 29.3% of respondents agreed or strongly agreed that mentoring conversations were rescheduled often. In the control group, 88.9% of respondents agreed or strongly agreed with the statement that their mentor had taken sufficient time for their mentoring conversations. Somewhat fewer novice teachers—

although still two thirds—also agreed or strongly agreed that mentors had taken sufficient time for classroom observations (66.7%). Exactly one third of respondents disagreed that they knew well in advance when their mentor would be visiting, and 22.2% agreed that mentoring conversations were rescheduled often.

Novice Teachers' Perspectives on the Organisation of Mentoring —Romania
(Intervention Group)

In how far do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree	Disagree	Strongly disagree
My mentor takes sufficient time for our mentoring conversations. (N = 58)	59%	38%		
My mentor takes sufficient time to observe my classroom teaching. (N = 58)	59%	38%		
I know well in advance when my mentor will visit me for a classroom observation. (N = 58)	55%	40%		
My mentoring conversations were rescheduled often. (N = 58)	14%	16%	45%	26%
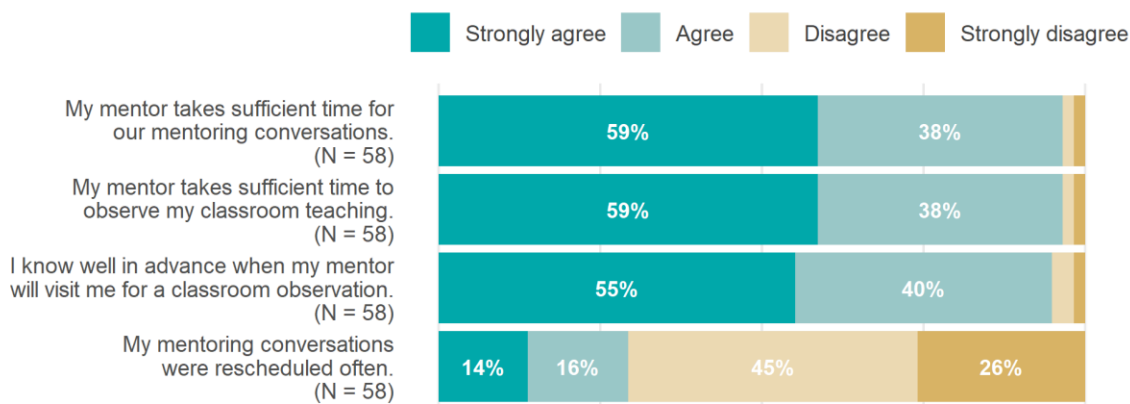
Figure 76: Organisation of Mentoring—Romania, Intervention Group

Novice Teachers' Perspectives on the Organisation of Mentoring —Romania

(Control Group)

In how far do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: ■ Strongly agree ■ Agree ▢ Disagree ▢ Strongly disagree

Statement	Strongly agree	Agree	Disagree	Strongly disagree
My mentor takes sufficient time for our mentoring conversations. (N = 9)	11%	78%		11%
My mentor takes sufficient time to observe my classroom teaching. (N = 9)	11%	67%	11%	11%
I know well in advance when my mentor will visit me for a classroom observation. (N = 9)		67%	22%	11%
My mentoring conversations were rescheduled often. (N = 9)		22%	56%	22%

Figure 77: Organisation of Mentoring—Romania, Control Group

Mentoring Focus: Overall, compared to novice teachers in the control group, novice teachers in the intervention group reported that their mentoring had focused to a greater extent on supporting them with engaging hard-to-reach learners, teaching students with language barriers, teaching students with emotional and behavioural difficulties, teaching students with learning difficulties, managing a diverse classroom effectively, and involving parents in the learning process of their children. The percentages for the answer category 'a lot' in the intervention group were higher than in the control group for all mentoring foci. Novice teachers in the intervention group perceived the strongest focus of their mentoring to have been on supporting them with managing a diverse classroom (IG: 79.7% answered 'quite a bit' or 'a lot') and involving parents in the learning process of their children (IG: 74.1% answered 'quite a bit' or 'a lot'). Novice teachers in the control group perceived the strongest focus of their mentoring to have been on supporting them with teaching students with emotional and behavioural difficulties (80% answered 'quite a bit' or 'a lot'). Novice teachers in both groups perceived the least extent of focus to have been on teaching students with language barriers (IG: 40.7% answered 'quite a bit' or 'a lot'; CG: 40% answered 'quite a bit' or 'a lot'). The percentages of novice teachers in the intervention group who reported that their mentoring had not focused on one of the different areas at all varied between 3.4% (managing a diverse classroom effectively) and 15.3% (teaching students with language barriers). The percentages of novice teachers in the control group who reported that their mentoring had not focused on one of the different areas at all differed between 3.4% (managing a diverse classroom effectively) and 15.3% (teaching students with language barriers). In the control group, fewer novice teachers reported that their mentoring had not focused on one of the different areas at all. In fact, novice teachers in the control group

provided this answer only for teaching students with learning difficulties and for teaching students with language barriers (10% answered 'not at all' respectively).

The perspectives of novice teachers in the intervention group corresponded with the perspectives on the mentoring focus reported by the mentors themselves (see the section titled *Changes in Self-Reported Mentoring Focus* for more information). Almost 70% of mentors answered that they had focused 'a lot' or 'quite a bit' on the mentoring aspects of supporting their mentees with teaching students with learning difficulties (85%), teaching students with emotional and behavioural difficulties (92.3%), involving parents in the learning process of their children (69.2%), managing a diverse classroom effectively (100%), or engaging hard-to-reach learners (97.5%). Regarding the support with teaching students with language barriers, the responses were more mixed, with 45% of mentors focusing 'quite a bit' or 'a lot' on this aspect, and 17.5% not focusing on it at all.

Novice Teachers' Perspectives on Mentoring Focus—Romania
(Intervention Group)

To what extent did the mentoring you received focus on supporting you with...

	Not at all	To some extent	Quite a bit	A lot
teaching students with learning difficulties? (N = 58)		33%	28%	31%
teaching students with language barriers? (N = 59)	15%	44%	17%	24%
teaching students with emotional and behavioural difficulties? (N = 59)		25%	29%	37%
involving parents in the learning process of their children? (N = 58)	10%	16%	34%	40%
managing a diverse classroom effectively? (N = 59)		17%	29%	51%
engaging hard-to-reach learners? (N = 59)		24%	27%	42%
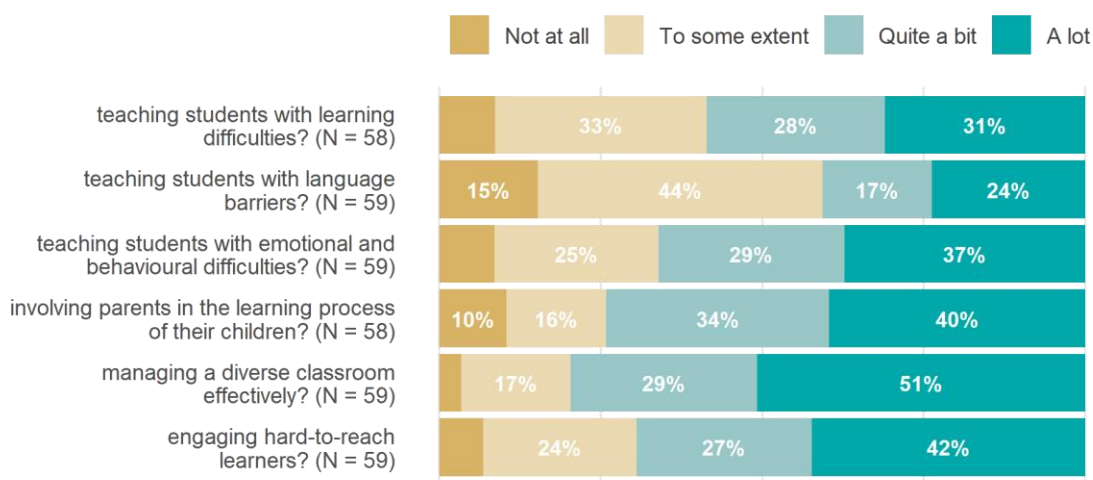
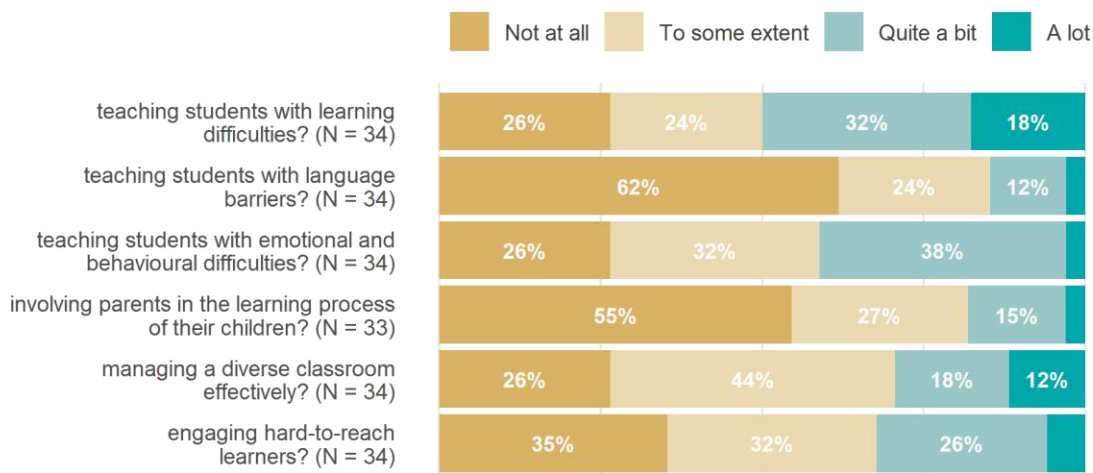*Figure 78: Novice Teachers' Perspectives on Mentoring Focus—Romania, Intervention Group*

Novice Teachers' Perspectives on Mentoring Focus—Romania
(Control Group)

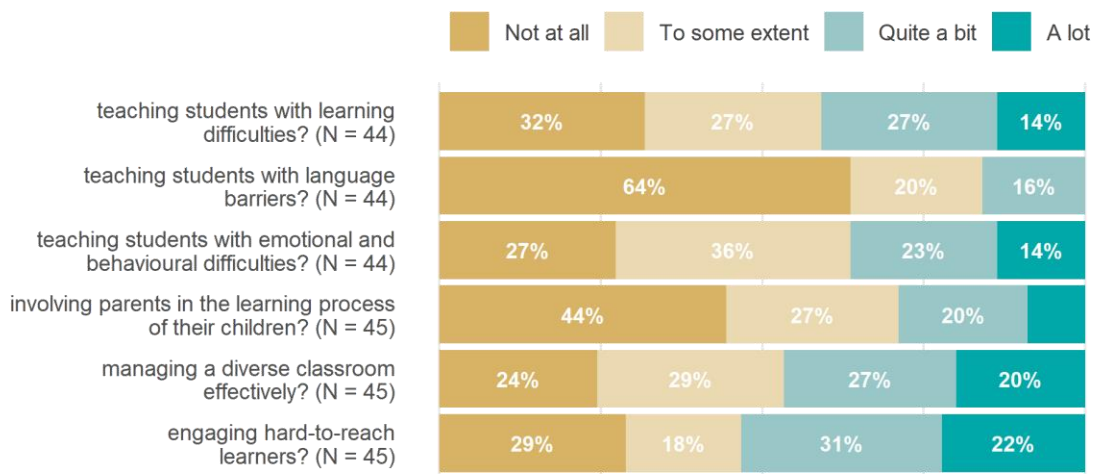To what extent did the mentoring you received focus on supporting you with...
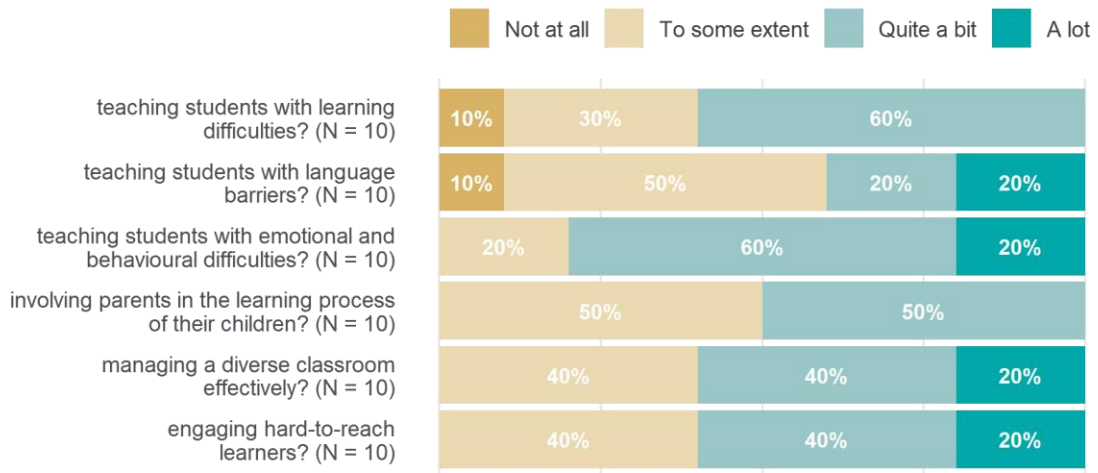
Figure 79: Novice Teachers' Perspectives on Mentoring Focus—Romania, Control Group

3.4.6   Organisation of Mentoring—Spain (Catalonia)

The matched sample for Catalonia comprised 70 novice teachers in the intervention group and 33 novice teachers in the control group. Not all respondents answered all questions, so there was variability in sample size for the different questions. The total number of novice teachers who answered the questions as well as all descriptive statistics can be found in Table 93 and Table 99 in the Appendix.

Time of First Meeting with Mentor: More than half of the novice teachers in the intervention group (59.4%) reported to have met their mentor in September 2021 or later. Others reported September 2018, 2019, or 2020; and two respondents gave October 1989 and April 1995 respectively as the date for the first meeting with their mentor. All of those responses might be the result of typing errors. The majority of control group novice teachers (81.8%) also met their mentor for the first time in September 2021 or later. Two persons reported earlier months in 2021, and four persons reported dates between November 2019 and November 2020 as the time of the first meeting with their mentor.

Number of Mentoring Conversations: Novice teachers in the intervention group reported on average 3.6 formal mentoring conversations (*Mdn* = 3). A majority of 88.4% of respondents reported three formal mentoring conversations or more. This number seems realistic, considering that three meetings were supposed to be scheduled during the course of the NEST mentoring programme. Furthermore, respondents reported on average 10.3 (*Mdn* = 5) informal mentoring conversations with their mentors. There were some outliers; a few novice teachers reported having had no informal mentoring conversations, and a few novice teachers reported having had as many as 8 formal and 50 informal mentoring conversations. Novice teachers in the control group reported higher numbers of formal and informal mentoring conversations. They reported on average 4.2 formal mentoring conversations (*Mdn* = 3) and 13.1 (*Mdn* = 10) informal mentoring conversations with their mentors. However, only 63.6% of respondents had three formal mentoring conversations or more. There were some outliers as well; a few novice teachers reported having had no formal or informal mentoring conversations, and some reported having had as many as twelve formal and 50 informal mentoring conversations.

Organisation of Mentoring Overall, novice teachers in the intervention group were more positive in their assessment of the organisation of mentoring than novice teachers in the control group (Figure 80 and Figure 81). They agreed or strongly agreed with the statements that their mentor had taken sufficient time for their mentoring conversations (97.1%) and to observe them while they were teaching (95.6%). All respondents also agreed or strongly agreed that they knew well in advance when their mentor would be coming for a classroom visit. However, 44.1% of respondents agreed or strongly agreed that mentoring conversations were rescheduled often. In the control group, 69.7% of respondents agreed or strongly agreed especially with the statement that their mentor had taken sufficient time for their mentoring conversations. Agreement was slightly higher with the statement that mentors had taken sufficient time for classroom observations (72.7% agreed or strongly agreed). The majority of control group novice teachers (81.8%) agreed or strongly agreed that they knew well in advance when their mentor would be visiting. However, 42.4% agreed that mentoring conversations were rescheduled often.

Novice Teachers' Perspectives on the Organisation of Mentoring —Spain (Catalonia)

(Intervention Group)

To what extent do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

My mentor takes sufficient time for our mentoring conversations. (N = 69): Strongly agree 68%, Agree 29%

My mentor takes sufficient time to observe my classroom teaching. (N = 69): Strongly agree 59%, Agree 36%

I know well in advance when my mentor will visit me for a classroom observation. (N = 69): Strongly agree 83%, Agree 17%

My mentoring conversations were rescheduled often. (N = 68): Strongly agree 16%, Agree 28%, Disagree 32%, Strongly disagree 24%
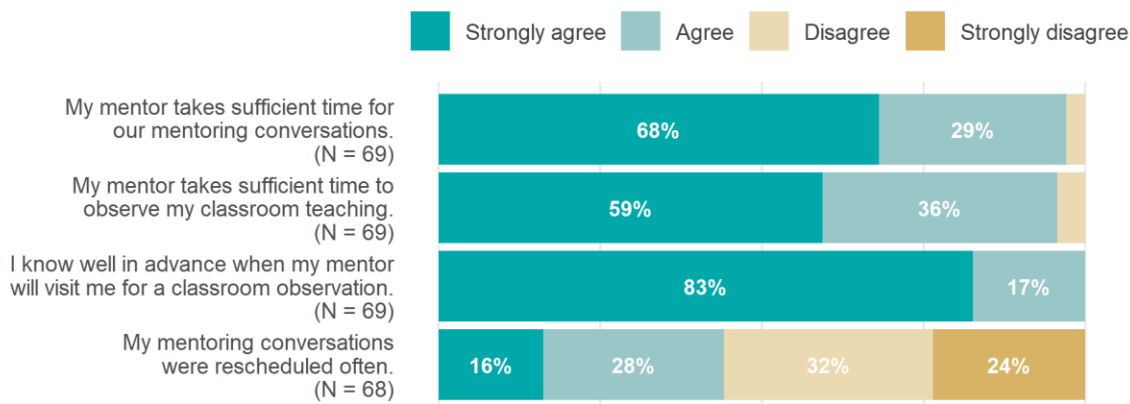
Figure 80: Organisation of Mentoring—Spain (Catalonia), Intervention Group

Novice Teachers' Perspectives on the Organisation of Mentoring —Spain (Catalonia)

(Control Group)

To what extent do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

My mentor takes sufficient time for our mentoring conversations. (N = 33): Strongly agree 33%, Agree 36%, Disagree 27%

My mentor takes sufficient time to observe my classroom teaching. (N = 33): Strongly agree 30%, Agree 42%, Disagree 24%

I know well in advance when my mentor will visit me for a classroom observation. (N = 33): Strongly agree 48%, Agree 33%, Disagree 12%

My mentoring conversations were rescheduled often. (N = 33): Agree 33%, Disagree 39%, Strongly disagree 18%
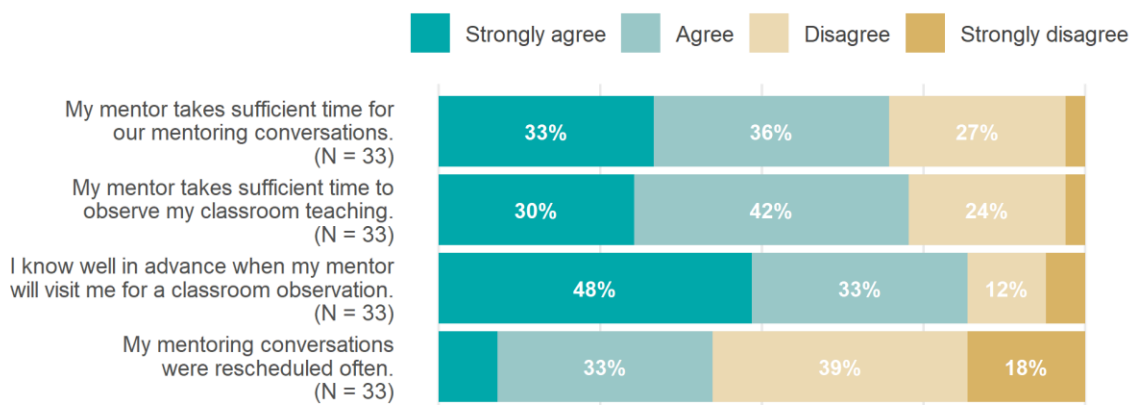
Figure 81: Organisation of Mentoring—Spain (Catalonia), Control Group

Mentoring Focus: Overall, compared to novice teachers in the control group, novice teachers in the intervention group reported that their mentoring had focused to a greater extent on supporting them with engaging hard-to-reach learners, teaching students with language barriers, teaching students with emotional and behavioural difficulties, teaching students with learning difficulties, managing a diverse classroom effectively, and involving parents in the learning process of their children (Figure 82 and Figure 83). The percentages for the answer category 'a lot' were higher for all mentoring foci except for teaching students with language barriers. However, the combined percentages for the answer categories 'a lot' and 'quite a bit' were higher still for novice teachers in the intervention group compared to novice teachers in the control group regarding all mentoring foci except involving parents in the learning process of their children. Novice teachers in both groups perceived the strongest focus of their mentoring to have been on supporting them with managing a diverse classroom (IG: 69.1% answered 'quite a bit' or 'a lot'; CG: 51.5% answered 'quite a bit' or 'a lot'). Novice teachers also perceived a high focus on engaging hard-to-reach learners (IG: 62.7% answered 'quite a bit' or 'a lot'; CG: 37.5% answered 'quite a bit' or 'a lot') and teaching students with emotional and behavioural difficulties (IG: 48.5% answered 'quite a bit' or 'a lot'; CG: 39.4% answered 'quite a bit' or 'a lot'). Novice teachers in the intervention group perceived the least extent of focus on involving parents in the learning process of their children (IG: 19.1% answered 'quite a bit' or 'a lot'). Novice teachers in the control group perceived the least extensive focus on teaching students with language barriers (CG: 24.2% answered 'quite a bit' or 'a lot'). The percentages of novice teachers in the intervention group who reported that their mentoring had not focused on one of the different areas at all varied between 1.5% (managing a diverse classroom effectively) and 38.2% (involving parents in the learning process of their children). The percentages of novice teachers in the control group who reported that their mentoring had not focused on one of the different areas differed between 6.1% (managing a diverse classroom effectively) and 45.5% (involving parents in the learning process of their children). In the intervention group, fewer novice teachers reported that their mentoring had not focused at all on one of the different areas.

The perspectives of novice teachers in the intervention group corresponded with the perspectives on the mentoring focus reported by the mentors themselves (see the section titled *Changes in Self-Reported Mentoring Focus* for more information). At least 50% of mentors answ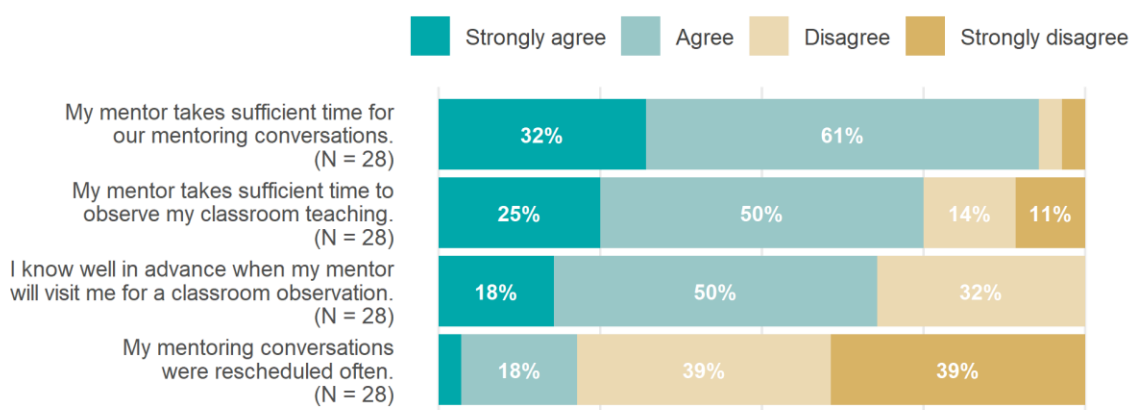ered that they had focused 'a lot' or 'quite a bit' on supporting their mentees with teaching students with learning difficulties (63.8%), teaching students with emotional and behavioural difficulties (72.2%), managing a diverse classroom (94.4%), or engaging hard-to-reach learners (83.3%). Regarding supporting mentees with teaching students with language barriers and with involving parents in the learning process of their children, answers were more mixed: 25% of respondents reported that they had focused at least 'quite a bit' on supporting their mentees with teaching students with language barriers; and 22.3% had focused at least 'quite a bit' on supporting mentees with involving parents in the learning process of their children. In contrast, 27.8% had not focused at all on the former and 25% had not focused at all on the latter.

Novice Teachers' Perspectives on Mentoring Focus—Spain (Catalonia) (Intervention Group)

To what extent did the mentoring you received focus on supporting you with...

Not at all · To some extent · Quite a bit · A lot

	Not at all	To some extent	Quite a bit	A lot
teaching students with learning difficulties? (N = 67)	15%	54%	21%	10%
teaching students with language barriers? (N = 68)	35%	35%	22%	
teaching students with emotional and behavioural difficulties? (N = 68)	19%	32%	29%	19%
involving parents in the learning process of their children? (N = 68)	38%	43%	12%	
managing a diverse classroom effectively? (N = 68)		29%	35%	34%
engaging hard-to-reach learners? (N = 67)		33%	36%	27%

Figure 82: Novice Teachers' Perspectives on Mentoring Focus—Spain (Catalonia), Intervention Group

Novice Teachers' Perspectives on Mentoring Focus—Spain (Catalonia) (Control Group)

To what extent did the mentoring you received focus on supporting you with...

Not at all · To some extent · Quite a bit · A lot

	Not at all	To some extent	Quite a bit	A lot
teaching students with learning difficulties? (N = 33)	24%	45%	24%	
teaching students with language barriers? (N = 33)	36%	39%	15%	
teaching students with emotional and behavioural difficulties? (N = 33)	21%	39%	33%	
involving parents in the learning process of their children? (N = 33)	45%	30%	21%	
managing a diverse classroom effectively? (N = 33)		42%	30%	21%
engaging hard-to-reach learners? (N = 32)	16%	47%	28%	

Figure 83: Novice Teachers' Perspectives on Mentoring Focus—Spain (Catalonia), Control Group

3.4.7   Organisation of mentoring—Spain (Madrid)

The matched sample for Madrid comprised 73 novice teachers in the intervention group and 19 novice teachers in the control group. Not all respondents answered all questions, so there was variability in sample size for the different questions. Therefore, the data reported for the control group must be interpreted with caution as answers or changes relating to one person can skew the data quite strongly. The total number of novice teachers who answered the questions as well as all descriptive statistics can be found in Table 94 and Table 100 in the Appendix.

Time of First Meeting with Mentor: The majority of novice teachers in the intervention group (79.2%) reported to have met their mentor in September 2021 or later. Others reported October and November 2018, and September 2019 or 2020. Those responses might be the result of typing errors. Almost all novice teachers of the control group (89.5%) also met their mentor for the first time in September or November of 2021. Only two respondents reported earlier years. One person gave September 2019 and one person gave February 2020 as the time of the first meeting with their mentor.

Number of Mentoring Conversations: Novice teachers in the intervention group reported on average 4.7 formal mentoring conversations since the first meeting with their mentor, which is higher than the overall average of all education systems for the intervention group. However, the median is the same (*Mdn* = 3). This number seems realistic, considering that three meetings were supposed to be scheduled during the NEST mentoring programme. The majority of novice teachers in the intervention group (87.5%) reported three or more formal mentoring conversations. Furthermore, they reported on average 12.7 (*Mdn* = 6) informal meetings with their mentors. There were some outliers; a few novice teachers reported having had either no formal or no informal mentoring conversations, and a few novice teachers reported having had as many as 50 formal and 100 informal mentoring conversations. Novice teachers in the control group reported more mentoring conversations overall. On average, they reported 6.5 formal conversations (*Mdn* = 5) and 28.3 (*Mdn* = 20) informal conversations with their mentors since their first meeting. Again, there were some outliers; a few control group novice teachers reported having had no formal and as few as two informal meetings, and others reported having had up to 20 formal or 100 informal mentoring conversations.

Organisation of Mentoring: Overall, novice teachers in the intervention group were more positive in their assessment of the organisation of mentoring than novice teachers in the control group (Figure 84 and Figure 85). They agreed or strongly agreed to an equal percentage with the statements that their mentor had taken sufficient time for their mentoring conversations and to observe them while they were teaching (93%). All except one respondent also agreed or strongly agreed that they knew well in advance when their mentor would be coming for a classroom visit (98.6%). However, 38% of respondents agreed or strongly agreed that mentoring conversations were rescheduled often. In the control group, 84.2% of respondents agreed or strongly agreed with the statements that their mentor had taken sufficient time for their mentoring conversations and to observe their classroom teaching. The vast majority of respondents (89.5%) agreed or strongly agreed

that they knew well in advance when their mentor would be visiting, and 42.1% agreed that mentoring conversations were rescheduled often.

Novice Teachers' Perspectives on the Organisation of Mentoring —Spain (Madrid)
(Intervention Group)

To what extent do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree
My mentor takes sufficient time for our mentoring conversations. (N = 71)	62%	31%
My mentor takes sufficient time to observe my classroom teaching. (N = 71)	61%	32%
I know well in advance when my mentor will visit me for a classroom observation. (N = 71)	75%	24%
My mentoring conversations were rescheduled often. (N = 71)	20% / 18%	31% / 31%
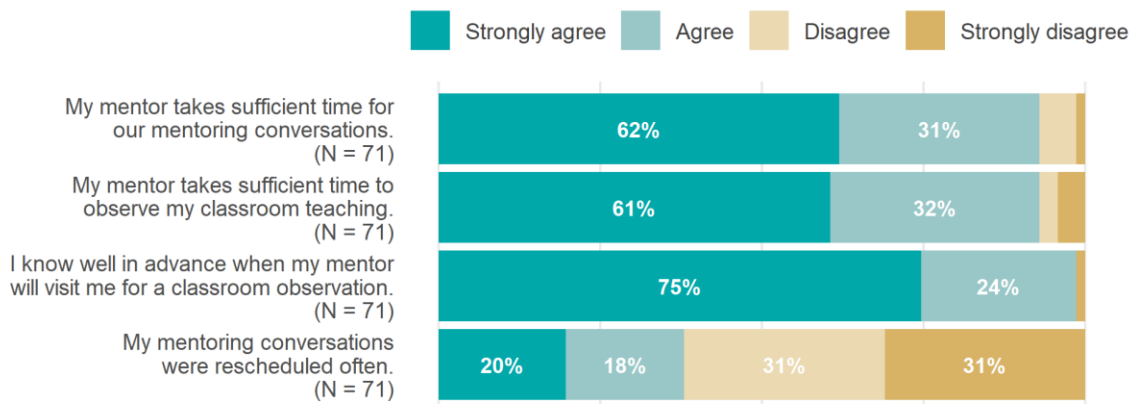
Figure 84: Organisation of Mentoring—Spain (Madrid), Intervention Group

Novice Teachers' Perspectives on the Organisation of Mentoring —Spain (Madrid)
(Control Group)

To what extent do you agree or disagree with the following statements regarding the organisation of your mentoring?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree	Disagree
My mentor takes sufficient time for our mentoring conversations. (N = 19)	42%	42%	11%
My mentor takes sufficient time to observe my classroom teaching. (N = 19)	42%	42%	11%
I know well in advance when my mentor will visit me for a classroom observation. (N = 19)	47%	42%	11%
My mentoring conversations were rescheduled often. (N = 19)	11% / 32%	32%	26%
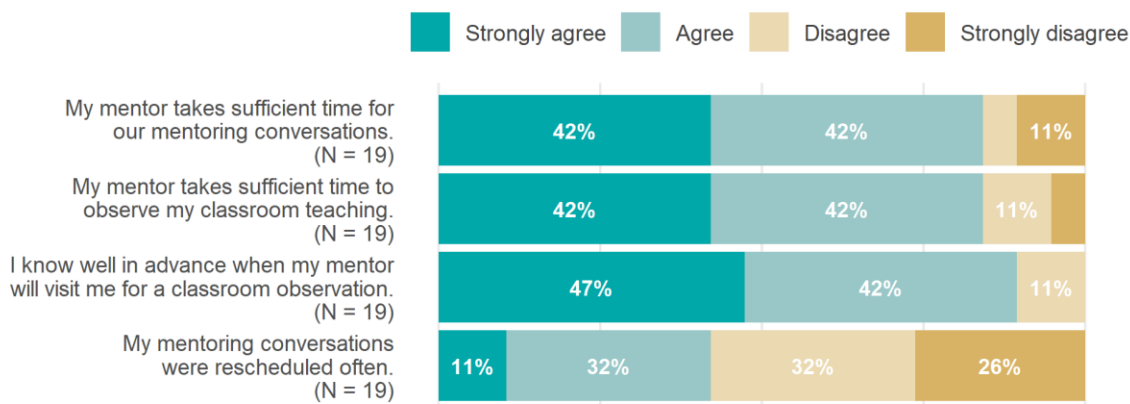
Figure 85: Organisation of Mentoring —Spain (Madrid), Control Group

Mentoring Focus: Overall, compared to novice teachers in the control group, novice teachers in the intervention group reported that their mentoring had focused to a greater extent on supporting them with engaging hard-to-reach learners, teaching students with language barriers, teaching students with emotional and behavioural difficulties, teaching students with learning difficulties, managing a diverse classroom effectively, and involving parents in the learning process of their children. The percentages for the answer category 'a lot' were higher for all mentoring foci except for involving parents in the learning process of their children. However, the combined percentages for the answer categories 'a lot' and 'quite a bit' were higher still regarding all mentoring foci for novice teachers in the intervention group compared to novice teachers in the control group. Novice teachers of both groups perceived the strongest focus of their mentoring to have been on supporting them with managing a diverse classroom (IG: 77.5% answered 'quite a bit' or 'a lot'; CG: 47.4% answered 'quite a bit' or 'a lot') and with engaging hard-to-reach learners (IG: 70.4% answered 'quite a bit' or 'a lot'; CG: 42.1% answered 'quite a bit' or 'a lot'). Again, both groups perceived the least extent of focus for the same area: involving parents in the learning process of their children (IG: 25.3% answered 'quite a bit' or 'a lot'; CG: 15.8% answered 'quite a bit' or 'a lot'). The percentages of novice teachers in the intervention group who reported that their mentoring had not focused on one of the different areas at all varied between 2.8% (managing a diverse classroom effectively) and 35.2% (involving parents in the learning process of their children; teaching students with language barriers). The percentages of novice teachers in the control group who reported that their mentoring had not focused on one of the different areas at all differed between 10.5% (engaging hard-to-reach learners, teaching students with emotional and behavioural difficulties) and 55.6% (teaching students with language barriers). In the intervention group, fewer novice teachers reported that their mentoring had not focused on one of the different areas at all.
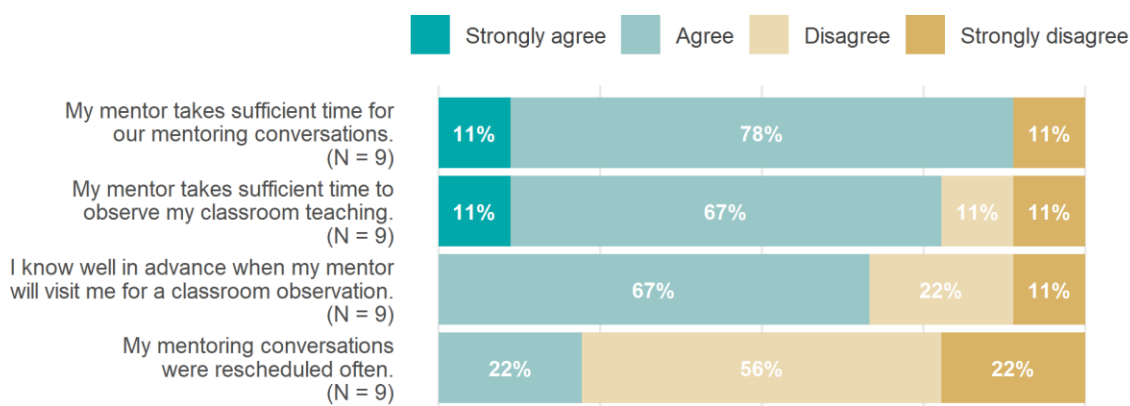
The perspectives of novice teachers in the intervention group corresponded with the perspectives on the mentoring focus reported by the mentors themselves (see the section titled *Changes in Self-Reported Mentoring Focus* for more information). At least 50% of mentors answered that they had focused 'a lot' or 'quite a bit' on supporting their mentees with teaching students with learning difficulties (51.3%), teaching students with emotional and behavioural difficulties (60.5%), managing a diverse classroom (87.2%), or engaging hard-to-reach learners (71.7%). In contrast, 47.4% of mentors reported not focusing at all on supporting their mentees with teaching students with language barriers (7.9% reported focusing on this 'quite a bit' or 'a lot'), and 46.2% of mentors reported not focusing at all on supporting their mentees with involving parents in the learning process of their children (7.7% reported focusing on this 'quite a bit' or 'a lot').

Novice Teachers' Perspectives on Mentoring Focus—Spain (Madrid)
(Intervention Group)

To what extent did the mentoring you received focus on supporting you with...

Legend: Not at all | To some extent | Quite a bit | A lot

Question	Not at all	To some extent	Quite a bit	A lot
teaching students with learning difficulties? (N = 72)		43%	28%	21%
teaching students with language barriers? (N = 71)	35%	34%	27%	
teaching students with emotional and behavioural difficulties? (N = 72)	32%	40%	18%	
involving parents in the learning process of their children? (N = 71)	35%	39%	18%	
managing a diverse classroom effectively? (N = 71)	20%	42%	35%	
engaging hard-to-reach learners? (N = 71)	25%	42%	28%	

Figure 86: Novice Teachers' Perspectives on Mentoring Focus—Spain (Madrid), Intervention Group

Novice Teachers' Perspectives on Mentoring Focus—Spain (Madrid)
(Control Group)

To what extent did the mentoring you received focus on supporting you with...

Legend: Not at all | To some extent | Quite a bit | A lot

Question	Not at all	To some extent	Quite a bit	A lot
teaching students with learning difficulties? (N = 19)	32%	37%	26%	
teaching students with language barriers? (N = 18)	56%	33%	11%	
teaching students with emotional and behavioural difficulties? (N = 19)	11%	53%	32%	
involving parents in the learning process of their children? (N = 19)	21%	63%	11%	
managing a diverse classroom effectively? (N = 19)	21%	32%	32%	16%
engaging hard-to-reach learners? (N = 19)	11%	47%	32%	11%

Figure 87: Novice Teachers' Perspective on Mentoring Focus—Spain (Madrid), Control Group

3.5   Novice Teachers' Perspectives on Their Mentors

This section compares how novice teachers perceived their mentors' mentoring practices and their mentoring competences. This information was collected in the second survey and could only be provided by those novice teachers who had a mentor to support them at this point in time. In the control group, only 150 novice teachers had a mentor. In Bulgaria, this was true for only 14.6% of novice teachers in the control group. In Romania and Madrid, about 21% of respondents had a mentor, whereas in Catalonia, 40.7% had a mentor. In Belgium, the majority of control group novice teachers had a mentor (Wallonia: 60.8%; Flanders: 83.3%). In consequence, the control group samples with novice teachers who had a mentor were particularly small for Madrid (19) and Romania (10). In Flanders, the sample size is very small as well, because the overall sample for the control group is quite small here (only 12 novice teachers filled out both surveys). Therefore, the data about mentoring and mentors reported for the control groups in Madrid, Romania and Flanders must be interpreted with caution as answers or changes relating to one person can skew the data quite strongly.

In the second survey, novice teachers were asked how well the frequency of their mentor's use of certain mentoring practices fitted their needs. For this question, novice teachers were asked to assess whether their mentor had used the respective mentoring practice 'too often', 'not often enough', or 'just as often as I needed'. Overall, they were asked to assess 20 different mentoring practices. One example statement was: 'My mentor confronts me during our mentoring conversations with mistakes I made in my lessons.'

We also created a binary variable containing only the information whether novice teachers found that the frequency of use of the respective mentoring practice fitted their needs or not. The variable contained the value 1 (indicating that the novice teacher reported the use of the mentoring practice had been 'exactly as often as needed') and the value 0 (indicating that the novice teacher found that the mentor had used the respective practice either too often or not often enough). We then summed up the variables for all 20 mentoring practices for each novice teacher, creating a variable with values ranging from 0 (no fit between use of mentor's mentoring practice and novice teacher's perceived need) and 20 (perfect fit between use of mentor's mentoring practice and novice teacher's perceived need). The larger the value, the better was the fit between the frequency of use of the mentoring practice and the novice teacher's perceived need for this practice. We report on the mentoring practices which novice teachers found to fit their perceived needs most and least.

Novice teachers were also asked to what extent they agreed or disagreed on a 4-point scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*) with twelve statements about their mentor. Those statements were the same statements we used to measure mentor competences in the mentor questionnaire. One example statement was: 'My mentor analyses my professional development needs.' Therefore, we have an additional perspective on the self-reported mentor competences evaluated in the section titled *Changes in Mentoring Styles Through the NEST Training* from the standpoint of the novice teachers. Since we have data only for the mentor intervention group at this point, we can infer connections only between the novice teacher intervention group and the corresponding data for the mentor intervention group. Nevertheless, we also present the data relating to the novice teacher control group as it is interesting to compare the perceptions of the two

groups of novice teachers. The next section reports on the mentor competences which novice teachers rated the best and those where novice teachers saw most room for improvement.

3.5.1   Section Summary

Novice Teachers' Perspectives on Mentoring Practices: When asked whether the frequency of their mentor's use of certain mentoring practices was 'too often', 'not often enough' or 'exactly as often as I needed' compared to their perceived need for this practice, the majority of novice teachers in the intervention group in all education systems[3] reported that their mentor had used the respective practice exactly as often as the novice teacher needed. Where the novice teachers in the intervention group were not satisfied with the frequency of the mentor's use of a respective practice, we mostly found that the practice had not been used often enough. For the intervention group, the best fit between novice teachers' perceived need for a mentoring practice and the frequency with which the mentor had used the practice was found in Bulgaria, Catalonia, and Madrid. The fit in Wallonia and Flanders was also good. However, Flanders was the only education system where on a descriptive level the intervention group novice teachers reported a lower fit than the control group novice teachers. Yet, results for Flanders must be considered with caution due to the very small sample size. Overall, the mentoring practices for which novice teachers in the intervention group reported the best fit varied quite strongly across the education systems. The ones that recurred in several education systems were the mentor's use of active listening skills, the mentor's use of clarifying questions, and the mentor asking for alternatives to the teaching that novice teachers had implemented.

In all education systems except in Flanders, novice teachers in the control group reported a lower fit between the frequency of use of the mentor's mentoring practice and novice teachers' perceived need for the use of this practice. In Flanders, novice teachers in the control group reported the highest fit of all novice teachers. Again, results for Flanders must be considered with caution due to the very small sample sizes of the control group. Nevertheless, the majority of novice teachers in the control group found that the mentor had used the respective practice exactly as often as the novice teacher needed for most of the practices. Of all the education systems, the fit for the control group in Wallonia was the lowest. As in the intervention groups, the mentoring practices for which novice teachers in the control group reported the best fit varied quite strongly across the education systems. The ones that recurred in two education systems were the mentor's use of open questions to start a mentoring conversation and the mentor asking novice teachers to elaborate on their considerations and intentions for a lesson.

These results are corroborated by examining the binary variable we created containing only the information whether novice teachers found that the frequency of use of the respective

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[3] We did not analyse Data for Romania regarding the fit between mentoring practice and teacher need due to an unfortunate translation mistake or rather translation inaccuracy. Instead of the answer format 'too much', in Romania it was translated to 'very much'. This mistake leads to unclear results as novice teachers, who chose the answer format 'very much', do not necessarily refer to a bad fit. On the contrary, they likely were very pleased with the mentor's mentoring practices.

mentoring practice fitted their needs or not. The variable contained the value 1 (indicating that the novice teacher reported the use of the mentoring practice had been 'exactly as often as needed') and the value 0 (indicating that the novice teacher found that the mentor had used the respective practice either too often or not often enough), thus values range from 0 (no fit between use of mentor's mentoring practice and novice teacher's perceived need) and 20 (perfect fit between use of mentor's mentoring practice and novice teacher's perceived need). Novice teacher in the intervention group reported the highest values for average fit in Catalonia ($M = 17.5$) and Madrid ($M = 17.4$) and the lowest values in Wallonia ($M = 12.4$). Highest values for average fit in the control group were reported in Flanders ($M = 18.5$) and lowest values in Wallonia ($M = 10.8$).

Novice Teachers' Perspectives on Mentor Competences: The majority of novice teachers in both the intervention group and the control group agreed or strongly agreed with all twelve statements about their mentors' competences. Only in Wallonia, a majority of novice teachers in both groups disagreed quite strongly with one mentoring competence: the mentor professionally assessing the quality of their teaching skills (77.1% disagreed or strongly disagreed in the intervention group; 59.6% disagreed or strongly disagreed in the control group). In Catalonia, Madrid, Bulgaria, and Romania, novice teachers in the intervention group rated the statements about the mentoring competences of their mentors higher than the control group. In Flanders and Wallonia, novice teachers in the intervention group were—on a descriptive level—slightly more critical of their mentors than novice teachers in the control group. However, even though differences were found in the ratings between groups, all novice teachers rated the statements positively on average, resulting in a very good assessment of all mentors. There was some overlap in the ratings of competences between the groups. The mentoring competences which novice teachers of both the intervention and control group rated highly across the different education systems were mentors giving constructive feedback and building a supportive relationship with the novice teacher. Novice teachers in the intervention group in three different education systems rated highly the mentor's use of active listening skills, and the response of novice teachers in the control group placed the competence of dealing with novice teachers' mistakes in a constructive way among the highest-rated competences in three different education systems.

Comparing novice teachers' perspectives to NEST mentors' self-perceptions in the same education systems, we found a pattern of novice teachers rating their mentors' abilities in some skills—such as assessing teaching skills, giving constructive feedback, and dealing with mistakes in a constructive way—much higher than the mentors had rated their own skill levels.

Since the mentor training programme focused especially on supporting mentors with building a trustful relationship, initiating reflection by novice teachers, adapting to novice teachers' specific needs, and building resilience in novice teachers, we thought it worthwhile to examine specifically the statements regarding mentoring competences which revolved around these topics. The four statements were:

- My mentor works on building a supportive relationship with me.
- My mentor helps me to develop professional resilience.

- My mentor analyses my professional development needs.
- My mentor prompts me to reflect on my teaching.

In the control group in Bulgaria, Romania, Catalonia, and Madrid, the data showed lower levels of strong agreement regarding all four mentoring competences on a descriptive level. This was especially true for prompting reflection and for analysing novice teachers' development needs. For those two competences, differences were biggest in Romania (prompting reflection: 59.7% strong agreement in the intervention group versus 11.1% in the control group; analysing development needs: 56.9% strong agreement in the intervention group versus 11.1% in the control group). However, in Bulgaria, Catalonia, and Madrid, the differences were also quite big. In Flanders, novice teachers in both groups rated the respective statements very similarly, and only slight differences in favour of the intervention group could be found for the mentoring competences of building a supportive relationship with the mentee and analysing novice teachers' development needs. In Wallonia, no differences in these four mentoring competences were found in favour of the intervention group. On the contrary, for the competence of prompting reflection, the control group gave higher ratings. So overall, distinct differences were found in that the intervention group in all education systems except in Wallonia gave higher ratings of agreement.

3.5.2 Novice Teachers' Perspectives on Their Mentor—Belgium (Flanders)

Novice Teachers' Perspectives on Mentoring Practices: Overall, novice teachers in the intervention group found the frequency of use of mentoring practices very fitting. For every one of the 20 different statements about the practices, the majority of novice teachers reported that the mentor had used the respective practice exactly as often as the novice teacher needed (Figure 88). For half of the statements, 90% or more of respondents gave this assessment. All novice teachers stated that the frequency of their mentor's use of active listening skills, asking clarifying questions, and starting a conversation with an open question fitted their needs exactly. Interestingly enough, only for one of the practices did novice teachers choose all answer options. This was the practice of letting them discover the principles behind a good lesson for themselves. Here, one person found this had not been used often enough; the majority (85%) thought it had been used exactly as often as needed, and two people (10%) thought it had been used too often. For all other practices but one, the majority was always content with the frequency of use, and the percentage of persons who were displeased with the frequency thought the practice had not been used often enough. Only for the practice of being given the opportunity to draw their own conclusions did one novice teacher answer that this practice had been used too often. The mentoring practices that more than just one or two novice teachers said had not been used often enough were: the mentor having concrete ideas about how the novice teachers should teach the lesson (33.3%), the mentor giving examples of best practice from their own teaching (23.8%), supporting mentees with trying out different teaching methods (23.8%), and helping them to make their implicit statements explicit (23.8%). This corresponded with the mentors' self-perceptions regarding their mentoring practices. Only 9.1% of mentors answered that they had 'often' provided direct advice on teaching, and 9.1% had 'often' given best practice examples from their own teaching. In both cases, no mentor replied 'very often' or 'always'. Overall, 36.4% of mentors thought they had helped mentees make implicit statements explicit at least 'often'.

Novice Teachers' Perspectives on Mentoring Practices—Belgium (Flanders)
(Intervention Group)

Please indicate how satisfied you are with the frequency
with which your mentor used the following practices.

Legend: Not often enough | Exactly as often as I needed | Too often

Practice	Not often enough	Exactly as often as I needed	Too often
My mentor starts a conversation with an open question. (N = 21)		100%	
My mentor asks clarifying questions. (N = 21)		100%	
My mentor asks me to elaborate on my intentions and considerations for a lesson. (N = 21)	19%	81%	
My mentor uses active listening skills during our mentoring conversations. (N = 20)		100%	
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons. (N = 21)	14%	86%	
My mentor uses concrete examples from my lessons during our conversations. (N = 20)		90%	
My mentor instructs me on how to structure my teaching. (N = 21)	14%	86%	
My mentor helps me to make my implicit statements explicit. (N = 21)	24%	76%	
My mentor asks for alternatives to the teaching I implemented. (N = 21)	14%	86%	
My mentor provides me with additional information on instruction. (N = 21)		90%	
My mentor assesses the quality of my teaching skills. (N = 21)		90%	
My mentor provides direct advice on how to improve my teaching. (N = 21)		90%	
My mentor gives examples of best practice from his/her own experience. (N = 21)	24%	76%	
My mentor lets me discover the principles behind a good lesson on my own. (N = 20)		85%	
My mentor gives me impulses to reflect continuously on my professional development. (N = 21)		90%	
At the end of a mentoring conversation, my mentor summarises the content that we discussed. (N = 21)		95%	
My mentor provides guidance on further professional development opportunities. (N = 21)	14%	86%	
My mentor has concrete ideas about how I should teach the subject matter. (N = 21)	33%	67%	
My mentor supports me in trying out different teaching methods. (N = 21)	24%	76%	
My mentor gives me the opportunity to draw my own conclusions. (N = 21)		95%	

Figure 88: Novice Teachers' Perspectives on Mentoring Practices—Belgium (Flanders), Intervention Group

Overall, novice teachers in the control group found the frequency of use of mentor practices very fitting (Figure 89). For 18 of the 20 different statements about the mentoring practices, between 90% and 100% of novice teachers reported that the mentor had used the respective practice exactly as often as the novice teacher needed. In this small control group sample, the difference between 90 and 100 per cent was just one novice teacher. When novice teachers found that the frequency of using a mentor practice had not fitted their needs, they usually found it had not been used often enough. For two of the practices, novice teachers chose all answer options. One was the practice of asking them to elaborate on their intentions and considerations for a lesson. Two persons found this had not been done often enough (20%), while one person thought it had been done too often (10%). This was also true for the practice of using active listening skills. Here, one person found this had not been used often enough, and one found it had been used too often (10%). For three of the mentoring practices, one respondent found that the practices had been used too often (starting a conversation with an open question, providing additional information on instruction and summarising the content that was discussed at the end of the mentoring conversation).

Novice Teachers' Perspectives on Mentoring Practices—Belgium (Flanders)
(Control Group)

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.

| | Not often enough | Exactly as often as I needed | Too often |

Practice	
My mentor starts a conversation with an open question. (N = 10)	90%
My mentor asks clarifying questions. (N = 10)	100%
My mentor asks me to elaborate on my intentions and considerations for a lesson. (N = 10)	20% / 70%
My mentor uses active listening skills during our mentoring conversations. (N = 10)	80%
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons. (N = 10)	90%
My mentor uses concrete examples from my lessons during our conversations. (N = 10)	90%
My mentor instructs me on how to structure my teaching. (N = 10)	90%
My mentor helps me to make my implicit statements explicit. (N = 10)	90%
My mentor asks for alternatives to the teaching I implemented. (N = 10)	100%
My mentor provides me with additional information on instruction. (N = 10)	90%
My mentor assesses the quality of my teaching skills. (N = 10)	90%
My mentor provides direct advice on how to improve my teaching. (N = 10)	90%
My mentor gives examples of best practice from his/her own experience. (N = 10)	100%
My mentor lets me discover the principles behind a good lesson on my own. (N = 10)	100%
My mentor gives me impulses to reflect continuously on my professional development. (N = 10)	100%
At the end of a mentoring conversation, my mentor summarises the content that we discussed. (N = 10)	90%
My mentor provides guidance on further professional development opportunities. (N = 10)	100%
My mentor has concrete ideas about how I should teach the subject matter. (N = 9)	100%
My mentor supports me in trying out different teaching methods. (N = 10)	100%
My mentor gives me the opportunity to draw my own conclusions. (N = 10)	100%

Figure 89: Novice Teachers' Perspectives on Mentoring Practices—Belgium (Flanders), Control Group

As explained in the introduction to the main section (3.5), we also created a binary variable to have a different measurement for the fit between the frequency of use of a mentor's mentoring practice and novice teachers' perceived need for the use of this practice. The larger the value, the better the fit.

For the intervention group, the average fit value was 15.2 with a median of 19. This means that on average, novice teachers were satisfied with the fit between the frequency of use of a mentoring practice and their need for this practice for 15 out of 20 different mentoring practices, and 50% of the intervention group had a fit value of 19 or higher. We found a perfect fit of 20 for 37.5% of novice teachers and a zero fit for 12.5% of novice teachers.

For the control group, the average fit value was 18.5 with a median of 20, i.e. on average novice teachers were satisfied with the fit between the frequency of use of a mentoring practice and their need for this practice for 19 out of 20 different mentoring practices, and 50% of the intervention group had a fit value of 20. We found a perfect fit of 20 for 60% of novice teachers, and the lowest fit was 13 (10% or one novice teacher).

This different depiction of results underlines the positive findings outlined above. Both intervention and control group novice teachers found the fit between the frequency of the mentoring practices and their perceived need for those practices to have been extremely good, the control group novice teachers even more so than the intervention group novice teachers. Absolute and relative values for all items can also be found in Table 101 in the Appendix.

Novice Teachers' Perspectives on Mentor Competences: The vast majority of novice teachers in the intervention group agreed or strongly agreed with all twelve statements about their mentors' competences (Figure 90). Only for 7 of the twelve statements did one or two novice teachers disagree. All other respondents agreed or strongly agreed with the statements, resulting in a very positive assessment of the mentors in the intervention group. Novice teachers most strongly agreed that their mentor had addressed their feelings in a professional way, given constructive feedback, and used active listening as a strategy (57.1% strongly agreed). Two novice teachers disagreed with the statements that their mentor had advised them on how to structure their teaching, professionally assessed the quality of their teaching skills, helped them to develop professional resilience, and analysed their professional development needs.

This partially reflected the positive self-assessments of the mentors in the intervention group in Flanders: 54.6% of mentors in Flanders believed they had a high or very high ability in addressing their mentees' feelings. However, only 27.3% ascribed themselves a high or very high ability in active listening; and only 9.1% believed they had at least a high ability in giving constructive feedback.

Novice Teachers' Perspectives on Mentor Competences—Belgium (Flanders)
(Intervention Group)

To what extent do you agree with the following statements about your mentor?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree
My mentor works on building a supportive relationship with me as mentee. (N = 21)	43%	52%
My mentor encourages me to perceive my school as a professional learning environment. (N = 21)	29%	67%
My mentor helps me to develop professional resilience. (N = 20)	20%	70%
My mentor advises me on how to structure my teaching. (N = 21)	19%	71%
My mentor professionally assesses the quality of my teaching skills. (N = 21)	38%	52%
My mentor addresses my feelings in a professional way. (N = 21)	57%	43%
My mentor gives me constructive feedback. (N = 21)	57%	43%
My mentor uses active listening as a strategy. (N = 21)	57%	43%
My mentor analyses my professional development needs. (N = 20)	40%	50%
My mentor prompts me to reflect on my teaching. (N = 20)	30%	70%
My mentor relates to professional teaching standards. (N = 19)	26%	68%
My mentor deals with my mistakes in a constructive way. (N = 20)	25%	75%

Figure 90: Novice Teachers' Perspectives on Mentor Competences—Belgium (Flanders), Intervention Group

Novice teachers in the control group were even less critical of their mentors (Figure 91). The majority agreed or strongly agreed with all twelve statements about their mentors' competences. Only one novice teacher disagreed for half of the statements. All others agreed with the statements, attesting the mentors very high mentoring competences. Novice teachers most strongly agreed that their mentor had given constructive feedback (50% strongly agreed), advised them on how to structure their teaching, prompted them to reflect on their teaching, and had dealt with novice teachers' mistakes in a constructive way (40% strongly agreed).

Novice Teachers' Perspectives on Mentor Competences—Belgium (Flanders)
(Control Group)

To what extent do you agree with the following statements about your mentor?
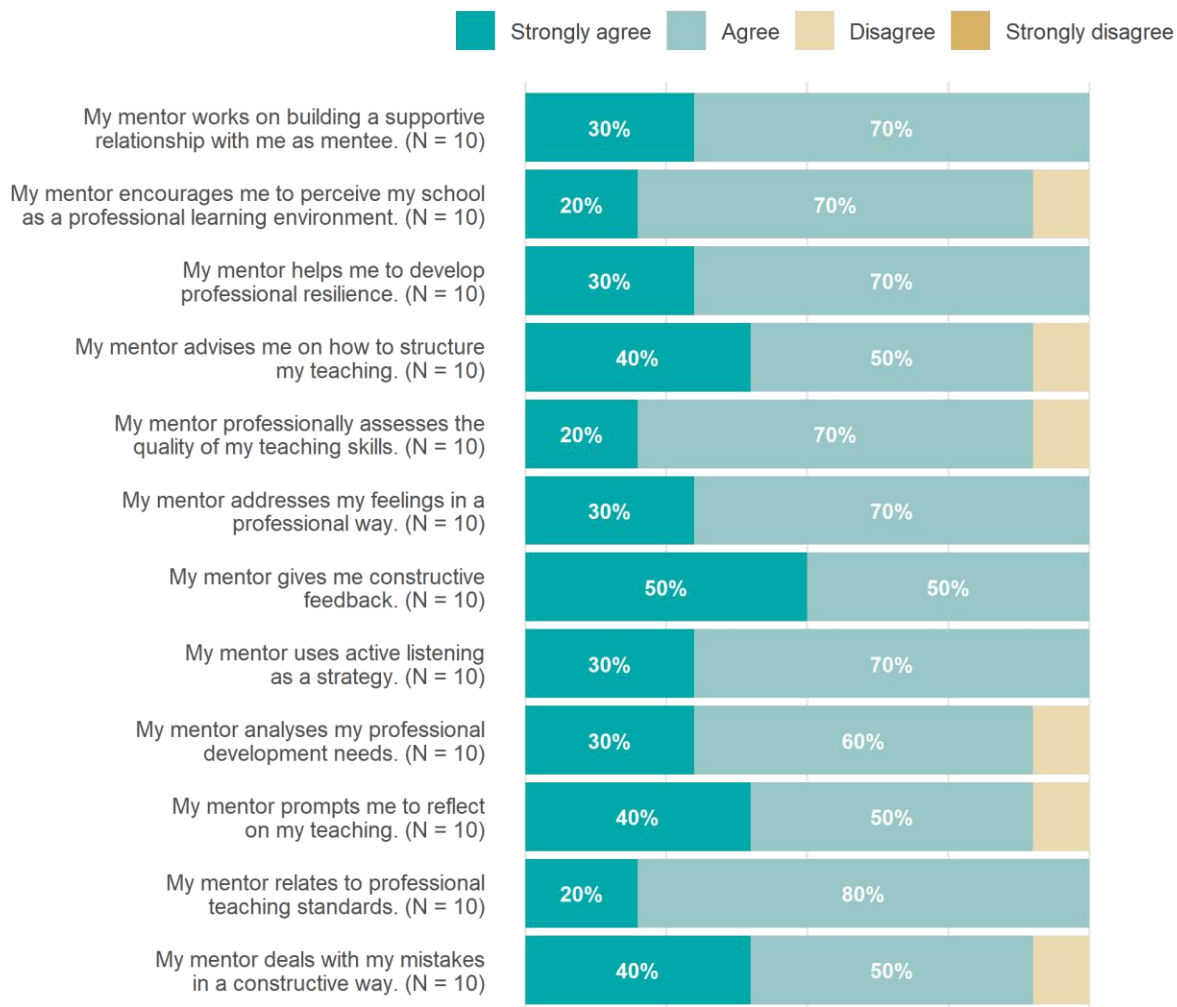
Figure 91: Novice Teachers' Perspectives on Mentor Competences—Belgium (Flanders), Control Group

Lastly, we compared the rates of strong agreement with the statements on their mentors' competences as strong agreement was the highest possible response category in our scale. Overall, these were higher in the NEST intervention group of novice teachers than in the control group regarding eight of twelve statements: addressing mentees' feelings in a professional way, giving constructive feedback, using active listening as a strategy, building a supportive relationship with mentees, analysing professional development needs, assessing the quality of mentees' teaching skills, encouraging mentees to perceive the school as a professional learning environment, and relating to professional teaching standards (Figure 92).

Novice Teachers' Perspectives on Mentor Competences: NEST Intervention Group versus Control Group—Belgium (Flanders)

Novice teachers in the NEST intervention group were more satisfied with their mentors in 8 of 12 categories.

⚪ Control Group With Mentors 🟢 NEST Intervention Group

Statement	Control Group	NEST Intervention Group
My mentor addresses my feelings in a professional way.	30%	57%
My mentor gives me constructive feedback.	50%	57%
My mentor uses active listening as a strategy.	30%	57%
My mentor works on building a supportive relationship with me as mentee.	30%	43%
My mentor advises me on how to structure my teaching.	40%	19%
My mentor analyses my professional development needs.	30%	40%
My mentor prompts me to reflect on my teaching.	40%	30%
My mentor deals with my mistakes in a constructive way.	40%	25%
My mentor professionally assesses the quality of my teaching skills.	20%	38%
My mentor helps me to develop professional resilience.	30%	20%
My mentor encourages me to perceive my school as a professional learning environment.	20%	29%
My mentor relates to professional teaching standards.	20%	26%

Percentage of Novice Teachers Who Strongly Agreed

Minimum number of responses in control group: 10
Minimum number of responses in NEST intervention group: 19

Figure 92: Novice Teachers' Perspectives on Mentor Competences: NEST Intervention Group versus Control Group—Belgium (Flanders)

Since the mentor training programme focused especially on supporting mentors with building a trustful relationship, initiating reflection by novice teachers, adapting to novice teachers' specific needs, and building resilience in novice teachers, we thought it worthwhile to examine specifically the statements about the mentoring competences which revolved around these topics. For the mentoring competence of prompting reflection, the percentage of novice teachers who strongly agreed with the statement was higher for the control group. The same was true for the mentoring competence of helping novice teachers to develop professional resilience. The percentage of novice teachers who strongly agreed was greater in the intervention group for the mentoring competences of building a supportive relationship with the mentee and analysing novice teachers' development needs. So overall, there were only slight differences in favour of the intervention group.

Absolute and relative values for all items can also be found in Table 106 in the Appendix.

3.5.3 Novice Teachers' Perspectives on Their Mentor—Belgium (Wallonia)

Novice Teachers' Perspectives on Mentoring Practices: For every one of the 20 different statements about the practices, the majority of novice teachers reported that the mentor had used the respective practice exactly as often as the novice teacher needed (Figure 93). However, percentages of novice teachers who gave this assessment differed strongly between the different practices. For seven of the statements, 75% of respondents or more reported that the respective practice had been used exactly as often as needed. The best fit was found for mentors letting novice teachers discover the principles behind a good lesson on their own (84.9% said that this had been used exactly as often as needed). Other mentoring practices where the vast majority of novice teachers found the frequency with which their mentors had used them fitting were their mentor's use of active listening skills (82.4%), asking clarifying questions (79.4%), and mentors giving examples of best practice from their own teaching (82.4%). For most of the practices, novice teachers chose the whole answer spectrum. This means there were usually novice teachers who found the practice had been used too often, not often enough, and used just the right amount. However, the percentage of those who found that practice(s) had not been used often enough was always higher. The mentoring practices for which percentages indicating a good fit between frequency and perceived need were lowest were: supporting novice teachers with trying out different teaching methods; giving concrete ideas about how they should teach the lesson (51.5% said that this had been used exactly as often as needed); and assessing the quality of their teaching skills (53.3%).

These numbers partially corresponded with the mentors' self-perceptions in Wallonia. Only 65.4% of mentors reported having let novice teachers discover the principles behind good lessons on their own at least 'often'. This number was higher for active listening (96.2%) and for asking clarifying questions (81.4%), but not for giving best practice examples from their own teaching (40%). Regarding the lower-rated practices, 53.8% of mentors had tried to explore alternatives at least 'often'; only 34.6% had directly instructed their mentees in how to structure their lessons at least 'often', and only 8.3% reported having assessed the quality of novice teachers' lessons at least 'often'.

Novice Teachers' Perspectives on Mentoring Practices—Belgium (Wallonia)
(Intervention Group)

Please indicate how satisfied you are with the frequency
with which your mentor used the following practices.

Legend: Not often enough | Exactly as often as I needed | Too often

Practice	Not often enough	Exactly as often as I needed
My mentor starts a conversation with an open question. (N = 34)	18%	79%
My mentor asks clarifying questions. (N = 34)	18%	79%
My mentor asks me to elaborate on my intentions and considerations for a lesson. (N = 34)	38%	59%
My mentor uses active listening skills during our mentoring conversations. (N = 34)	12%	82%
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons. (N = 33)	30%	70%
My mentor uses concrete examples from my lessons during our conversations. (N = 33)	39%	61%
My mentor instructs me on how to structure my teaching. (N = 33)	36%	64%
My mentor helps me to make my implicit statements explicit. (N = 32)	31%	69%
My mentor asks for alternatives to the teaching I implemented. (N = 33)	27%	70%
My mentor provides me with additional information on instruction. (N = 33)	24%	76%
My mentor assesses the quality of my teaching skills. (N = 30)	47%	53%
My mentor provides direct advice on how to improve my teaching. (N = 32)	28%	69%
My mentor gives examples of best practice from his/her own experience. (N = 34)	15%	82%
My mentor lets me discover the principles behind a good lesson on my own. (N = 33)	15%	85%
My mentor gives me impulses to reflect continuously on my professional development. (N = 34)	26%	74%
At the end of a mentoring conversation, my mentor summarises the content that we discussed. (N = 34)	29%	68%
My mentor provides guidance on further professional development opportunities. (N = 33)	33%	64%
My mentor has concrete ideas about how I should teach the subject matter. (N = 33)	45%	52%
My mentor supports me in trying out different teaching methods. (N = 33)	45%	52%
My mentor gives me the opportunity to draw my own conclusions. (N = 33)	18%	76%

Figure 93: Novice Teachers' Perspectives on Mentoring Practices—Belgium (Wallonia), Intervention Group

While the majority of novice teachers in the control group reported that the mentor had used the respective practice exactly as often as the novice teacher needed for 16 of 20 statements (Figure 94), the overall fit between the frequency of mentoring practices and the perceived need for the practices was not as good as in the control group as in the intervention group. The percentages of novice teachers who stated that the practice had been used exactly as often as they needed were lower for almost all of the 20 practices. Only for the mentor practices of supporting novice teachers in trying out different teaching methods and starting a conversation with an open question were the percentages slightly higher than for the intervention group. Similarly, as in the intervention group, novice teachers in the control group who were not satisfied with the frequency of the mentor's use of the respective practices were usually not in agreement with each other. This means that there were novice teachers who found the practice had been used too often as well as novice teachers who found that it had not been used often enough. However, the percentage of those who found it had not been used often enough was always higher. Mentoring practices for which a minority of novice teachers indicated a good fit between frequency of mentor's use and novice teacher's perceived need were instructing novice teachers on how to structure their teaching (40.4%) and assessing the quality of their teaching skills (46.7%). The practice which was attested the best fit was mentors starting a conversation with an open question (81.4%).

Novice Teachers' Perspectives on Mentoring Practices—Belgium (Wallonia)
(Control Group)

Please indicate how satisfied you are with the frequency
with which your mentor used the following practices.

Legend: Not often enough | Exactly as often as I needed | Too often

Practice	Not often enough	Exactly as often as I needed
My mentor starts a conversation with an open question. (N = 43)	19%	81%
My mentor asks clarifying questions. (N = 44)	30%	68%
My mentor asks me to elaborate on my intentions and considerations for a lesson. (N = 44)	43%	50%
My mentor uses active listening skills during our mentoring conversations. (N = 44)	18%	77%
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons. (N = 43)	37%	58%
My mentor uses concrete examples from my lessons during our conversations. (N = 43)	40%	56%
My mentor instructs me on how to structure my teaching. (N = 42)	52%	40%
My mentor helps me to make my implicit statements explicit. (N = 42)	33%	62%
My mentor asks for alternatives to the teaching I implemented. (N = 43)	37%	60%
My mentor provides me with additional information on instruction. (N = 43)	28%	67%
My mentor assesses the quality of my teaching skills. (N = 42)	50%	48%
My mentor provides direct advice on how to improve my teaching. (N = 42)	29%	67%
My mentor gives examples of best practice from his/her own experience. (N = 43)	23%	70%
My mentor lets me discover the principles behind a good lesson on my own. (N = 42)	29%	62%
My mentor gives me impulses to reflect continuously on my professional development. (N = 43)	35%	60%
At the end of a mentoring conversation, my mentor summarises the content that we discussed. (N = 43)	37%	58%
My mentor provides guidance on further professional development opportunities. (N = 42)	43%	50%
My mentor has concrete ideas about how I should teach the subject matter. (N = 42)	38%	52%
My mentor supports me in trying out different teaching methods. (N = 42)	43%	55%
My mentor gives me the opportunity to draw my own conclusions. (N = 43)	21%	70%

Figure 94: Novice Teachers' Perspectives on Mentoring Practices—Belgium (Wallonia), Control Group

As explained in the introduction to the main section (3.5), we also created a binary variable to have a different measurement for the fit between the frequency of use of a mentor's mentoring practice and novice teachers' perceived need for the use of this practice. The larger the value, the better the fit.

For the intervention group, the average fit value was 12.4 with a median of 15. This means that on average, novice teachers were satisfied with the fit between the frequency of use of a mentoring practice and their need for this practice for twelve out of 20 different mentoring practices, and 50% of the intervention group had a fit value of 15 or higher. We found a perfect fit of 20 for 24.3% of novice teachers and a zero fit for 13.5% of novice teachers.

For the control group, the average fit value was 10.8 with a median of 12.5, i.e. on average novice teachers were satisfied with the fit between the use of a mentoring practice and their need for this practice for eleven out of 20 different mentoring practices, and 50% of the intervention group had a fit value of 12 or higher. We found a perfect fit of 20 for only 10.4% of novice teachers and a zero fit for 14.6% of novice teachers.

This different depiction of results underlines the findings outlined above. Both intervention and control group novice teachers found the fit between the frequency of the mentoring practices and their perceived need for those practices to be reasonably good on average, but there is room for improvement, especially for the fit between use of mentor practices and the perceived needs of control group novice teachers.

Absolute and relative values for all items can also be found in Table 102 in the Appendix.

Novice Teachers' Perspectives on Mentor Competences: The majority of novice teachers in the intervention group agreed or strongly agreed with eleven of the twelve statements about their mentors' competences (Figure 95). However, for each of the statements, there were between four and 27 novice teachers who disagreed or even strongly disagreed with the statement. The mentoring competence that novice teachers rated most critically concerned the mentor professionally assessing the quality of the mentees' teaching skills (77.1% disagreed or strongly disagreed). The competences that novice teachers assessed most positively were the mentor dealing with novice teachers' mistakes constructively (85.7% agreed or strongly agreed), and the mentor using active listening as a strategy (82.4% agreed or strongly agreed).

Corresponding with these numbers, among the mentors only 4.3% professed to having a high or very high ability in assessing novice teachers' lessons. However, only 13% of mentors thought they had a high or very high ability in using active listening, and no mentor believed they had at least a high ability in dealing with their mentees' mistakes constructively.

Novice Teachers' Perspectives on Mentor Competences—Belgium (Wallonia)
(Intervention Group)

To what extent do you agree with the following statements about your mentor?
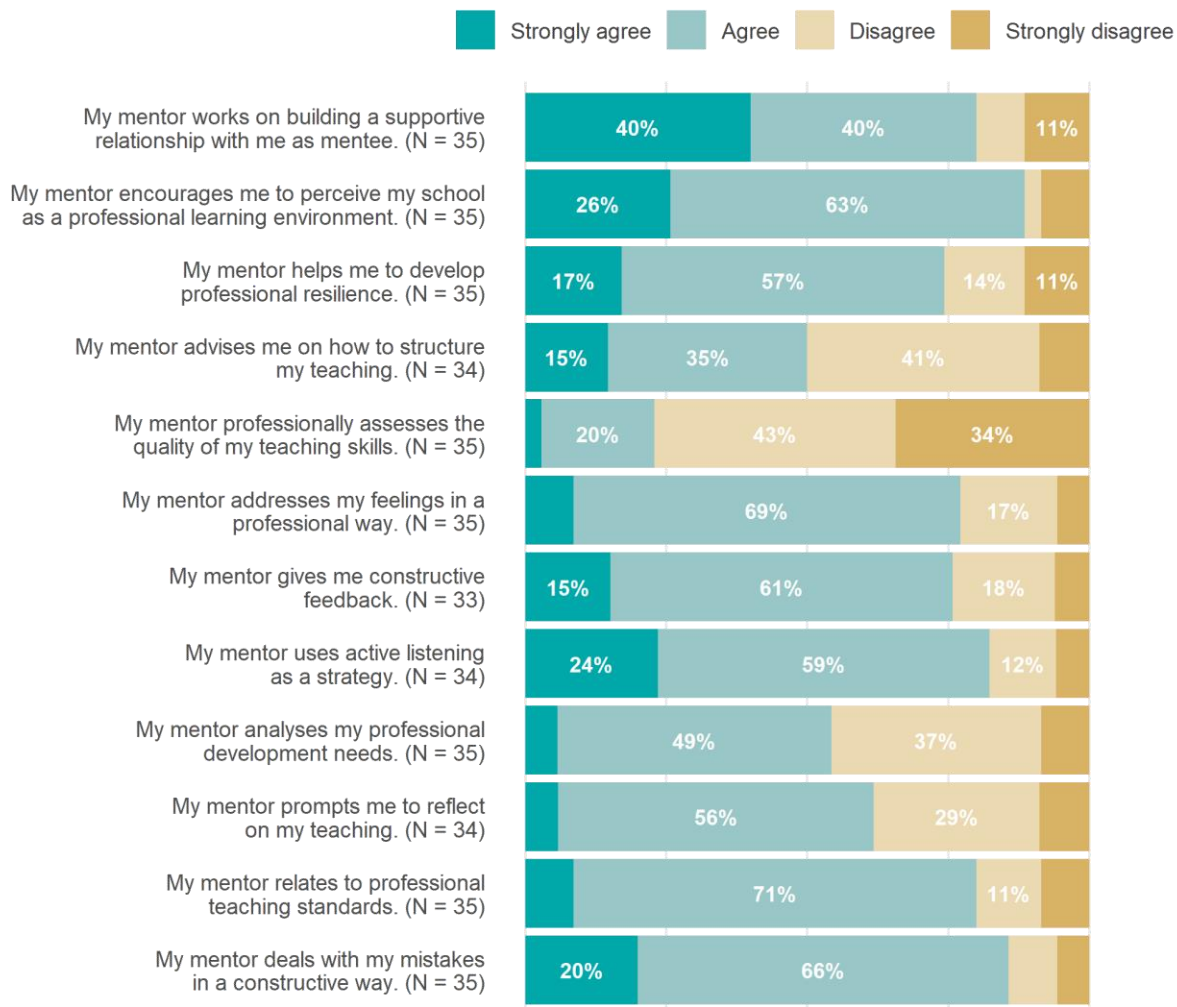
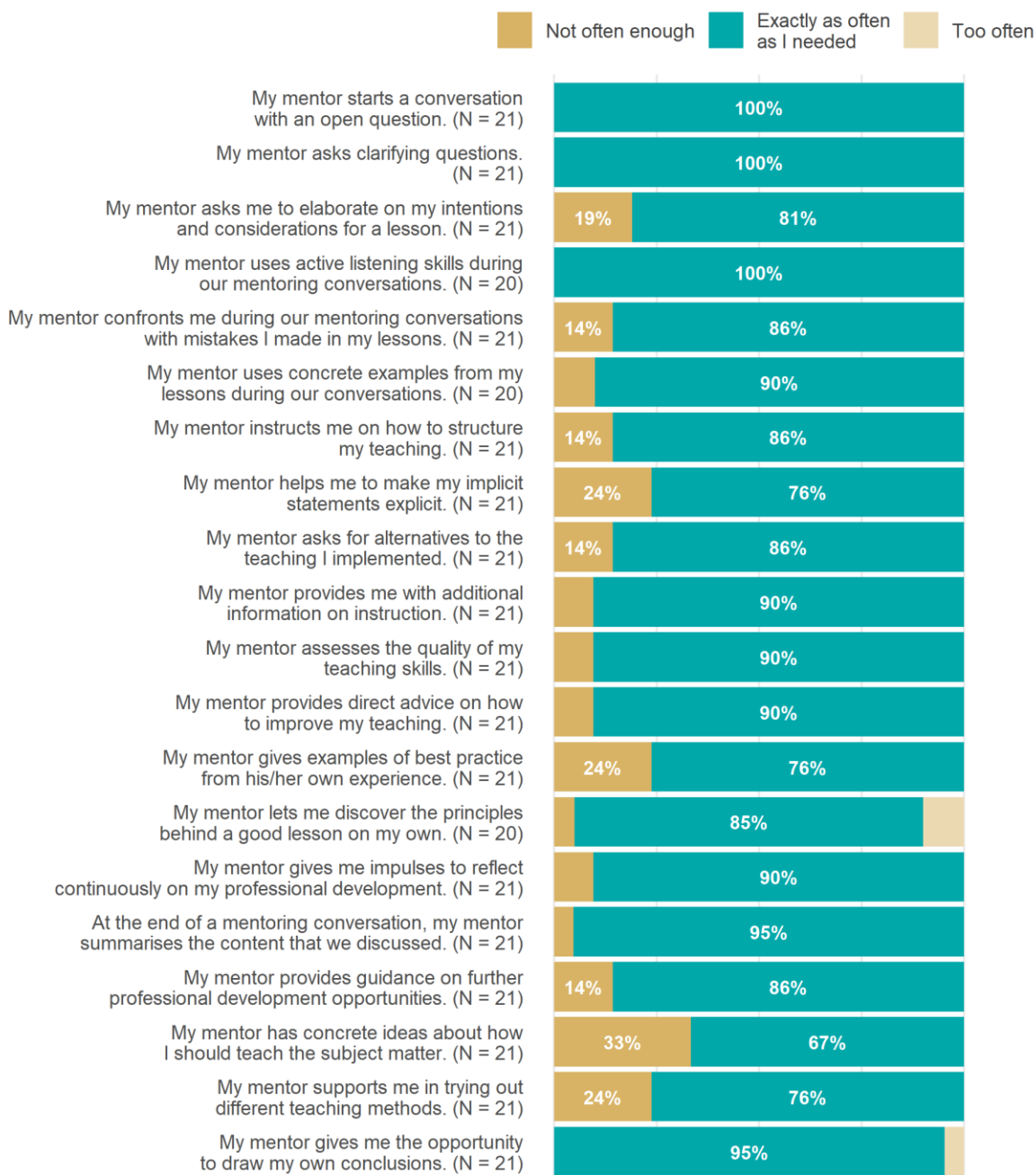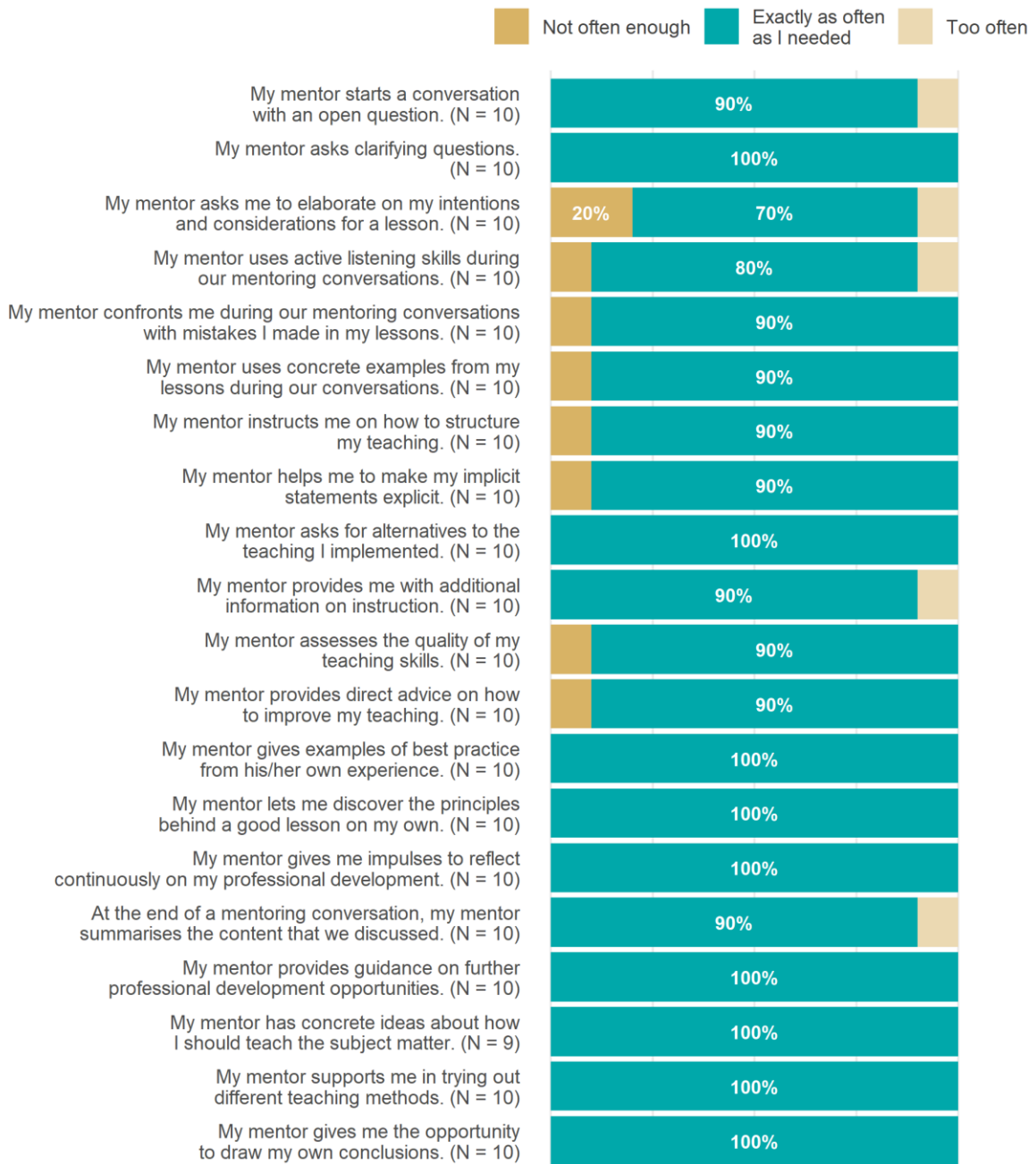*Figure 95: Novice Teachers' Perspectives on Mentor Competences—Belgium (Wallonia), Intervention Group*

Novice teachers in the control group were slightly less critical of their mentors. Percentages for agreement were higher than for the intervention group for eight of the twelve statements about mentoring competences (Figure 96). As in the intervention group, the majority of the control group agreed or strongly agreed with eleven of the twelve statements about their mentors' competences. For all the statements, between five and 28 novice teachers disagreed or strongly disagreed with the statement. The mentoring competence novice teachers rated most critically was the same as in the intervention group. Almost 60% of novice teachers disagreed or strongly disagreed that mentors professionally assessed the quality of their teaching skills (59.6%). The competences novice teachers assessed most positively were the mentor encouraging novice teachers to perceive their school as a

professional learning environment (89.4% agreed or strongly agreed) and the mentor working on building a supportive relationship with them (83% agreed or strongly agreed).

Novice Teachers' Perspectives on Mentor Competences—Belgium (Wallonia)
(Control Group)

To what extent do you agree with the following statements about your mentor?
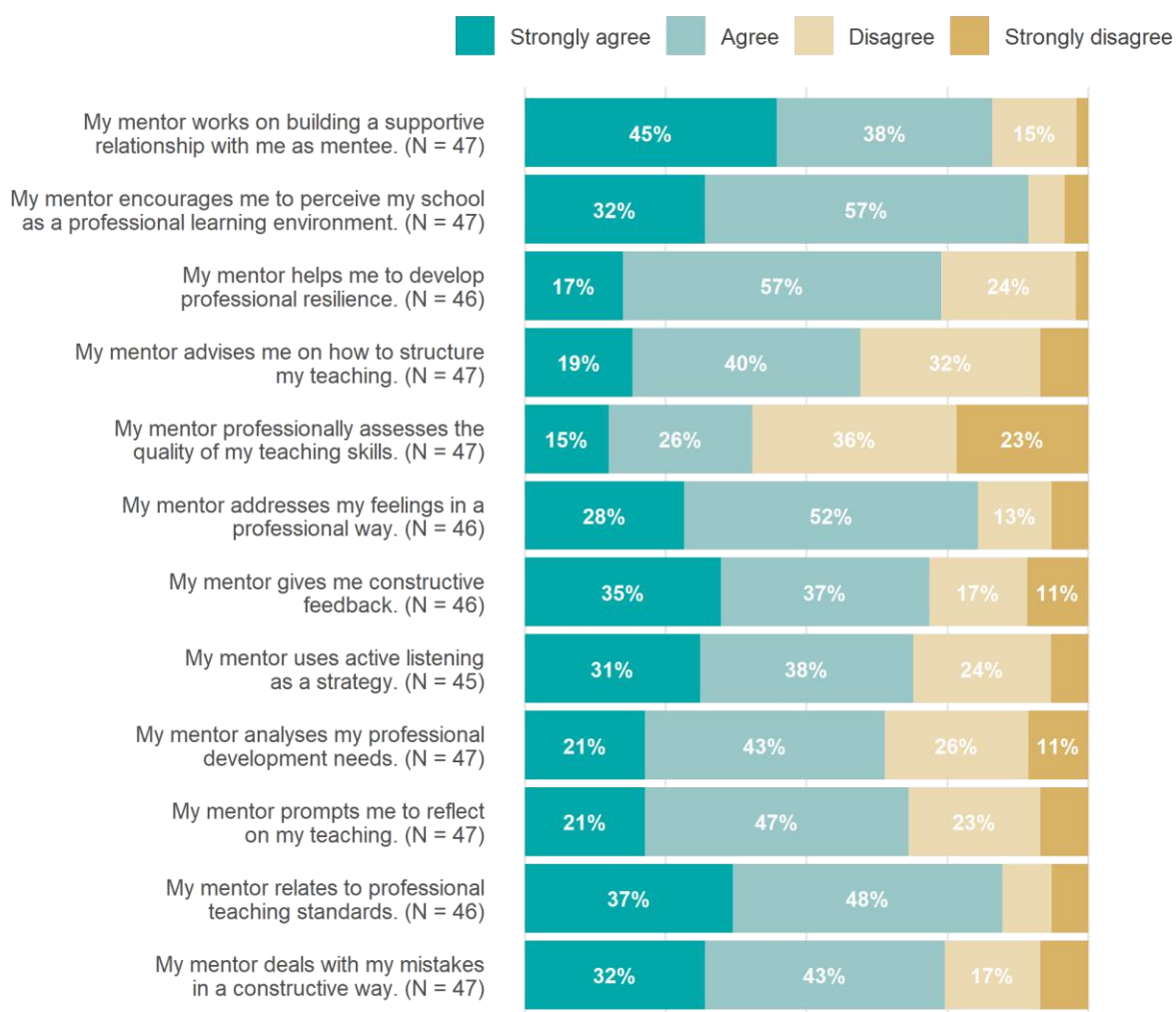
Figure 96: Novice Teachers' Perspectives on Mentor Competences—Belgium (Wallonia), Control Group

Since the mentor training programme focused especially on supporting mentors with building a trustful relationship, initiating reflection by novice teachers, adapting to novice teachers' specific needs, and building resilience in novice teachers, we thought it worthwhile to examine specifically the statements about the mentoring competences which revolved around these topics. In Wallonia, novice teachers of both groups rated the respective statements rather similarly. However, the data showed slightly higher percentages of agreement for the control group. This was especially true for prompting reflection (5.9% of

respondents in the intervention group agreed strongly versus 21.3% in the control group). So overall, no notable differences in these four mentoring competences could be seen in favour of the intervention group. On the contrary, for prompting reflection, the control group had higher ratings.

Lastly, we compared the rates of strong agreement with the statements on their mentors' competences, as strong agreement was the highest possible answering category in our scale. Regarding all statements, these rates were higher in the control group (Figure 97).

Absolute and relative values for all items can also be found in Table 107 in the Appendix.

Figure 97: Novice Teachers' Perspectives on Mentor Competences: NEST Intervention Group versus Control Group—Belgium (Wallonia)

3.5.4   Novice Teachers' Perspectives on Their Mentor—Bulgaria

Novice Teachers' Perspectives on Mentoring Practices: For every one of the 20 different statements about the practices, the majority of novice teachers reported that their mentor had used the respective practice exactly as often as the novice teacher needed (Figure 98). For nine of the statements, 80% or more of respondents reported that the respective practice had been used exactly as often as needed. The best fit was found for mentors starting a conversation with an open question (91.1% said that this had been used exactly as often as needed). Other mentoring practices where the vast majority of novice teachers found the frequency with which their mentors had used them fitting were their mentor letting them discover the principles behind a good lesson on their own (87.5%), asking for alternatives to the teaching that novice teachers had implemented (85.8%), and mentors making novice teachers' implicit statements explicit (86.7%). For most of the practices, novice teachers chose the whole answer spectrum. This means that there were usually novice teachers who found the practice had been used too often, not often enough, and used just the right amount. However, the percentage of those who found it had been used too often was mostly higher than the percentage of those who found it had not been used often enough. The mentoring practices for which percentages indicating a good fit between frequency of use and perceived need were lowest were: giving examples of best practice from the mentor's own teaching (70.8% said that this had been used exactly as often as needed); and supporting novice teachers in trying out different teaching methods and providing additional information on instruction (72.6%). Comparing this to the mentors' self-perceptions, we saw that 94.9% had 'often', 'very often', or 'always' started conversations with open questions. 89.1% had let their mentees discover the principles of good lessons on their own at least 'often'; 84.3% had asked for alternatives to the lesson implementations they saw from their mentees at least 'often'; and 84.2% had asked their mentees to make implicit statements explicit. However, 87.9% also believed they had provided additional information on instruction at least 'often'. For providing best practice examples, this number was lower at 67.9%.

Novice Teachers' Perspectives on Mentoring Practices—Bulgaria
(Intervention Group)

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.

Legend: Not often enough | Exactly as often as I needed | Too often

Statement	Exactly as often as I needed	Too often
My mentor starts a conversation with an open question. (N = 112)	91%	
My mentor asks clarifying questions. (N = 112)	84%	13%
My mentor asks me to elaborate on my intentions and considerations for a lesson. (N = 112)	79%	19%
My mentor uses active listening skills during our mentoring conversations. (N = 112)	74%	23%
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons. (N = 112)	78%	21%
My mentor uses concrete examples from my lessons during our conversations. (N = 112)	78%	18%
My mentor instructs me on how to structure my teaching. (N = 112)	82%	13%
My mentor helps me to make my implicit statements explicit. (N = 113)	87%	
My mentor asks for alternatives to the teaching I implemented. (N = 113)	86%	
My mentor provides me with additional information on instruction. (N = 113)	73%	19%
My mentor assesses the quality of my teaching skills. (N = 113)	78%	19%
My mentor provides direct advice on how to improve my teaching. (N = 112)	79%	20%
My mentor gives examples of best practice from his/her own experience. (N = 113)	71%	23%
My mentor lets me discover the principles behind a good lesson on my own. (N = 112)	88%	12%
My mentor gives me impulses to reflect continuously on my professional development. (N = 113)	75%	21%
At the end of a mentoring conversation, my mentor summarises the content that we discussed. (N = 113)	78%	20%
My mentor provides guidance on further professional development opportunities. (N = 112)	80%	15%
My mentor has concrete ideas about how I should teach the subject matter. (N = 113)	81%	16%
My mentor supports me in trying out different teaching methods. (N = 113)	73%	25%
My mentor gives me the opportunity to draw my own conclusions. (N = 112)	81%	18%

Figure 98: Novice Teachers' Perspectives on Mentoring Practices—Bulgaria, Intervention Group

While the majority of novice teachers in the control group reported that their mentor had used the respective practice exactly as often as the novice teacher needed for 18 of 20 statements (Figure 99), the overall fit between the frequency of use of mentoring practices and the perceived need for the practices was not as good as the overall fit for the intervention group. For all of the 20 practices, the percentages of novice teachers in the control group who stated that the practice had been used exactly as often as they needed were lower than those in the intervention group. Similarly, as in the intervention group, novice teachers in the control group who were not satisfied with the frequency of their mentor's use of the respective practices were usually not in agreement with each other. This means there were novice teachers who found the practice had been used too often as well as novice teachers who found that it had not been used often enough. The percentage of those who found it had been used too often was always as high or higher as the percentage of those who found it had not been used often enough. The best fit was found for mentors starting a conversation with an open question and asking for alternatives to the teaching that novice teachers had implemented (73.3% said that this had been used exactly as often as needed). The mentoring practices for which the percentages indicating a good fit between frequency of use and perceived need were lowest were: mentors summarising the content that was discussed at the end of a mentoring conversation, and mentors using active listening skills (50%).

Novice Teachers' Perspectives on Mentoring Practices—Bulgaria
(Control Group)

Please indicate how satisfied you are with the frequency
with which your mentor used the following practices.

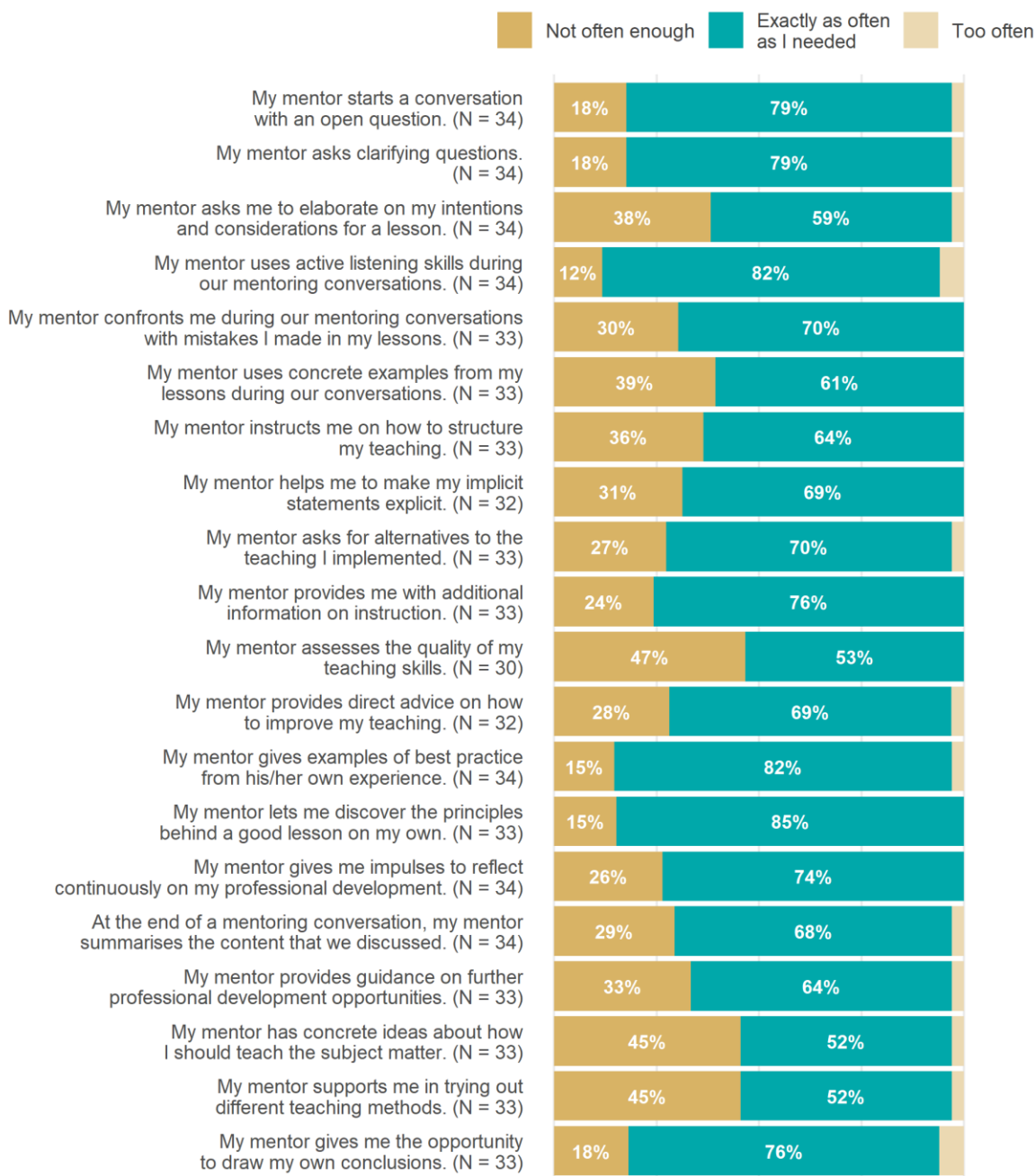Legend: Not often enough | Exactly as often as I needed | Too often

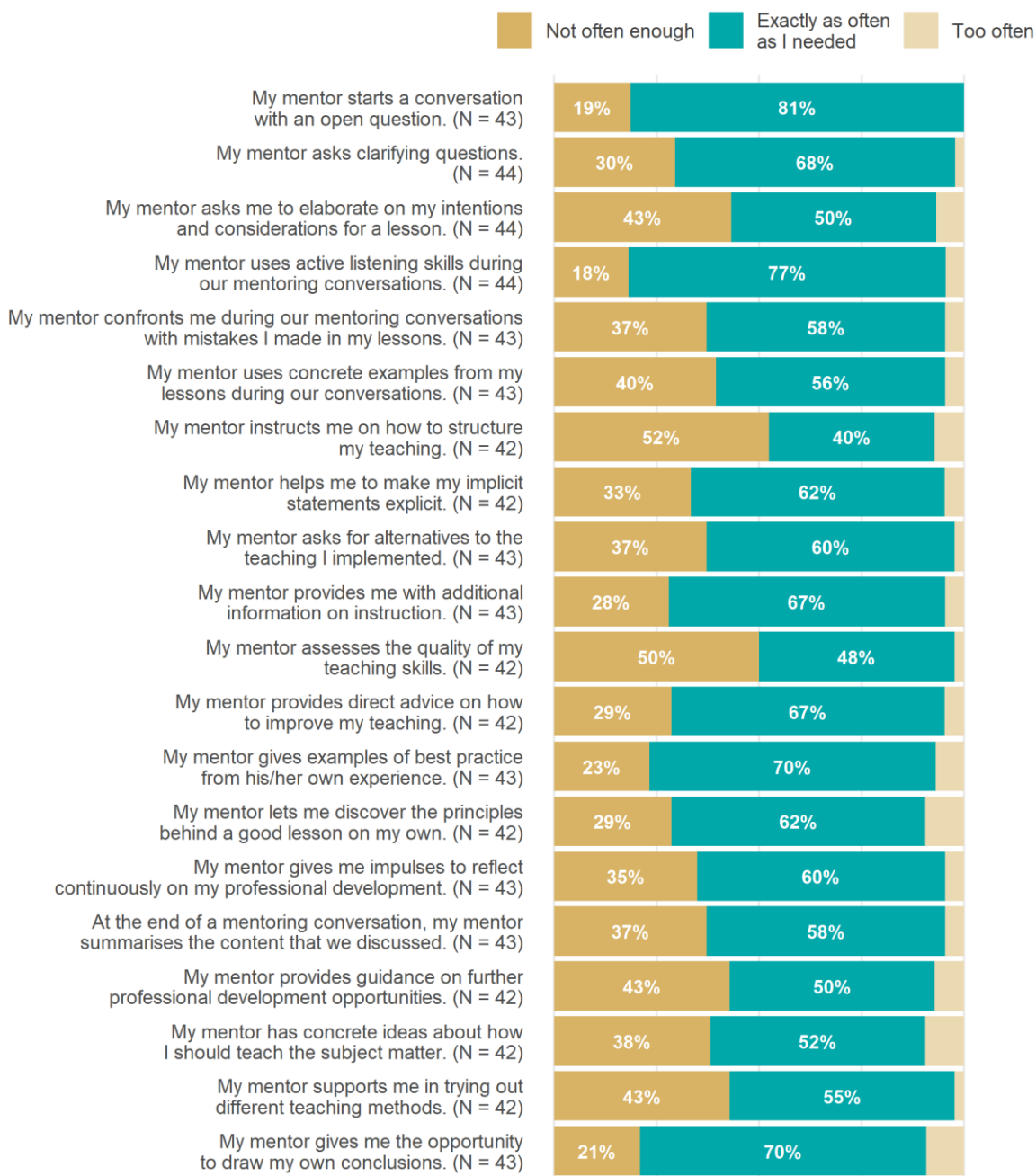| Practice	Not often enough	Exactly as often as I needed	Too often
My mentor starts a conversation with an open question. (N = 30)	13%	73%	13%
My mentor asks clarifying questions. (N = 30)	13%	67%	20%
My mentor asks me to elaborate on my intentions and considerations for a lesson. (N = 30)	20%	60%	20%
My mentor uses active listening skills during our mentoring conversations. (N = 30)		50%	40%
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons. (N = 30)	20%	53%	27%
My mentor uses concrete examples from my lessons during our conversations. (N = 30)	20%	57%	23%
My mentor instructs me on how to structure my teaching. (N = 30)	17%	60%	23%
My mentor helps me to make my implicit statements explicit. (N = 30)		70%	20%
My mentor asks for alternatives to the teaching I implemented. (N = 30)		73%	20%
My mentor provides me with additional information on instruction. (N = 29)	14%	62%	24%
My mentor assesses the quality of my teaching skills. (N = 30)	13%	67%	20%
My mentor provides direct advice on how to improve my teaching. (N = 30)	13%	67%	20%
My mentor gives examples of best practice from his/her own experience. (N = 30)		53%	37%
My mentor lets me discover the principles behind a good lesson on my own. (N = 30)		63%	37%
My mentor gives me impulses to reflect continuously on my professional development. (N = 30)	17%	57%	27%
At the end of a mentoring conversation, my mentor summarises the content that we discussed. (N = 30)	20%	50%	30%
My mentor provides guidance on further professional development opportunities. (N = 29)	21%	59%	21%
My mentor has concrete ideas about how I should teach the subject matter. (N = 30)	20%	60%	20%
My mentor supports me in trying out different teaching methods. (N = 30)		60%	30%
My mentor gives me the opportunity to draw my own conclusions. (N = 30)		60%	37%

Figure 99: Novice Teachers' Perspectives on Mentoring Practices—Bulgaria, Control Group

As explained in the introduction to the main section (3.5), we also created a binary variable to have a different measurement for the fit between the frequency of use of a mentor's mentoring practice and novice teachers' perceived need for the use of this practice. The larger the value, the better the fit.

For the intervention group, the average fit value was 15.3 with a median of 18. This means that on average, novice teachers were satisfied with the fit between the use of a mentoring practice and their need for this practice for 15 out of 20 different mentoring practices, and 50% of the intervention group had a fit value of 18 or higher. We found a perfect fit of 20 for 40.2% of novice teachers and a zero fit for 3.4% of novice teachers.

For the control group, the average fit value was 12.2 with a median of 13.5, i.e. on average novice teachers were satisfied with the fit between the use of a mentoring practice and their need for this practice for twelve out of 20 different mentoring practices, and 50% of the intervention group had a fit value of 13 or higher. We found a perfect fit of 20 for only 23.3% of novice teachers and a zero fit for 6.7% of novice teachers.

This different depiction of results underlines the findings outlined above. The intervention group novice teachers found the fit between the frequency of the offered mentoring practices and their perceived need for those practices very good on average, while the control group found the fit only reasonably good. Interestingly, if novice teachers (of either group) were dissatisfied with the frequency of the implemented practices, it was because they felt the practices had been used too frequently rather than not often enough.

Absolute and relative values for all items can also be found in Table 103 in the Appendix.

Novice Teachers' Perspectives on Mentor Competences: Overall, the vast majority of novice teachers in the intervention group agreed or strongly agreed with all twelve statements about their mentors' competences (Figure 100). For most of the twelve statements, only one or two novice teachers disagreed. For the most critically assessed statement ('My mentor relates to professional teaching standards'), six novice teachers disagreed or strongly disagreed (5.3%). All others agreed or strongly agreed with the statements, resulting in a very positive assessment of the mentors of the intervention group. On average, novice teachers most strongly agreed that their mentor had built a supportive relationship with them (75% strongly agreed), helped them to develop professional resilience (67.6% strongly agreed), and encouraged them to perceive their school as a professional learning environment (69% strongly agreed). This very positive assessment was partially reflected in the mentors' self-perception ratings: 60.4% of mentors believed they had a high or very high ability in building a supportive relationship, and 56.4% believed they were highly able to support their mentees with perceiving their school as a learning environment.

Novice Teachers' Perspectives on Mentor Competences—Bulgaria
(Intervention Group)

To what extent do you agree with the following statements about your mentor?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree
My mentor works on building a supportive relationship with me as mentee. (N = 112)	75%	25%
My mentor encourages me to perceive my school as a professional learning environment. (N = 113)	69%	29%
My mentor helps me to develop professional resilience. (N = 111)	68%	32%
My mentor advises me on how to structure my teaching. (N = 113)	62%	36%
My mentor professionally assesses the quality of my teaching skills. (N = 111)	64%	34%
My mentor addresses my feelings in a professional way. (N = 112)	65%	34%
My mentor gives me constructive feedback. (N = 113)	64%	35%
My mentor uses active listening as a strategy. (N = 112)	67%	32%
My mentor analyses my professional development needs. (N = 113)	61%	35%
My mentor prompts me to reflect on my teaching. (N = 114)	60%	39%
My mentor relates to professional teaching standards. (N = 114)	51%	44%
My mentor deals with my mistakes in a constructive way. (N = 113)	57%	41%

Figure 100: Novice Teachers' Perspectives on Mentor Competences—Bulgaria, Intervention Group

Novice teachers in the control group were more critical of their mentors. However, the majority agreed or strongly agreed with all twelve statements about their mentors' competences, resulting in an overall positive assessment of the mentors of the control group (Figure 101). Novice teachers assessed most critically one of the mentoring competences that was assessed very positively in the intervention group ('My mentor encourages me to perceive my school as a professional learning environment'; 20.7% of novice teachers disagreed or strongly disagreed). On average, novice teachers most strongly agreed that their mentor had built a supportive relationship with them (64.3% strongly agreed), helped them to develop professional resilience (56.7% strongly agreed), and given them constructive feedback (57.1% strongly agreed). Thus two of the mentoring competences

rated among the highest for the intervention group were also rated among the highest in the control group.

Novice Teachers' Perspectives on Mentor Competences—Bulgaria
(Control Group)

To what extent do you agree with the following statements about your mentor?

Strongly agree · Agree · Disagree · Strongly disagree

Statement	Strongly agree	Agree	Disagree
My mentor works on building a supportive relationship with me as mentee. (N = 28)	64%	32%	
My mentor encourages me to perceive my school as a professional learning environment. (N = 29)	48%	31%	17%
My mentor helps me to develop professional resilience. (N = 30)	57%	33%	
My mentor advises me on how to structure my teaching. (N = 29)	45%	41%	10%
My mentor professionally assesses the quality of my teaching skills. (N = 30)	33%	50%	13%
My mentor addresses my feelings in a professional way. (N = 29)	34%	55%	10%
My mentor gives me constructive feedback. (N = 28)	57%	39%	
My mentor uses active listening as a strategy. (N = 28)	50%	43%	
My mentor analyses my professional development needs. (N = 29)	34%	41%	24%
My mentor prompts me to reflect on my teaching. (N = 29)	41%	38%	21%
My mentor relates to professional teaching standards. (N = 29)	48%	38%	10%
My mentor deals with my mistakes in a constructive way. (N = 29)	41%	41%	17%

Figure 101: Novice Teachers' Perspectives on Mentor Competences—Bulgaria, Control Group

Since the mentor training programme focused especially on supporting mentors with building a trustful relationship, initiating reflection by novice teachers, adapting to novice teachers' specific needs, and building resilience in novice teachers, we thought it worthwhile to examine specifically the statements about the mentoring competences which revolved around these topics. As described above, novice teachers of both groups rated the competence of their mentor helping them to develop resilience as well as the competence of building a supportive relationship with them among the highest. However, the data showed

lower percentages of agreement for the control group. This was especially true for prompting reflection (59.7% of respondents in the intervention group agreed strongly versus 41.4% in the control group), and even more so for the competence of analysing novice teachers' development needs (61.1% in the intervention group agreed strongly versus 34.5% in the control group) So overall, distinct differences were found in these four mentoring competences in favour of the intervention group. Comparing the rates of strong agreement with the statements on their mentors' competences, we found that novice teachers who were supported by a NEST-trained mentor had higher levels of strong agreement for all statements (Figure 102). Absolute and relative values for all items can also be found in Table 108 in the Appendix.
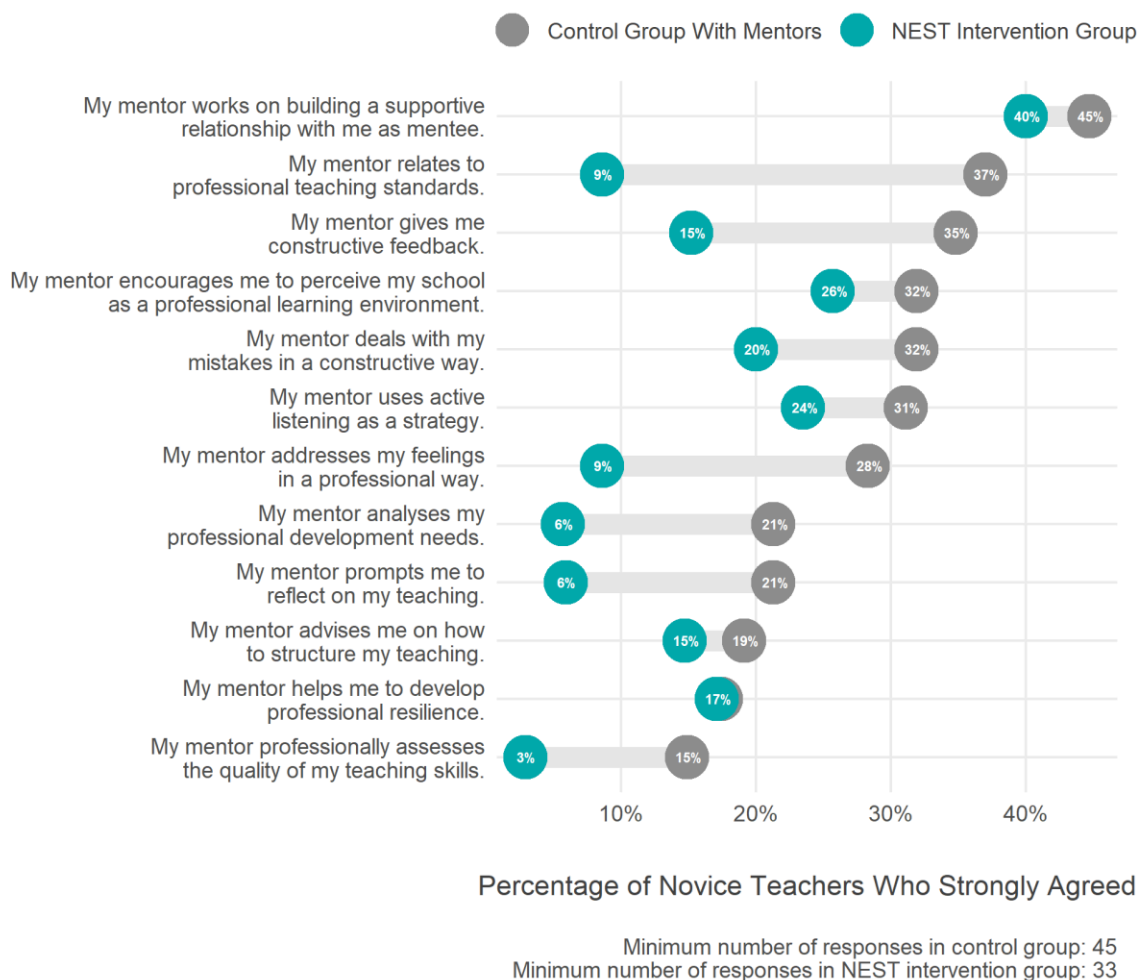

Figure 102: Novice Teachers' Perspectives on Mentor Competences: NEST Intervention Group versus Control Group—Bulgaria

3.5.5   Novice Teachers' Perspectives on Their Mentor—Romania

Novice Teachers' Perspectives on Mentoring Practices: The average fit between the frequency of use of mentoring practices and the perceived need for the practices by the intervention group was lower than the average fit for the control group. For 18 of the 20 different statements about the practices, the majority of novice teachers reported that the mentor had used the respective practice more frequently than the novice teacher needed. However, we think that this result may be due to a previously undiscovered translation mistake. The answer format 'too much', which was supposed to be an indicator of a suboptimal fit between the frequency of the mentor's practice and the novice teacher's perceived need, was accidentally translated simply as 'much'. We assume that novice teachers understood this to mean that their mentor used this practice 'often'. Therefore, we cannot use this answer format as an indicator of suboptimal fit in this case. The translation has now been corrected, and we will analyse the results for Romania regarding novice teachers' perspectives on their mentors' mentoring practice with the new cohort of novice teachers of 2022/2023 for the final report.

Novice Teachers' Perspectives on Mentor Competences: Overall, the vast majority of novice teachers in the intervention group agreed or strongly agreed with all twelve statements about their mentors' competences (Figure 103). Only a minority of novice teachers disagreed or strongly disagreed with each statement. For the most critically assessed statement ('My mentor addresses my feelings in a professional way'), five novice teachers disagreed or strongly disagreed (8.6%) All others agreed or strongly agreed with the statements, resulting in a very positive assessment of the mentors of the intervention group. On average, novice teachers most strongly agreed that their mentor had given them constructive feedback (67.8% strongly agreed), had built a supportive relationship with them (62.7% strongly agreed), and had professionally assessed the quality of their teaching skills (61% strongly agreed). These assessments only partially corresponded with the Romanian mentors' self-perceptions: 65% ascribed themselves a high or very high ability in building supportive relationships. Yet only 25% of mentors believed they had a high or very high ability in giving constructive feedback, and only 20% believed in this level of ability regarding the assessment of mentees' lessons; interestingly, 32.5% claimed 'no' or 'very little' ability regarding the latter skill.

Novice Teachers' Perspectives on Mentor Competences—Romania
(Intervention Group)

To what extent do you agree with the following statements about your mentor?
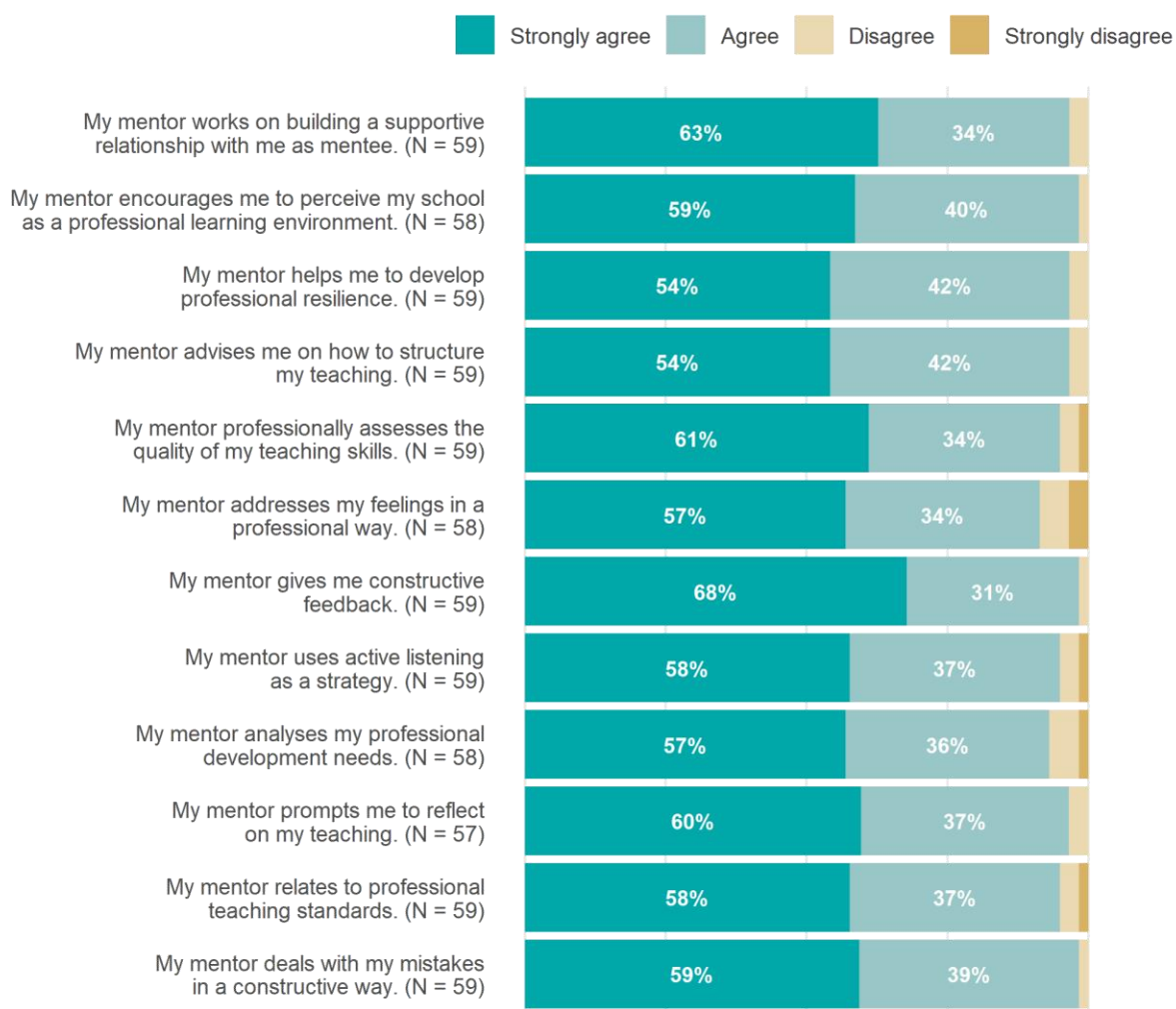
Figure 103: Novice Teachers' Perspectives on Mentor Competences—Romania, Intervention Group

Novice teachers in the control group were even less critical of their mentors. The vast majority agreed or strongly agreed with all twelve statements about their mentors' competences (Figure 104). For nine of the statements, all novice teachers agreed or strongly agreed, attesting the mentors high mentoring competences. However, the percentages of novice teachers who strongly agreed with the statements were lower than in the intervention group. The most critically assessed statement concerned the mentor professionally assessing the quality of their mentees' teaching skills; here, two novice teachers (22.2%) disagreed or strongly disagreed. Novice teachers most strongly agreed that their mentor had given them constructive feedback (40% of respondents strongly agreed) and had helped them develop professional resilience (30% strongly agreed).

Novice Teachers' Perspectives on Mentor Competences—Romania
(Control Group)

To what extent do you agree with the following statements about your mentor?

Strongly agree   Agree   Disagree   Strongly disagree

Statement	
My mentor works on building a supportive relationship with me as mentee. (N = 10)	20% · 80%
My mentor encourages me to perceive my school as a professional learning environment. (N = 10)	90%
My mentor helps me to develop professional resilience. (N = 10)	30% · 70%
My mentor advises me on how to structure my teaching. (N = 10)	80%
My mentor professionally assesses the quality of my teaching skills. (N = 9)	11% · 67% · 11% · 11%
My mentor addresses my feelings in a professional way. (N = 10)	20% · 80%
My mentor gives me constructive feedback. (N = 10)	40% · 60%
My mentor uses active listening as a strategy. (N = 10)	100%
My mentor analyses my professional development needs. (N = 9)	11% · 89%
My mentor prompts me to reflect on my teaching. (N = 9)	11% · 78% · 11%
My mentor relates to professional teaching standards. (N = 9)	11% · 89%
My mentor deals with my mistakes in a constructive way. (N = 10)	90%

Figure 104: Novice Teachers' Perspectives on Mentor Competences—Romania, Control Group

Since the mentor training programme focused especially on supporting mentors with building a trustful relationship, initiating reflection by novice teachers, adapting to novice teachers' specific needs, and building resilience in novice teachers, we thought it worthwhile to examine specifically the statements about the mentoring competences which revolved around these topics. As described above, novice teachers of both groups rated one of these four mentoring competences among the highest competences overall for their group. However, the control group had lower percentages of agreement for all of the competences. In this respect, the difference between the two groups was especially apparent for the mentoring competence of prompting reflection (59.7% of respondents in the intervention group agreed strongly versus 11.1% in the control group) and for the competence of analysing

novice teachers' development needs (56.9% in the intervention group agreed strongly versus 11.1% in the control group). In other words, distinct differences were found in these four mentoring competences in favour of the intervention group. Overall, we saw that strong agreement with the twelve positive statements on their mentors' competences was notably higher for every statement for novice teachers who had received mentoring from a NEST-trained mentor (Figure 105).

Absolute and relative values for all items can also be found in Table 109 in the Appendix.

Figure 105: Novice Teachers' Perspectives on Mentor Competences: NEST Intervention Group versus Control Group—Romania

3.5.6 Novice Teachers' Perspectives on Their Mentor—Spain (Catalonia)

Novice Teachers' Perspectives on Mentoring Practices: For every one of the 20 different statements about the practices, the majority of novice teachers in the intervention group reported that their mentor had used the respective practice exactly as often as the novice teacher needed. For 13 of the statements, over 90% of respondents reported that the respective practice had been used exactly as often as needed (Figure 106). The best fit was found for mentors starting a conversation with an open question, the mentor asking clarifying questions, and the mentor supporting mentees with trying out different teaching methods (97.1% of respondents said that these had been used exactly as often as needed). For half of the practices, novice teachers chose the whole answer spectrum. This means that some novice teachers found the practice had been used too often, some thought that it had not been used often enough, and for some it had been used just the right amount. However, the percentage of those who found it had not been used often enough was mostly higher than the percentage of those who found it had been used too often. For most of the other practices, the novice teachers who found that the frequency of use of a practice had not fitted their needs stated it had not been used often enough. Mentoring practices for which percentages indicating a good fit between frequency of use and perceived need were lowest were: mentors instructing mentees on how to structure their teaching (79.7% said that this had been used exactly as often as needed) and providing additional information on instruction (79.4%). In our mentor survey, only 19.5% and 44.4% of mentors respectively answered that they had used these respective practices at least 'often', whereas this number was much higher for better-fitting practices such as starting conversations with open questions (77.7%) and asking clarifying questions (88.9%).

Novice Teachers' Perspectives on Mentoring Practices—Spain (Catalonia)
(Intervention Group)

Please indicate how satisfied you are with the frequency
with which your mentor used the following practices.

Legend: Not often enough | Exactly as often as I needed | Too often

Practice	Not often enough	Exactly as often as I needed	Too often
My mentor starts a conversation with an open question. (N = 69)		97%	
My mentor asks clarifying questions. (N = 69)		97%	
My mentor asks me to elaborate on my intentions and considerations for a lesson. (N = 68)		91%	
My mentor uses active listening skills during our mentoring conversations. (N = 68)		94%	
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons. (N = 69)	19%	81%	
My mentor uses concrete examples from my lessons during our conversations. (N = 69)		94%	
My mentor instructs me on how to structure my teaching. (N = 69)	19%	80%	
My mentor helps me to make my implicit statements explicit. (N = 68)		94%	
My mentor asks for alternatives to the teaching I implemented. (N = 67)		96%	
My mentor provides me with additional information on instruction. (N = 68)	21%	79%	
My mentor assesses the quality of my teaching skills. (N = 68)		91%	
My mentor provides direct advice on how to improve my teaching. (N = 69)		91%	
My mentor gives examples of best practice from his/her own experience. (N = 69)		90%	
My mentor lets me discover the principles behind a good lesson on my own. (N = 68)		87%	
My mentor gives me impulses to reflect continuously on my professional development. (N = 67)		91%	
At the end of a mentoring conversation, my mentor summarises the content that we discussed. (N = 67)		91%	
My mentor provides guidance on further professional development opportunities. (N = 68)	19%	81%	
My mentor has concrete ideas about how I should teach the subject matter. (N = 68)	18%	81%	
My mentor supports me in trying out different teaching methods. (N = 67)		97%	
My mentor gives me the opportunity to draw my own conclusions. (N = 69)		93%	

Figure 106: Novice Teachers' Perspectives on Mentoring Practices—Spain (Catalonia), Intervention Group

While the majority of novice teachers in the control group reported that the mentor had used the respective practice exactly as often as the novice teacher needed for all of the 20 statements (Figure 107), the overall fit between the frequency of use of mentoring practices and the perceived need for the practices was not as good in the control group as in the intervention group. The percentages of novice teachers who stated that the practice had been used exactly as often as they needed were lower for all of the 20 practices. Similarly, as in the intervention group, novice teachers in the control group who were not satisfied with the frequency of the mentor's use of the respective practices were usually not in agreement with each other. This means that there were novice teachers who found the practice had been used too often as well as novice teachers who found that it had not been used often enough. The percentage of those who found it had not been used often enough was always as high or higher as the percentage of those who found it had been used too often. The best fit was found for mentors using active listening skills (84.4% said that this had been used exactly as often as needed). Other mentoring practices for which the vast majority of novice teachers found that the frequency of use had fitted their needs was their mentor assessing the quality of their teaching skills and instructing them on how to structure their teaching (81.8%). The mentoring practices for which percentages indicating a good fit between frequency of use and perceived need were lowest were mentors asking for alternatives to the teaching mentees had implemented (57.6%) and mentors giving examples of best practice from their own teaching (60.6%).

Novice Teachers' Perspectives on Mentoring Practices—Spain (Catalonia)
(Control Group)

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.

Legend: Not often enough | Exactly as often as I needed | Too often

Practice	Not often enough	Exactly as often as I needed	Too often
My mentor starts a conversation with an open question. (N = 33)	33%	67%	
My mentor asks clarifying questions. (N = 33)	12%	88%	
My mentor asks me to elaborate on my intentions and considerations for a lesson. (N = 33)	21%	76%	
My mentor uses active listening skills during our mentoring conversations. (N = 32)	16%	84%	
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons. (N = 32)	19%	72%	
My mentor uses concrete examples from my lessons during our conversations. (N = 33)	24%	70%	
My mentor instructs me on how to structure my teaching. (N = 33)	18%	82%	
My mentor helps me to make my implicit statements explicit. (N = 33)	24%	73%	
My mentor asks for alternatives to the teaching I implemented. (N = 33)	33%	58%	
My mentor provides me with additional information on instruction. (N = 33)	27%	64%	
My mentor assesses the quality of my teaching skills. (N = 33)	12%	82%	
My mentor provides direct advice on how to improve my teaching. (N = 33)	18%	76%	
My mentor gives examples of best practice from his/her own experience. (N = 33)	24%	61%	15%
My mentor lets me discover the principles behind a good lesson on my own. (N = 33)	15%	73%	12%
My mentor gives me impulses to reflect continuously on my professional development. (N = 33)	15%	79%	
At the end of a mentoring conversation, my mentor summarises the content that we discussed. (N = 33)	33%	64%	
My mentor provides guidance on further professional development opportunities. (N = 33)	33%	67%	
My mentor has concrete ideas about how I should teach the subject matter. (N = 33)	15%	76%	
My mentor supports me in trying out different teaching methods. (N = 33)	18%	76%	
My mentor gives me the opportunity to draw my own conclusions. (N = 33)	12%	79%	

Figure 107: Novice Teachers' Perspectives on Mentoring Practices—Spain (Catalonia), Control Group

As explained in the introduction to the main section (3.5), we also created a binary variable to have a different measurement for the fit between the frequency of use of a mentor's mentoring practice and novice teachers' perceived need for the use of this practice. The larger the value, the better the fit.

For the intervention group, the average fit value was 17.5 with a median of 19. This means that on average, novice teachers were satisfied with the fit between the frequency of use of a mentoring practice and their need for this practice for 18 out of 20 different mentoring practices, and 50% of the intervention group had a fit value of 19 or higher. We found a perfect fit of 20 for 47.1% of novice teachers and a zero fit for 1.4% (one novice teacher).

For the control group, the average fit value was 14.6 with a median of 15, i.e. on average novice teachers were satisfied with the fit between the frequency of use of a mentoring practice and their need for this practice for 15 out of 20 different mentoring practices, and 50% of the intervention group had a fit value of 15 or higher. We found a perfect fit of 20 for only 15.2% of novice teachers. There were no novice teachers with a zero fit. The lowest fit in the control group was 6 (6.1%).

This different depiction of results underlines the findings outlined above. For the intervention group novice teachers, there was an extremely good fit between the frequency of mentoring practices and their perceived need for those practices, while the control group found the fit good.

Absolute and relative values for all items can also be found in Table 104 in the Appendix.

Novice Teachers' Perspectives on Mentor Competences: Overall, the vast majority of novice teachers in the intervention group agreed or strongly agreed with all twelve statements about their mentors' competences (Figure 108). For the most critically assessed statement ('My mentor professionally assesses the quality of my teaching skills'), six novice teachers disagreed (8.8%). The largest number of novice teachers who strongly disagreed with a statement was two ('My mentor helps me to develop professional resilience', 2.9%). All others agreed or strongly agreed with the statements. In Catalonia, the percentages of novice teachers who strongly agreed with the statements were very high, resulting in a very positive assessment of the mentors of the intervention group. On average, novice teachers most strongly agreed that their mentor had given them constructive feedback (82.1% of respondents strongly agreed), had dealt with their mistakes in a constructive way (72.5% strongly agreed), and had used active listening as a strategy (67.7% strongly agreed). Like in other education systems, we saw a divergence here compared to the mentors' self-perceptions regarding their ability levels in these skills: only 5.6% of mentors thought they had a high or very high ability in giving constructive feedback, only 11.1% believed they had at least a high ability in constructively dealing with mentees' mistakes, and 34.3% reported at least a high ability in using active listening.

Novice Teachers' Perspectives on Mentor Competences—Spain (Catalonia)
(Intervention Group)

To what extent do you agree with the following statements about your mentor?
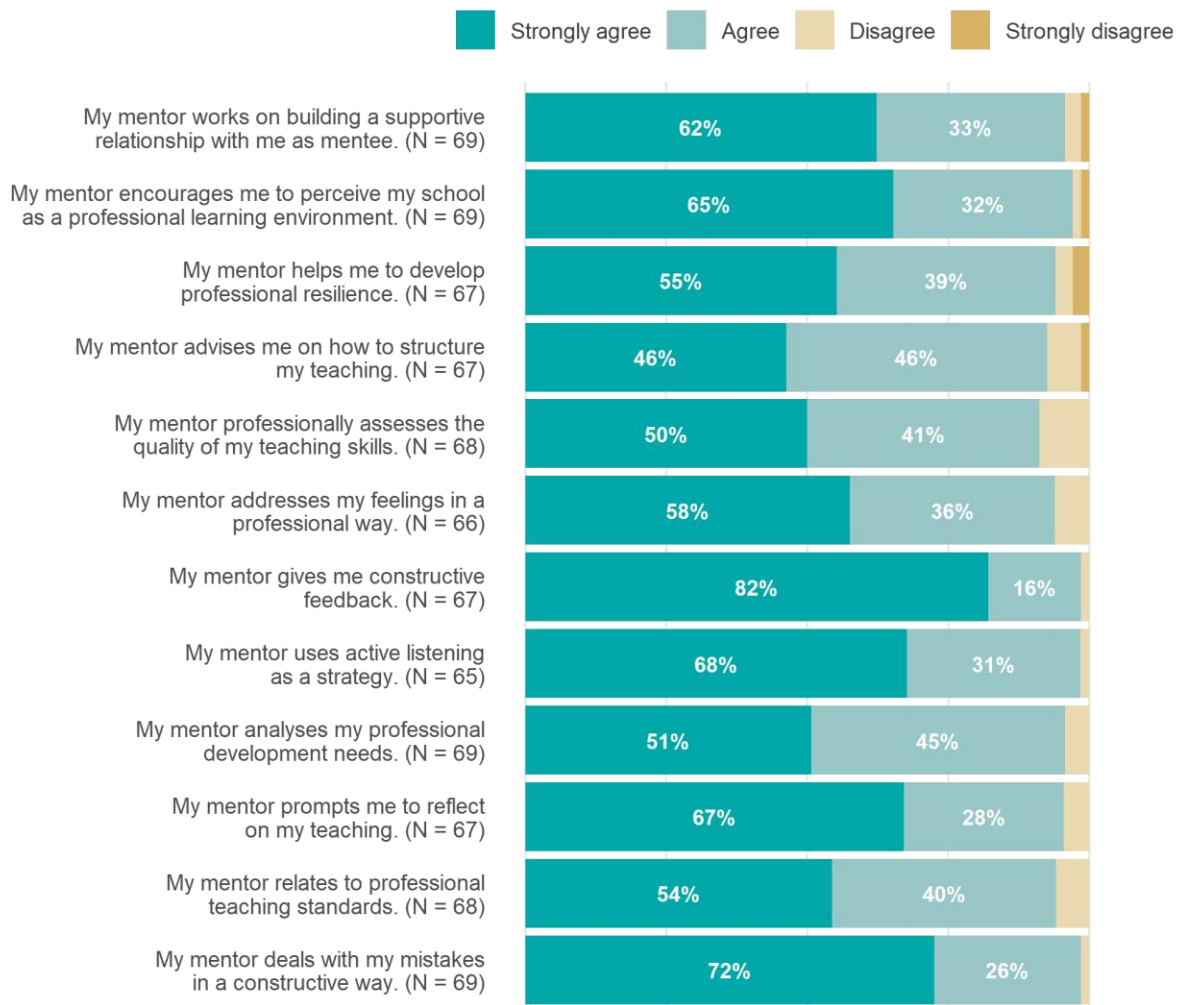
Figure 108: Novice Teachers' Perspectives on Mentor Competences—Spain (Catalonia), Intervention Group

Novice teachers in the control group were more critical of their mentors. However, the majority agreed or strongly agreed with all twelve statements about their mentors' competences, resulting in an overall positive assessment of the mentors of the control group (Figure 109). However, the percentages of novice teachers who strongly agreed with the statements were lower in the control group than in the intervention group. Novice teachers most critically assessed their mentor prompting them to reflect on their teaching (24.2% of novice teachers disagreed or strongly disagreed). On average, novice teachers most strongly agreed that their mentor had given them constructive feedback, had dealt with their mistakes in a constructive way (45.5% of respondents strongly agreed), had used active listening as a strategy, and had related to professional teaching standards (42.4% strongly

agreed). Thus, all of the mentoring competences that were rated among the highest in the intervention group were also rated among the highest in the control group.

Novice Teachers' Perspectives on Mentor Competences—Spain (Catalonia)
(Control Group)

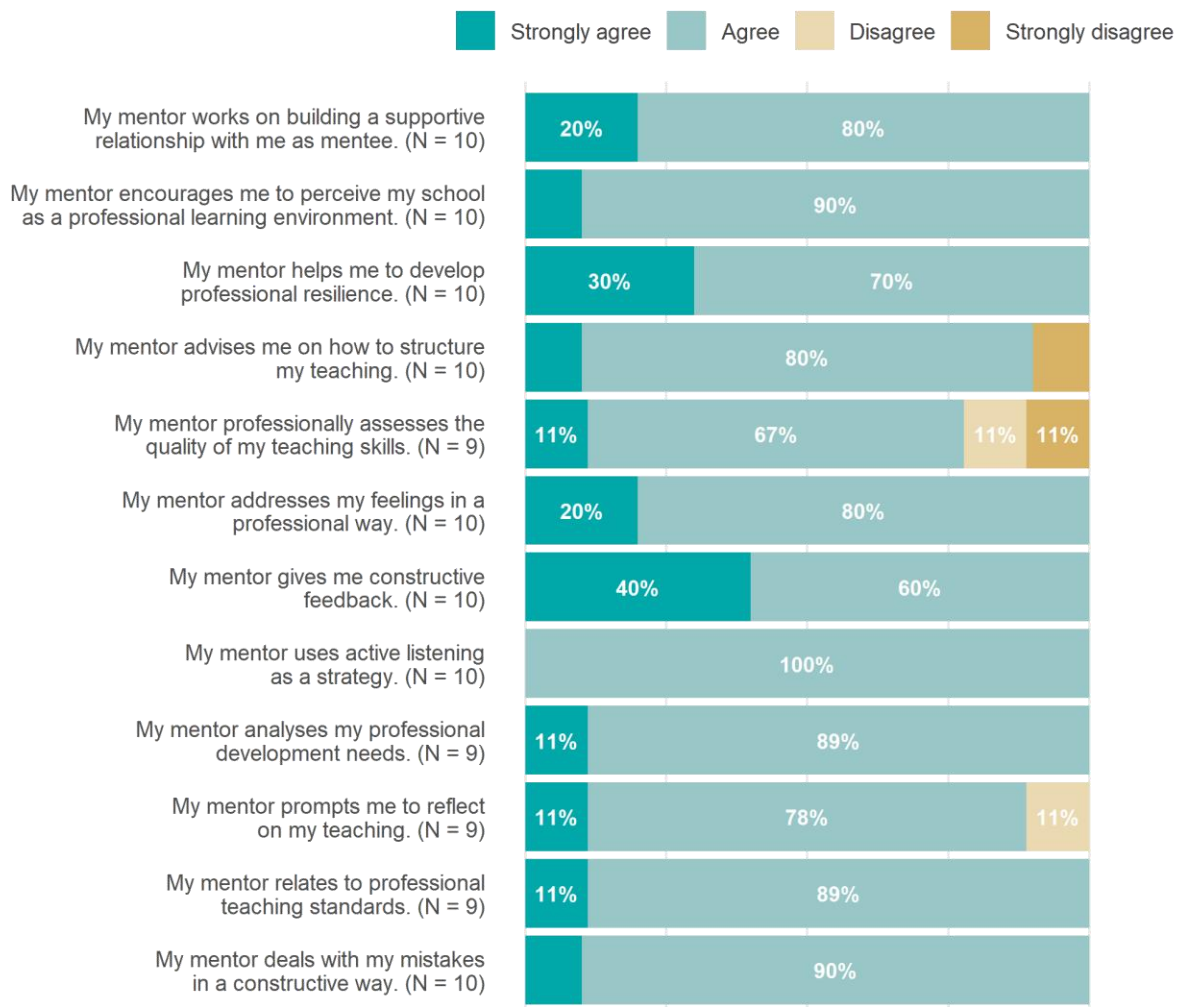To what extent do you agree with the following statements about your mentor?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree	Disagree
My mentor works on building a supportive relationship with me as mentee. (N = 33)	39%	48%	12%
My mentor encourages me to perceive my school as a professional learning environment. (N = 33)	39%	52%	
My mentor helps me to develop professional resilience. (N = 33)	36%	58%	
My mentor advises me on how to structure my teaching. (N = 33)	33%	52%	12%
My mentor professionally assesses the quality of my teaching skills. (N = 33)	33%	52%	12%
My mentor addresses my feelings in a professional way. (N = 33)	30%	48%	18%
My mentor gives me constructive feedback. (N = 33)	45%	52%	
My mentor uses active listening as a strategy. (N = 33)	42%	48%	
My mentor analyses my professional development needs. (N = 33)	24%	61%	12%
My mentor prompts me to reflect on my teaching. (N = 33)	30%	45%	21%
My mentor relates to professional teaching standards. (N = 33)	42%	52%	
My mentor deals with my mistakes in a constructive way. (N = 33)	45%	48%	

Figure 109: Novice Teachers' Perspectives on Mentor Competences—Spain (Catalonia), Control Group

Since the mentor training programme focused especially on supporting mentors with building a trustful relationship, initiating reflection by novice teachers, adapting to novice teachers' specific needs, and building resilience in novice teachers, we thought it worthwhile to examine specifically the statements about the mentoring competences which revolved around these topics. We found lower percentages of agreement in the control group for all four competences. In this respect, the difference between the two groups was especially

apparent for the mentoring competence of prompting reflection (67.2% of respondents in the intervention group agreed strongly versus 30.3% in the control group) and for the competence of analysing novice teachers' development needs (50.7% in the intervention group agreed strongly versus 24.2% in the control group). This means that distinct differences were found in these four mentoring competences in favour of the intervention group. Overall, we saw that strong agreement with the twelve positive statements on their mentors' competences was higher for every statement for novice teachers who had been mentored by a NEST-trained mentor (Figure 110).

Absolute and relative values for all items can also be found in Table 110 in the Appendix.

Novice Teachers' Perspectives on Mentor Competences: NEST Intervention Group versus Control Group—Spain (Catalonia)

Novice teachers in the NEST intervention group were more satisfied with their mentors.

● Control Group With Mentors   ● NEST Intervention Group

Statement	Control Group	NEST Intervention Group
My mentor gives me constructive feedback.	45%	82%
My mentor deals with my mistakes in a constructive way.	45%	72%
My mentor uses active listening as a strategy.	42%	68%
My mentor prompts me to reflect on my teaching.	30%	67%
My mentor encourages me to perceive my school as a professional learning environment.	39%	65%
My mentor works on building a supportive relationship with me as mentee.	39%	62%
My mentor addresses my feelings in a professional way.	30%	58%
My mentor helps me to develop professional resilience.	36%	55%
My mentor relates to professional teaching standards.	42%	54%
My mentor analyses my professional development needs.	24%	51%
My mentor professionally assesses the quality of my teaching skills.	33%	50%
My mentor advises me on how to structure my teaching.	33%	46%

Percentage of Novice Teachers Who Strongly Agreed

Minimum number of responses in control group: 33
Minimum number of responses in NEST intervention group: 65

Figure 110: Novice Teachers' Perspectives on Mentor Competences: NEST Intervention Group versus Control Group—Spain (Catalonia)

3.5.7 Novice Teachers' Perspective on Their Mentor—Spain (Madrid)

Novice Teachers' Perspectives on Mentoring Practices: For every one of the 20 different statements about the practices, the majority of novice teachers in the intervention group reported that the mentor had used the respective practice exactly as often as the novice teacher needed (Figure 111). For eight of the statements, over 90% of respondents reported that the respective practice had been used exactly as often as needed. The best fit was found for mentors giving novice teachers the opportunity to draw their own conclusions and using concrete examples from novice teachers' lessons during their conversations (95.8% of respondents said that these had been used exactly as often as needed). Other mentoring practices for which the vast majority of novice teachers found that the frequency of use fitted their needs were: the mentor having concrete ideas about how they should teach the subject matter (91.6%), the mentor summarising the content that was discussed at the end of the mentoring conversation, and the mentor asking for alternatives to the teaching that novice teachers had implemented (91.7%). For most of the practices, novice teachers chose the whole answer spectrum. This means that some novice teachers found the practice had been used too often, some thought that it had not been used often enough, and for some it had been used just the right amount. However, the percentage of those who found it had not been used often enough was always as high or higher as the percentage of those who found it had been used too often. The mentoring practice for which the percentages indicating a good fit between frequency of use and perceived need was lowest was mentors giving examples of best practice from their own teaching (79.2%). This reflected the mentors' self-ratings as 17.9% of the mentors in our survey responded that they had used this practice rarely or never, and 2.6% answered that they had 'always' used this practice. Regarding the better-fitting practices, 84.6% of mentors responded that they had 'often', 'very often', or 'always' used concrete examples from their mentees' lessons, 89.5% had summarised the content of discussions at least 'often', and 64.7% had asked for alternatives to the mentees' lesson implementations at least 'often'.

Novice Teachers' Perspectives on Mentoring Practices—Spain (Madrid)
(Intervention Group)

Please indicate how satisfied you are with the frequency
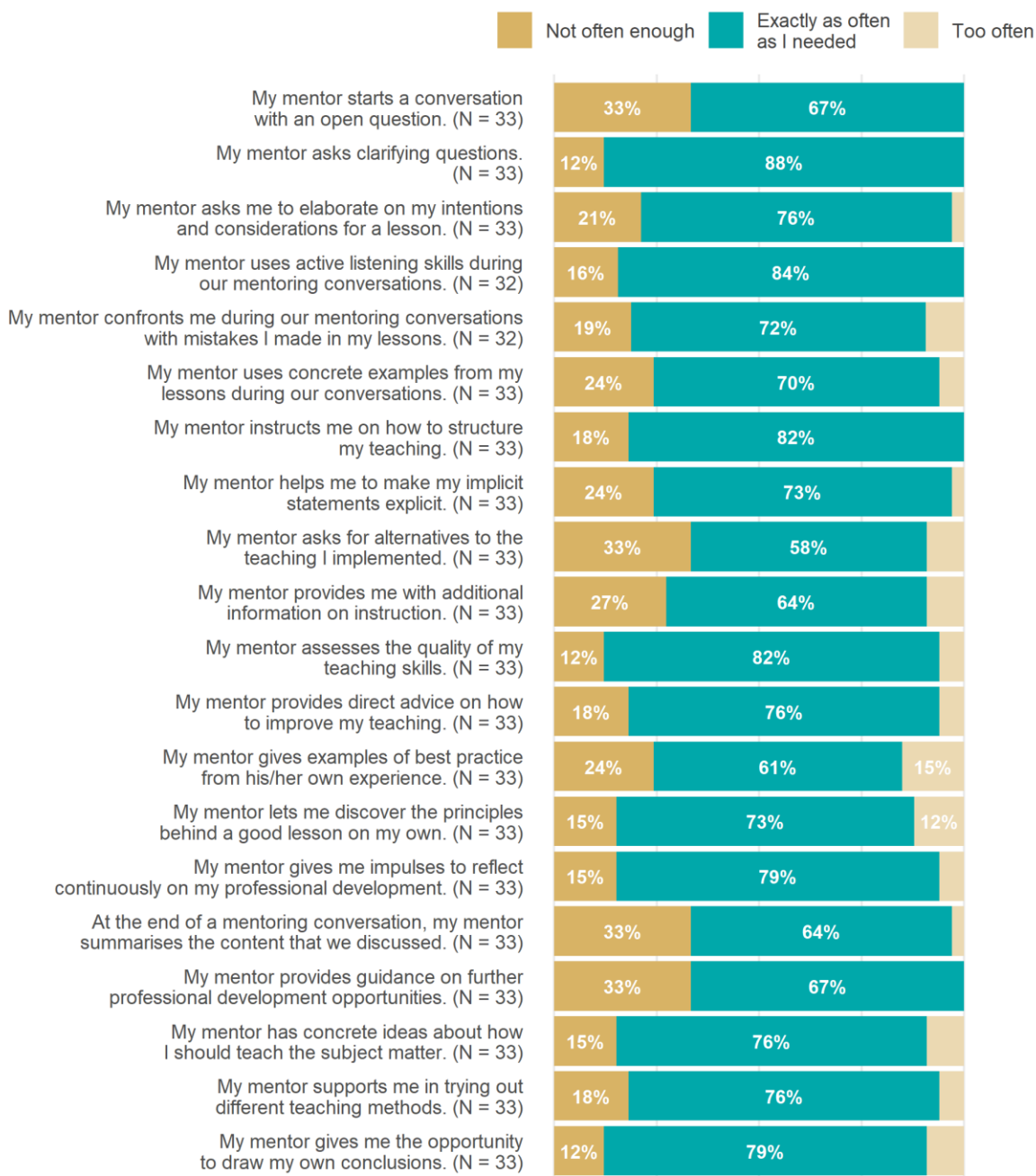with which your mentor used the following practices.

Legend: Not often enough | Exactly as often as I needed | Too often

Practice	Not often enough	Exactly as often as I needed
My mentor starts a conversation with an open question. (N = 72)		89%
My mentor asks clarifying questions. (N = 72)		93%
My mentor asks me to elaborate on my intentions and considerations for a lesson. (N = 72)		88%
My mentor uses active listening skills during our mentoring conversations. (N = 72)		88%
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons. (N = 70)	14%	83%
My mentor uses concrete examples from my lessons during our conversations. (N = 71)		96%
My mentor instructs me on how to structure my teaching. (N = 72)		90%
My mentor helps me to make my implicit statements explicit. (N = 71)		89%
My mentor asks for alternatives to the teaching I implemented. (N = 72)		92%
My mentor provides me with additional information on instruction. (N = 72)		85%
My mentor assesses the quality of my teaching skills. (N = 72)		89%
My mentor provides direct advice on how to improve my teaching. (N = 72)		86%
My mentor gives examples of best practice from his/her own experience. (N = 72)	17%	79%
My mentor lets me discover the principles behind a good lesson on my own. (N = 71)		85%
My mentor gives me impulses to reflect continuously on my professional development. (N = 71)		87%
At the end of a mentoring conversation, my mentor summarises the content that we discussed. (N = 72)		92%
My mentor provides guidance on further professional development opportunities. (N = 71)	11%	83%
My mentor has concrete ideas about how I should teach the subject matter. (N = 71)		92%
My mentor supports me in trying out different teaching methods. (N = 72)		90%
My mentor gives me the opportunity to draw my own conclusions. (N = 72)		96%

Figure 111: Novice Teachers' Perspectives on Mentoring Practices—Spain (Madrid), Intervention Group

Novice Teachers' Perspectives on Mentoring Practices—Spain (Madrid)
(Control Group)

Please indicate how satisfied you are with the frequency
with which your mentor used the following practices.

Legend: Not often enough | Exactly as often as I needed | Too often

Practice	Not often enough	Exactly as often as I needed	Too often
My mentor starts a conversation with an open question. (N = 19)	16%	84%	
My mentor asks clarifying questions. (N = 19)	16%	84%	
My mentor asks me to elaborate on my intentions and considerations for a lesson. (N = 19)	16%	84%	
My mentor uses active listening skills during our mentoring conversations. (N = 19)	21%	74%	
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons. (N = 19)	26%	74%	
My mentor uses concrete examples from my lessons during our conversations. (N = 19)	26%	74%	
My mentor instructs me on how to structure my teaching. (N = 19)	21%	79%	
My mentor helps me to make my implicit statements explicit. (N = 19)	21%	79%	
My mentor asks for alternatives to the teaching I implemented. (N = 19)	26%	68%	
My mentor provides me with additional information on instruction. (N = 19)	16%	79%	
My mentor assesses the quality of my teaching skills. (N = 19)	16%	68%	16%
My mentor provides direct advice on how to improve my teaching. (N = 18)	17%	72%	11%
My mentor gives examples of best practice from his/her own experience. (N = 19)	11%	84%	
My mentor lets me discover the principles behind a good lesson on my own. (N = 19)	21%	79%	
My mentor gives me impulses to reflect continuously on my professional development. (N = 19)	21%	79%	
At the end of a mentoring conversation, my mentor summarises the content that we discussed. (N = 19)	42%	58%	
My mentor provides guidance on further professional development opportunities. (N = 19)	21%	79%	
My mentor has concrete ideas about how I should teach the subject matter. (N = 19)	21%	74%	
My mentor supports me in trying out different teaching methods. (N = 19)	11%	84%	
My mentor gives me the opportunity to draw my own conclusions. (N = 19)		95%	

Figure 112: Novice Teachers' Perspectives on Mentoring Practices—Spain (Madrid), Control Group

As was true for the intervention group, the majority of the control group novice teachers also reported that their mentor had used the respective practice exactly as often as the novice teacher needed for all of the practices (Figure 112). For five of the statements, over 80% of respondents reported that the respective practice had been used exactly as often as needed. The best fit was found for mentors giving novice teachers the opportunity to draw their own conclusions (94.7% said that this had been used exactly as often as needed). Other mentoring practices where the vast majority of novice teachers found the frequency of use fitting their needs were: mentors giving examples of best practice from their own teaching, mentors asking clarifying questions, and mentors asking novice teachers to elaborate on their intentions and considerations for the lesson (84.2%). For most of the practices, novice teachers who were not satisfied with the fit between the frequency of use and their perceived need found it had not been used often enough. The mentoring practice for which percentages indicating a good fit between the frequency of use and perceived need were lowest was mentors summarising the content that was discussed at the end of the mentoring conversation (57.9%).

As explained in the introduction to the main section (3.5), we also created a binary variable to have a different measurement for the fit between the frequency of use of a mentor's mentoring practice and novice teachers' perceived need for the use of this practice. The larger the value, the better the fit.

For the intervention group, the average fit value was 17.4 with a median of 20. This means that on average, novice teachers were satisfied with the fit between the frequency of use of a mentoring practice and their need for this practice for 17 out of 20 different mentoring practices, and 50% of the intervention group had a fit value of 20. We found a perfect fit of 20 for 50.7% of novice teachers and a zero fit for 2.7% (two novice teachers).

For the control group, the average fit value was 15.5 with a median of 18, i.e. on average novice teachers were satisfied with the fit between the frequency of use of a mentoring practice and their need for this practice for 16 out of 20 different mentoring practices, and 50% of the intervention group had a fit value of 18 or higher. We found a perfect fit of 20 for 42.1% of novice teachers. There were no novice teachers with a zero fit. The lowest fit in the control group was 3 (5.3% or one novice teacher).

This different depiction of results underlines the findings outlined above. For the intervention group novice teachers, there was an extremely good fit between the frequency of the mentoring practices and their perceived need for those practices, while the control group also found the fit to be very good. If novice teachers (of either group) were dissatisfied with the frequency of the implemented practices, it was because they felt the practices had been used too frequently rather than not often enough.

Absolute and relative values for all items can also be found in Table 105 in the Appendix.

Novice Teachers' Perspectives on Mentor Competences: Overall, the vast majority of novice teachers in the intervention group agreed or strongly agreed with all twelve statements about their mentors' competences (Figure 113). For one of the lowest-rated statements ('My mentor advises me on how to structure my teaching'), seven novice

teachers disagreed or strongly disagreed (9.7%). The largest number of novice teachers who strongly disagreed with a statement was two (2.8%). All others agreed or strongly agreed with the statements. In Madrid, the percentages of novice teachers who strongly agreed with the statements were very high, resulting in a very positive assessment of the mentors of the intervention group. On average, novice teachers most strongly agreed that their mentor had given them constructive feedback (73.6% of respondents strongly agreed), had dealt with their mistakes in a constructive way (72.2% strongly agreed), and had prompted them to reflect on their teaching (70.4% strongly agreed). As in other education systems, mentors in Madrid were self-critical in their perceptions of their own abilities in providing constructive feedback, with only 18.2% stating a high or very high ability. Similarly, only 20.5% thought they had a high or very high ability in dealing with their mentees' mistakes in a constructive way, and only 35.3% thought they had a high or very high ability in prompting their mentees to reflect on their teaching.

Novice Teachers' Perspectives on Mentor Competences—Spain (Madrid)
(Intervention Group)

To what extent do you agree with the following statements about your mentor?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree
My mentor works on building a supportive relationship with me as mentee. (N = 72)	60%	32%
My mentor encourages me to perceive my school as a professional learning environment. (N = 71)	58%	35%
My mentor helps me to develop professional resilience. (N = 70)	54%	37%
My mentor advises me on how to structure my teaching. (N = 72)	60%	31%
My mentor professionally assesses the quality of my teaching skills. (N = 71)	65%	31%
My mentor addresses my feelings in a professional way. (N = 72)	49%	44%
My mentor gives me constructive feedback. (N = 72)	74%	25%
My mentor uses active listening as a strategy. (N = 70)	66%	30%
My mentor analyses my professional development needs. (N = 72)	53%	39%
My mentor prompts me to reflect on my teaching. (N = 71)	70%	27%
My mentor relates to professional teaching standards. (N = 71)	58%	39%
My mentor deals with my mistakes in a constructive way. (N = 72)	72%	26%

Figure 113: Novice Teachers' Perspectives on Mentor Competences—Spain (Madrid), Intervention Group

Novice teachers in the control group were more critical of their mentors. However, the majority agreed or strongly agreed with all twelve statements about their mentors' competences, resulting in an overall positive assessment of the mentors of the control group (Figure 114). However, the percentages of novice teachers who strongly agreed with the statements were overall lower in the control group than in the intervention group. Novice teachers most critically assessed their mentor advising them on how to structure their teaching, assessing the quality of their teaching skills professionally, and helping them to develop professional resilience (26.3% of novice teachers disagreed or strongly disagreed). On average, novice teachers most strongly agreed that their mentor had given them constructive feedback (66.7% strongly agreed) and had dealt with their mistakes in a

constructive way (52.6% strongly agreed). These mentoring competences were also rated among the highest for the intervention group.

Novice Teachers' Perspectives on Mentor Competences—Spain (Madrid)
(Control Group)

To what extent do you agree with the following statements about your mentor?

Legend: Strongly agree | Agree | Disagree | Strongly disagree

Statement	Strongly agree	Agree	Disagree	Strongly disagree
My mentor works on building a supportive relationship with me as mentee. (N = 19)	42%	42%	11%	
My mentor encourages me to perceive my school as a professional learning environment. (N = 19)	47%	42%		
My mentor helps me to develop professional resilience. (N = 19)	47%	26%	16%	11%
My mentor advises me on how to structure my teaching. (N = 19)	37%	37%	11%	16%
My mentor professionally assesses the quality of my teaching skills. (N = 19)	37%	37%		21%
My mentor addresses my feelings in a professional way. (N = 19)	21%	63%	11%	
My mentor gives me constructive feedback. (N = 18)	67%	33%		
My mentor uses active listening as a strategy. (N = 18)	50%	50%		
My mentor analyses my professional development needs. (N = 17)	29%	53%	12%	
My mentor prompts me to reflect on my teaching. (N = 19)	21%	58%	11%	11%
My mentor relates to professional teaching standards. (N = 19)	32%	53%	16%	
My mentor deals with my mistakes in a constructive way. (N = 19)	53%	42%		

Figure 114: Novice Teachers' Perspectives on Mentor Competences—Spain (Madrid), Control Group

Since the mentor training programme focused especially on supporting mentors with building a trustful relationship, initiating reflection by novice teachers, adapting to novice teachers' specific needs, and building resilience in novice teachers, we thought it worthwhile to examine specifically the statements about the mentoring competences which revolved around these topics. We found lower percentages of agreement in the control group for all of the four competences. In this respect, the difference between the two groups was especially apparent for the mentoring competence of prompting reflection (70.4% of

respondents in the intervention group agreed strongly versus 21.1% in the control group). As described above, this was one of the mentoring competences that the intervention group novice teachers rated among the highest overall. Additionally, the difference in ratings was quite distinct for the competence of analysing novice teachers' development needs (52.8% in the intervention group agreed strongly versus 29.4% in the control group). In conclusion, there were distinct differences in these four mentoring competences in favour of the intervention group. Overall, we saw that strong agreement with the twelve positive statements on their mentors' competences was higher for every statement for novice teachers who had been mentored by a NEST-trained mentor (Figure 115).

Absolute and relative values for all items can also be found in Table 111 in the Appendix.

Figure 115: Novice Teachers' Perspectives on Mentor Competences: NEST Intervention Group versus Control Group—Spain (Madrid)

3.6   Novice Teachers' Professional Development Over Time

This section examines how novice teachers' perceived teacher needs and their teaching competences developed during the school year 2021/2022. The exact time span differed for the different education systems as it was the time between the first survey (baseline measurements) and the second survey (repeated measurements). While the second survey was sent out between the end of May 2022 and mid-June 2022 and finished no later than the end of June 2022 in all participating education systems, data for the first survey were collected between October 2021 (Madrid and Catalonia) and February 2022 (Austria). Therefore, education systems which started the mentoring for the intervention group later had less time in which to stimulate the development of novice teachers in the intervention group since the mentoring was not supposed to start before novice teachers had participated in the first online survey. For more information on data collection, see the section titled *General Information on Data Collection and on* the Sample *Used* or our first report on the NEST project. Since novice teachers in the intervention group received adaptive mentoring through a specially trained NEST mentor, their teacher needs should have decreased over time in comparison with a group of novice teachers receiving regular mentoring, and even more so in comparison with a group of novice teachers without a mentor. We expected a positive development over time for the teaching competences of all novice teachers. However, for the intervention group, we expected the largest development compared to the control groups with and without mentors.

In both surveys, we asked novice teachers to think about their current situation at school and to rate their specific needs. For each needs statement, participants could answer on a 4-point scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). Teacher needs were divided into teacher needs regarding inclusion (example statement: 'I would like more information on how to integrate students from diverse cultural backgrounds'), teacher needs regarding teaching and instruction (example statement: 'I would like more information on how I can introduce learning strategies in the classroom'), and teacher needs revolving around exchange with other professionals (example statement: 'I would like more opportunities to observe others while teaching'). For the education systems with the largest samples (Bulgaria, Catalonia, and Madrid), we ran factor analyses. The results indicated a three-factorial solution in line with our theoretical grouping of competences. However, reliability analyses showed that only the teacher needs revolving around inclusion and those revolving around professional exchange yielded sufficiently high values for Cronbach's alpha. In the next section, we therefore focus on those competences only.

In both surveys, we also asked novice teachers to rate their current teacher competence. Novice teachers could assess their competences (current proficiency) on a 6-point scale ranging from 1 (*no ability*) to 6 (*very high ability*). Competences were divided into general teaching competences (example statement: 'Activating students' prior knowledge during the lesson'), teacher competences regarding teacher-student support (example statement: 'Approaching struggling students in a supportive way'), and teacher competences revolving around parent support (example statement: 'Advising parents how they can influence their child's learning environment'). Here we also ran factor analyses for the education systems with the largest samples. The results indicated a three-factorial solution in line with our theoretical grouping of competences. However, reliability analyses showed that only the

general teacher competences and the teacher competences revolving around teacher-parent interactions yielded sufficiently high values for Cronbach's alpha. Therefore, we report only on those competences.

3.6.1   Section Summary

Development of Teacher Needs: In the intervention group in all education systems except Catalonia and Madrid, teacher needs regarding inclusion (example statement: 'I would like more support regarding relationship building with hard-to-reach learners') were either similarly high or higher at the end of the school year than those of novice teachers in the control group with mentors. Compared to the control group without mentors, this was true for all education systems except Romania, where the intervention group's needs were slightly lower, and Madrid, where the intervention group's needs were distinctly lower at the end of the school year. Overall, most novice teachers in the intervention group felt the highest need for more strategies on how to raise self-confidence and ambitions in students, with means ranging from 3.1 in Bulgaria to 3.3 in most other education systems (M = 3.3). In Bulgaria and Romania, novice teachers in the intervention group perceived lower needs at the end of the school year than at the first measurement point. In Flanders, this was true for only two of the needs. In Wallonia, Catalonia, and Madrid, novice teachers in the intervention group perceived no distinct differences between their needs at the end of the school year and at the first measurement point. In terms of the development of teacher needs, results were—on a descriptive level—very similar for the control group with mentors. Teacher needs for the control group without mentors either stayed the same (Wallonia, Madrid, Catalonia) or increased over time (Bulgaria, Romania).

In the intervention group, novice teachers' needs regarding professional exchange with others (example statement: 'I would like to be observed more often while teaching and get feedback') were on average similarly high at the end of the school year as those of novice teachers in the control group with or without mentors in all education systems except in Flanders. In Flanders, needs were on average higher than those of novice teachers in the control group. In most education systems, the highest-rated need in intervention and control groups alike was the need for more opportunities to observe others while they are teaching, with means ranging from 3.1 in Bulgaria and Flanders to 3.4 in Catalonia, Madrid, and Romania. On a descriptive level, novice teachers in the intervention group in Wallonia, Bulgaria, and Romania did not perceive distinct differences at the end of the school year compared to their teacher needs before the NEST mentoring started. In Madrid and Catalonia, novice teachers in the intervention group perceived distinctly higher needs at the end of the school year compared to their needs before the NEST mentoring started, specifically regarding the need to observe others while teaching. In Catalonia and Flanders, the need for more opportunities to reflect on their teaching performance was also higher compared to when the NEST mentoring started. Teacher needs for the control group with or without mentors either stayed the same (Wallonia, Bulgaria, control group without mentors in Romania, Madrid, and Catalonia), increased over time (control group with mentors in Romania), either increased or decreased depending on the respective need (Flanders, control group with mentors in Madrid), or decreased (control group with mentors in Catalonia).

Development of Teacher Competences: In the intervention groups in all education systems except Catalonia and Madrid, novice teachers on average assessed their general teaching competences (example competence: 'Showing students how they can control their learning process') at the end of the school year either similarly high or lower than novice teachers in the control group with or without mentors. In Catalonia, novice teachers in the intervention group assessed their general teaching competences distinctly higher than novice teachers in the control group with or without mentors. On average, novice teachers in the intervention group assessed their abilities between average or higher regarding their general teaching competences, with highest means ranging from 4.4 in Wallonia to 4.9 in Romania.

In terms of their competence development over time, novice teachers in Romania and Flanders overall felt the same level of competence at the end of the school year compared to their baseline self-assessment. In Wallonia, Bulgaria, and Catalonia, novice teachers felt that some of their general teaching competences had increased over time. The competence regarding fostering self-determined learning during the lesson increased over time in all three education systems. Madrid was the only education system where novice teachers in the intervention group assessed their competences overall higher at the end of the school year compared to their competences before the NEST mentoring started. In Flanders, Wallonia, and Bulgaria, novice teachers in the control group overall assessed their competences equally high or lower at the end of the school year compared to the first measurement point. In Romania, Catalonia, and Madrid, novice teachers in the control group assessed their competences overall similarly high or higher at the end of the school year compared to the first measurement point.

In the intervention groups in Catalonia, Romania, and Bulgaria, novice teachers assessed their competences regarding parent support (example competence: 'Showing parents how they can positively influence their child's education') at the end of the school distinctly higher than novice teachers in the control group. In Madrid, this was not as pronounced. Here, novice teachers in the intervention group assessed their competences as high or higher than novice teachers in the control group. In Wallonia and Flanders, novice teachers in the intervention group assessed their competences regarding parent support distinctly lower than novice teachers in the control group on a descriptive level. Of all teacher competences revolving around parent support, novice teachers in the intervention group in all education systems felt most competent at advising parents how they can influence their child's learning environment and dealing with conflict in parent-teacher interactions in a professional way, with means ranging from 3.2 in Flanders to 4.8 in Romania. Regarding the development of competences revolving around parent support, novice teachers in the intervention group in Flanders assessed themselves distinctly lower at the end of the school year compared to their assessment before the start of the NEST mentoring. In Wallonia, novice teachers assessed some of their competences distinctly higher at the end of the school year compared to the first measurement point; some they rated distinctly lower, and some they assessed similarly. In Bulgaria, Romania, Catalonia, and Madrid, novice teachers felt more competent overall at the end of the school year compared to their baseline self-assessments.

3.6.2 Novice Teachers' Professional Development Over Time—Belgium (Flanders)

The matched sample for Flanders was so small that it was not possible to have a comparative group of novice teachers without mentors. Only two novice teachers said that they did not have a mentor. Therefore, this section compares the novice teacher intervention group and the control group who had regular mentor support.

Development of Teacher Needs: In the intervention group in Flanders, teacher needs regarding inclusion (example statement: 'I would like more support regarding relationship building with hard-to-reach learners') were either similarly high or higher than those of novice teachers in the control group at the end of the school year (Figure 116). Novice teachers in the intervention group felt the highest need for more strategies on how to raise self-confidence and ambitions in students (M = 3.3). On average, novice teachers in the intervention group perceived lower needs at the end of the school year for two of the five needs than at the first measurement point. They felt a smaller need to get more examples of how to improve students' language competences compared to the beginning of the school year. They also felt a smaller need to get more information on how to integrate students from diverse cultural backgrounds compared to the beginning of the school year. However, their perceived need for more support regarding relationship building with hard-to-reach learners had increased since the beginning of the school year. In the intervention group, novice teachers' needs regarding professional exchange with others (example statement: 'I would like to be observed more often while teaching and get feedback') were higher on average at the end of the school year than those of novice teachers in the control group. Intervention group novice teachers felt the highest need for more opportunities to observe others while they were teaching (M = 3.1). Regarding the teacher needs revolving around student inclusion, novice teachers in the control group felt the highest need for more examples of how to improve students' language competences (M = 3). On average, novice teachers in the control group perceived distinctly lower needs for one of the five needs at the end of the school year than at the first measurement point. The other needs did not change. Like the novice teachers in the intervention group, novice teachers in the control group felt a smaller need to get more examples of how to improve students' language competences compared to the beginning of the school year.
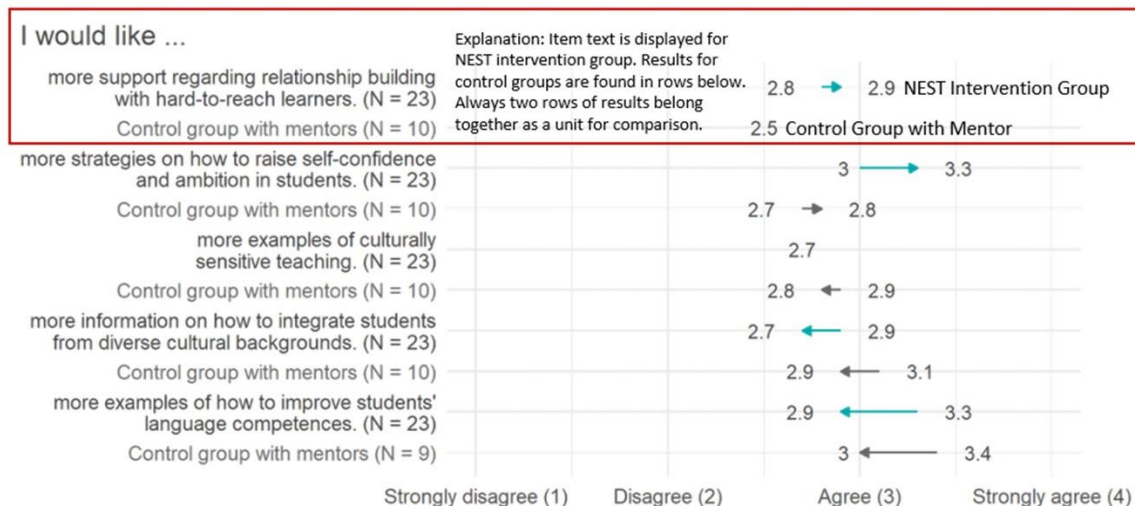
Figure 116: Changes in Teacher Needs Regarding Inclusion—Belgium (Flanders)

Regarding the development of teacher needs revolving around exchange with other professionals, novice teachers in the intervention group felt a lower need for more opportunities to share experiences about situations of conflict with others and a higher need for opportunities to reflect on their teaching performance with others than at the beginning of the school year (Figure 117). Even though it had distinctly decreased, the need for more opportunities to share experiences about situations of conflict was distinctly higher than for the control group. In the control group, novice teachers' needs regarding professional exchange with others (example statement: 'I would like to be observed more often while teaching and get feedback') were lower on average at the end of the school year than those of novice teachers in the intervention group. Novice teachers in the control group felt the highest need for more opportunities to observe others while they are teaching and reflect on their teaching performance with others (M = 2.9). The development of teacher needs revolving around exchange with other professionals was the same for novice teachers in the control group as for those in the intervention group. Novice teachers in the control group felt a lesser need for more opportunities to share experiences about situations of conflict with others and a higher need for opportunities to reflect on their teaching performance with others than at the beginning of the school year. All descriptive statistics on the development of teacher needs in Flanders can be found in Table 112 and Table 113 in the Appendix.

Changes in Teacher Needs Regarding Professional Exchange—Belgium (Flanders)
Comparison of NEST Intervention Group With Control Group per Item

If you think about your current situation at school, to what extent do you agree or disagree with the following statements about your needs?

I would like ...

more opportunities to observe others while teaching. (N = 23)	3 → 3.1
Control group with mentors (N = 10)	2.9 ← 3.4
to be observed more often while teaching and get feedback. (N = 23)	2.7
Control group with mentors (N = 10)	2.4
more opportunities to reflect on my teaching performance with others. (N = 23)	2.8 → 3
Control group with mentors (N = 8)	2.5 → 2.8
more opportunities to share experiences about situations of conflict with others. (N = 23)	3 ← 3.3
Control group with mentors (N = 10)	2.6 ← 3

strongly disagree (1) disagree (2) agree (3) strongly agree (4)

Figure 117: Changes in Teacher Needs Regarding Professional Exchange—Belgium (Flanders)

Development of Teacher Competences: In the intervention group in Flanders, novice teachers' general teaching competences (example competence: 'Assessing students' learning progress with different instruments') were distinctly lower or similarly high at the end of the school year compared to those of novice teachers in the control group (Figure 118). The only competence they assessed distinctly higher than novice teachers in the control group was activating students' prior knowledge during the lesson. Their lower competence assessments were especially pronounced regarding the competence of helping students to acquire learning strategies for their future learning. Novice teachers in the intervention group assessed their abilities as average or higher regarding their general teaching competences, with means ranging from 3.9 ('Assessing students' learning progress with different instruments') to 4.7 ('Purposefully fostering my students' strengths'). In terms of their competence development over time, novice teachers felt equally competent regarding most competences at the end of the school year as at the first measurement point. However, they felt distinctly more competent at the end of the school year regarding fostering self-determined learning during the lesson, individualising instruction and support for low-achieving students, fostering students' strengths, and supporting students who have experienced failure in class. Novice teachers in the control group assessed their abilities as average or higher regarding their general teaching competences, with means ranging from 3.6 ('Activating students' prior knowledge during the lesson') to 4.8 ('Individualising instruction and support for low-achieving students'). Novice teachers in the control group assessed most of their teaching competences lower at the end of the school year compared

to the first measurement point. This competence development was especially pronounced regarding the competence to activate students' prior knowledge during the lesson. However, the control group novice teachers also assessed their competence regarding considering students' realities when preparing lessons and fostering self-determined learning during the lesson distinctly higher at the end of the school year compared to the first measurement point.

Figure 118: Changes in General Teaching Competences—Belgium (Flanders)

In the intervention group, novice teachers' teaching competences regarding parent support (example competence: 'Showing parents how they can positively influence their child's education') were distinctly lower at the end of the school year than those of novice teachers in the control group (Figure 119). Of all teacher competences revolving around parent support, novice teachers in the intervention group felt most competent at advising parents how they can influence their child's learning environment and about dealing with conflict in

parent-teacher interactions in a professional way (*M* = 3.2). The same was true for the control group, but the control group had a distinctly higher mean (*M* = 4). Regarding the development of competences revolving around parent support, novice teachers in the intervention and control groups assessed themselves distinctly lower regarding all competences except the competence regarding referring parents to specialised professional support when they struggle with their child's educational problems. Here, respondents did not differ in their assessment compared to the first measurement point.

All descriptive statistics on the development of teacher competences in Flanders can be found in Table 124 and in Table 125 in the Appendix.

Changes in Competences Regarding Parents—Belgium (Flanders)
Comparison of NEST Intervention Group With Control Group per Item

In your work at this school, to what extent can you relate to parents?
Please assess your competences (current proficiency) regarding
the different tasks of a teacher.

Referring parents to specialised professional support when they struggle with their child's educational problems. (N = 20)	2.9 ▶ 3
Control group with mentors (N = 8)	3 ◀ 3.1
Advising parents how they can influence their child's learning environment. (N = 20)	3.2 ▶ 3.3
Control group with mentors (N = 9)	3.6 ◀ 4
Showing parents how they can positively influence their child's education. (N = 20)	2.8 ◀ 3.1
Control group with mentors (N = 9)	3.4 ◀ 4.1
Dealing with conflict in parent-teacher interactions in a professional way. (N = 20)	3.3 ◀ 3.4
Control group with mentors (N = 9)	4 ◀ 4.3

No ability (1)   Very little ability (2)   Basic ability (3)   Average ability (4)   High ability (5)   Very high ability (6)

Figure 119: Changes in Competences Regarding Parents—Belgium (Flanders)

3.6.3 Novice Teachers' Professional Development Over Time—Belgium (Wallonia)

The matched sample for Wallonia comprised 37 novice teachers in the intervention group, 48 novice teachers in the control group who had a mentor, and 31 novice teachers in the control group who had no mentor. For this reason, we conduct two sets of comparisons; first, we compare the novice teacher intervention group to the novice teachers in the control group who had mentors; and second, we compare the novice teacher intervention group with the control group novice teachers who had no mentors. Differences between the latter two groups should be more pronounced.

Development of Teacher Needs: In the intervention group in Wallonia, teacher needs regarding inclusion (example statement: 'I would like more support regarding relationship building with hard-to-reach learners') were on average either similarly high or higher at the end of the school year than those of novice teachers in the control group who had a mentor (Figure 120). The same was true for the comparison of the intervention group with the control group of novice teachers without mentors. The need to get more support regarding relationship building with hard-to-reach learners was distinctly higher compared to novice teachers in the control group with mentors. The need for more strategies on how to raise self-confidence and ambitions in students, which incidentally also was the intervention group's highest-rated need (M = 3.3), was distinctly higher compared to novice teachers in the control groups with or without mentors. The intervention group's need to get more examples of culturally sensitive teaching was distinctly higher compared to novice teachers in the control group without mentors. Only the need to get more examples of how to improve students' language competences was distinctly lower for the intervention group compared to novice teachers in the control group with mentors.

Regarding the teacher needs revolving around student inclusion, control group novice teachers with mentors felt the highest need for more examples of how to improve students' language competences (M = 3). This was also the only need which distinctly increased over time. Novice teachers in the control group without mentors perceived the highest need for more strategies on how to raise self-confidence and ambitions in students (M = 3) at the first measurement point. On average, novice teachers in the intervention group perceived no distinct differences between their needs at the end of the school year and at the first measurement point. The same was true for the control group with mentors. This group perceived a distinctly higher need only for more examples of how to improve students' language competences at the end of the school year compared to the first measurement point. At the end of the school year, the novice teachers without mentors perceived a lower need for more examples of culturally sensitive teaching, which was their lowest-rated teacher need overall (M = 2.4).

Changes in Teacher Needs Regarding Inclusion—Belgium (Wallonia)
Comparison of NEST Intervention Group With Control Groups per Item

If you think about your current situation at school, to what extent do you agree or disagree with the following statements about your needs?
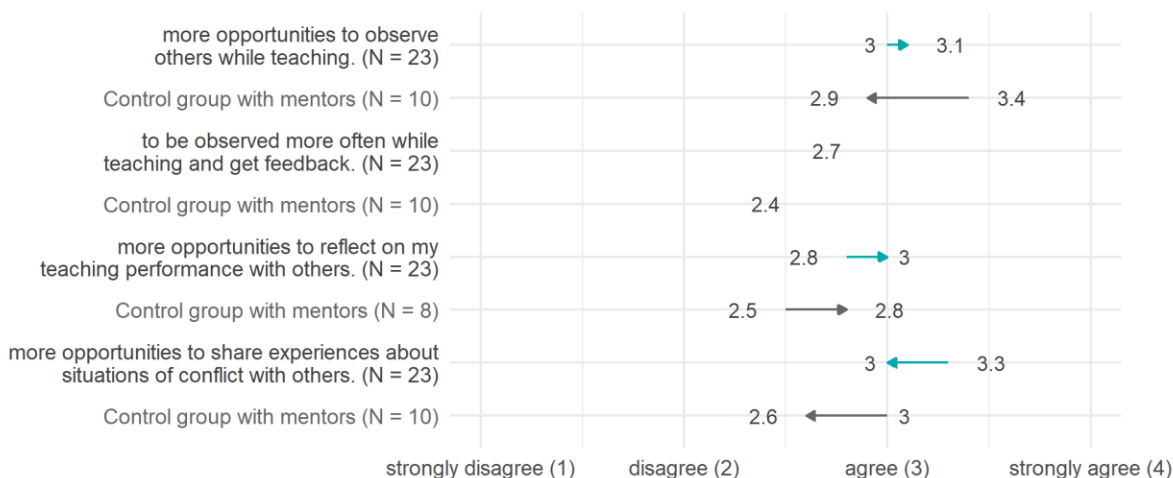
I would like...

Explanation: Item text is displayed for NEST intervention group. Results for control groups are found in rows below. Always three rows of results belong together as a unit for comparison.

more support regarding relationship building with hard-to-reach learners. (N = 34) — 2.9 NEST Intervention Group
Control group with mentors (N = 46) — 2.5 ← 2.7 Control Group with Mentor
Control group without mentors (N = 31) — 2.7 → 2.8 Control Group without Mentor

more strategies on how to raise self-confidence and ambition in students. (N = 35) — 3.1 → 3.3
Control group with mentors (N = 46) — 2.8 → 3
Control group without mentors (N = 30) — 3

more examples of culturally sensitive teaching. (N = 35) — 2.9
Control group with mentors (N = 47) — 2.8
Control group without mentors (N = 30) — 2.4 ← 2.7

more information on how to integrate students from diverse cultural backgrounds. (N = 34) — 2.9
Control group with mentors (N = 47) — 2.9
Control group without mentors (N = 30) — 2.7 ← 2.8

more examples of how to improve students' language competences. (N = 35) — 2.7
Control group with mentors (N = 46) — 2.7 → 3
Control group without mentors (N = 30) — 2.7 ← 2.9

Strongly disagree (1)   Disagree (2)   Agree (3)   Strongly agree (4)

Figure 120: Changes in Teacher Needs Regarding Inclusion—Belgium (Wallonia)

Changes in Teacher Needs Regarding Professional Exchange —Belgium (Wallonia)

Comparison of NEST Intervention Group With Control Groups per Item

If you think about your current situation at school, to what extent do you agree or disagree with the following statements about your needs?

I would like ...

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
more opportunities to observe others while teaching. (N = 35)			2.9 ← 3	
Control group with mentors (N = 47)			2.7 → 2.9	
Control group without mentors (N = 31)			2.7 → 2.8	
to be observed more often while teaching and get feedback. (N = 34)		2.2 ← 2.4		
Control group with mentors (N = 47)		2 → 2.3		
Control group without mentors (N = 30)		2.3 → 2.5		
more opportunities to reflect on my teaching performance with others. (N = 34)			2.7 ← 2.9	
Control group with mentors (N = 47)			2.8	
Control group without mentors (N = 30)			2.9 → 3.1	
more opportunities to share experiences about situations of conflict with others. (N = 35)			3	
Control group with mentors (N = 46)			2.9	
Control group without mentors (N = 31)			3.1	

Figure 121: Changes in Teacher Needs Regarding Professional Exchange—Belgium (Wallonia)

In the intervention group, novice teachers' needs regarding professional exchange with others (example statement: 'I would like to be observed more often while teaching and get feedback') were similar on average at the end of the school year to those of novice teachers in the control group with mentors (Figure 121). Novice teachers in the intervention group felt a distinctly lower need to be observed more often while teaching and to reflect on their teaching performance with others than control group novice teachers without mentors. Novice teachers in the intervention group felt the highest need for more opportunities to share experiences about situations of conflict with others (*M* = 3). Regarding the development of teacher needs revolving around exchange with other professionals, novice teachers in the intervention group did not feel distinct differences at the end of the school year compared to their needs before the NEST mentoring started.

The same was true for novice teachers in the control group with or without mentors, except for the need to be observed more often while teaching and receive feedback. Here, these groups had a distinctly higher need at the end of the school year than at the first

measurement point. All descriptive statistics on the development of teacher needs in Wallonia can be found in Table 114 and in Table 115 in the Appendix.

Development of Teacher Competences: In the intervention group in Wallonia, novice teachers' general teaching competences (example competence: 'Activating students' prior knowledge during the lesson') were either similarly high or lower at the end of the school year than those of novice teachers in the control group with mentors (Figure 122). The only competence that the intervention group assessed distinctly higher than novice teachers in the control group with mentors was helping students to acquire learning strategies for their future learning. Novice teachers in the intervention group felt more competent compared to novice teachers in the control group with mentors. The higher competence assessments of intervention group novice teachers were especially pronounced regarding the competence of fostering self-determined learning during the lesson. Novice teachers in the intervention group assessed their abilities regarding general teaching competences as average, with means ranging from 3.6 ('Fostering self-determined learning during the lesson') to 4.4 ('Discussing students' misconceptions in such a way that they can benefit from the discussion'). In terms of their competence development over time, novice teachers in the intervention group felt distinctly more competent at the end of the school year regarding fostering self-determined learning during the lesson, assessing students' learning progress with different instruments, and showing students how they can control their learning process. The other teaching competences were similarly high at the end of the school year as at the first measurement point. Novice teachers in the control group with mentors assessed their abilities regarding general teaching competences as average, with means ranging from 3.5 ('Fostering self-determined learning during the lesson') to 4.5 ('Discussing students' misconceptions in such a way that they can benefit from the discussion'). Novice teachers in the control group without mentors assessed their competences distinctly lower than novice teachers with mentors, with means ranging from 3.2 ('Fostering self-determined learning during the lesson') to 4.3 ('Activating students' prior knowledge during the lesson'). Novice teachers in the control groups with and without mentors assessed most of their teaching competences lower at the end of the school year compared to the first measurement point. This development was especially pronounced regarding the competence of supporting students who have experienced failure in class (for the control group with mentors) and for the competence of giving feedback in a way that enhances students' learning motivation (for the control group without mentors). However, the control group without mentors on average also assessed their competence regarding fostering students' strengths distinctly higher at the end of the school year compared to the first measurement point.

Changes in Novice Teachers' General Teaching Competences—Belgium (Wallonia)
Comparison of NEST Intervention Group With Control Groups per Item

In your teaching at this school, to what extent can you do the following?
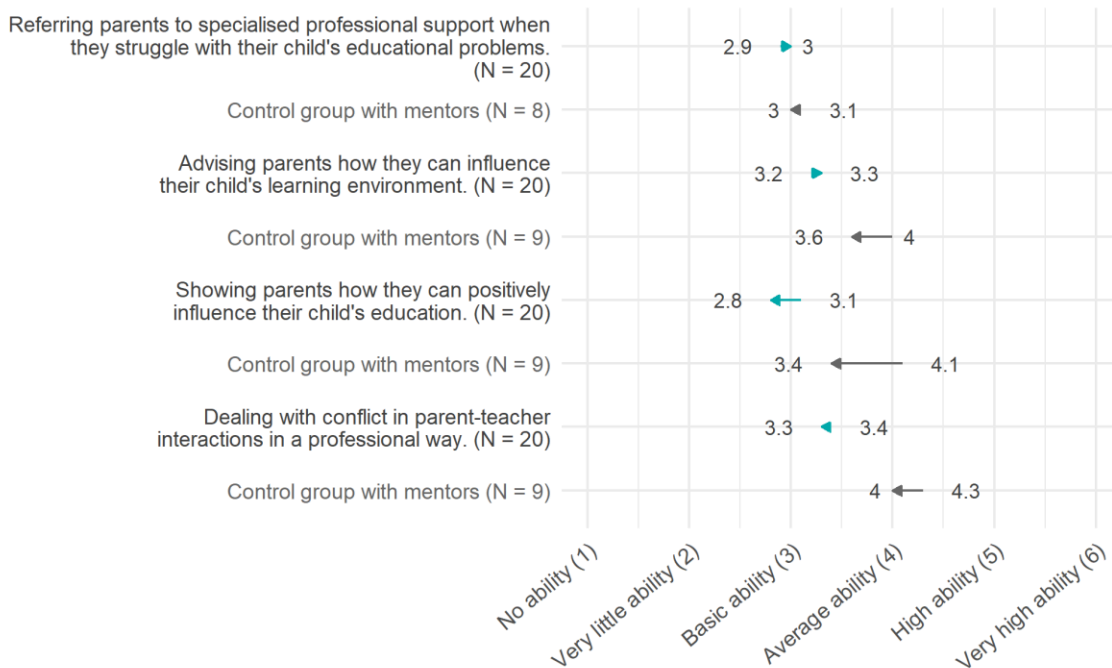Please assess your competences (current proficiency) regarding the different tasks of a teacher.
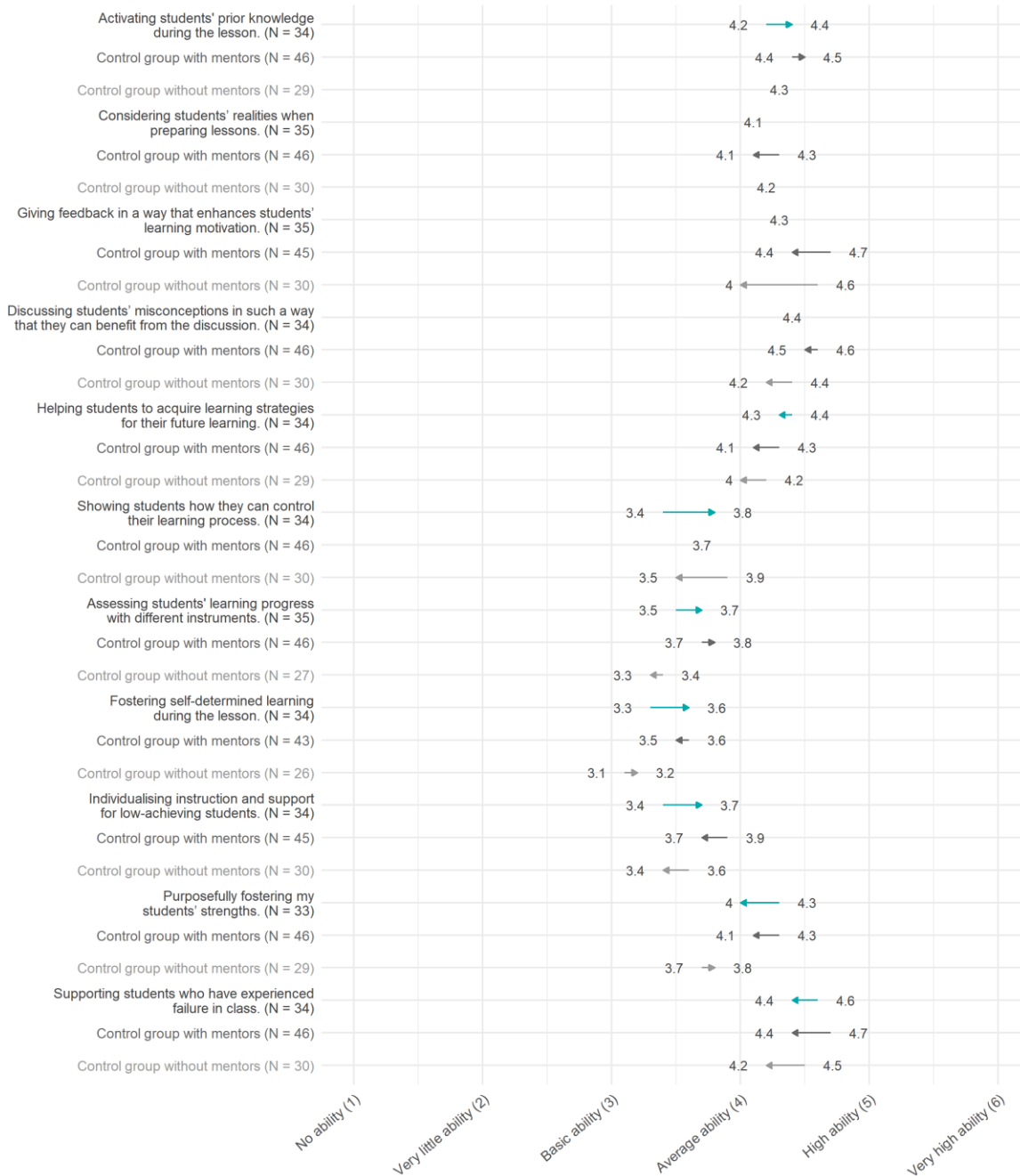
Figure 122: Changes in General Teaching Competences—Belgium (Wallonia)

In the intervention group, novice teachers' competences regarding parent support (example competence: 'Showing parents how they can positively influence their child's education') were lower on average at the end of the school year than those of novice teachers in the

control group (Figure 123). This was especially true in comparison to the control group with mentors. Of all teacher competences revolving around parent support, novice teachers in the intervention group felt most competent at advising parents how they can influence their child's learning environment (M = 3). Regarding the development of competences revolving around parent support, novice teachers in the intervention group assessed themselves distinctly higher regarding the competence to refer parents to specialised professional support when they struggle with their child's educational problems. They assessed themselves distinctly lower regarding dealing with conflict in parent-teacher interactions. For the other competences, they did not differ in their assessment compared to the first measurement point. Novice teachers in the control group with mentors assessed most of their competences regarding parent support higher at the end of the school year compared to the first measurement point. This development was especially pronounced regarding the competence of advising parents on how to influence their child's learning environment, which was also the competence this group assessed the highest on average (M = 3.3). This was also the highest-rated competence for the novice teachers in the control group without mentors (M = 3). However, this group's self-assessments decreased over time. As was true for the intervention group, this decrease was most distinct for the competence of dealing with conflict in parent-teacher interactions. All descriptive statistics on the development of teacher competences in Wallonia can be found in Table 126 and Table 127 in the Appendix.

Changes in Novice Teachers' Competences Regarding Parents
—Belgium (Wallonia)
Comparison of NEST Intervention Group With Control Groups per Item

In your work at this school, to what extent can you relate to parents?
Please assess your competences (current proficiency) regarding
the different tasks of a teacher.

Referring parents to specialised professional support when they struggle with educational problems of their child. (N = 35)	2.5 → 2.9	
Control group with mentors (N = 46)	2.8 → 3	
Control group without mentors (N = 30)	2.6	
Advising parents how they can influence their child's learning environment. (N = 35)	2.9 → 3	
Control group with mentors (N = 46)	2.9 → 3.3	
Control group without mentors (N = 30)	3.1 ← 3.3	
Showing parents how they can positively influence their child's education. (N = 35)	2.9 → 3.1	
Control group with mentors (N = 46)	2.9 → 3.2	
Control group without mentors (N = 30)	3 ← 3.1	
Dealing with conflict in parent-teacher interactions in a professional way. (N = 35)	2.5 ← 2.9	
Control group with mentors (N = 44)	2.9 → 3	
Control group without mentors (N = 30)	2.7 ← 3.1	

No ability (1) Very little ability (2) Basic ability (3) Average ability (4) High ability (5) Very high ability (6)

Figure 123: Changes in Competences Regarding Parents—Belgium (Wallonia)

3.6.4 Novice Teachers' Professional Development Over Time—Bulgaria

The matched sample for Bulgaria comprised 117 novice teachers in the intervention group, 30 novice teachers in the control group who had a mentor, and 175 novice teachers in the control group without mentors. For this reason, we conduct two sets of comparisons; first, we compare the novice teacher intervention group to the novice teachers in the control group with mentors; and second, we compare the novice teacher intervention group with the control group novice teachers without mentors. Differences between the latter two groups should be more pronounced.

Development of Teacher Needs: In the intervention group in Bulgaria, teacher needs regarding inclusion (example statement: 'I would like more support regarding relationship building with hard-to-reach learners') were on average either similarly high or higher at the end of the school year than those of novice teachers in the control group with mentors (Figure 124). Compared to the novice teachers in the control group without mentors, the

intervention group's needs were similarly high at the end of the school year. The need to get more support regarding relationship building with hard-to-reach learners was distinctly higher compared to novice teachers in the control group with mentors. Novice teachers in the intervention group perceived the highest need for more strategies on how to raise self-confidence and ambitions in students (M = 3.1). On average, novice teachers in the intervention group perceived lower needs at the end of the school year than at the first measurement point. The same was true for the control group with mentors, although the differences were smaller. The novice teachers without mentors perceived similarly high or higher needs at the end of the school year.
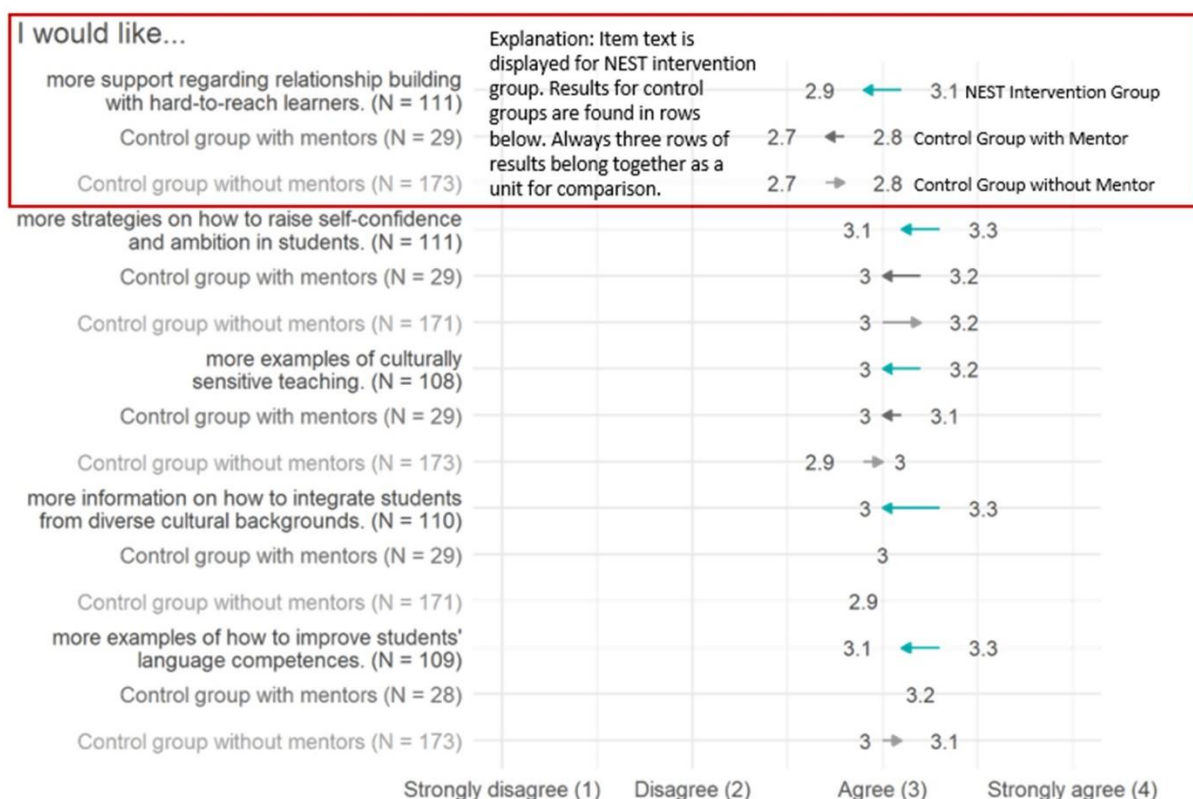
Figure 124: Changes in Teacher Needs Regarding Inclusion—Bulgaria

In the intervention group, novice teachers' needs regarding professional exchange with others (example statement: 'I would like to be observed more often while teaching and get feedback') were on average similar to those of novice teachers in the control groups with or without mentors at the end of the school year (Figure 125). Novice teachers in the intervention group perceived a distinctly higher need than novice teachers in the control

group with or without mentors only for the need to be observed more often while teaching. This was also the highest-rated need of the intervention group (*M* = 3.1). Regarding the development of teacher needs revolving around exchange with other professionals, novice teachers in the intervention group did not feel distinct differences at the end of the school year compared to their needs before the NEST mentoring started. There was a slight decrease in perceived need only for the need to share experiences about situations of conflict with others.

Changes in Teacher Needs Regarding Professional Exchange —Bulgaria

Comparison of NEST Intervention Group With Control Groups per Item

If you think about your current situation at school, to what extent do you agree or disagree with the following statements about your needs?

I would like ...

more opportunities to observe others while teaching. (N = 107)	3.1
Control group with mentors (N = 28)	2.9 ← 3
Control group without mentors (N = 171)	2.9 ← 3
to be observed more often while teaching and get feedback. (N = 102)	2.6
Control group with mentors (N = 29)	2.5 ← 2.6
Control group without mentors (N = 171)	2.6
more opportunities to reflect on my teaching performance with others. (N = 106)	2.8
Control group with mentors (N = 29)	2.9
Control group without mentors (N = 168)	2.8 → 2.9
more opportunities to share experiences about situations of conflict with others. (N = 107)	3 ← 3.2
Control group with mentors (N = 29)	3 ← 3.1
Control group without mentors (N = 170)	3.1

Strongly disagree (1) Disagree (2) Agree (3) Strongly agree (4)

Figure 125: Changes in Teacher Needs Regarding Professional Exchange—Bulgaria

Regarding the teacher needs revolving around student inclusion, novice teachers in the control group with mentors felt the highest need for more examples of how to improve students' language competences (*M* = 3.2). On average, they did not perceive distinct changes in their needs over time, with the exception of the need for more strategies on how to raise self-ambitions in students, which decreased over time. Novice teachers in the control group without mentors did not perceive distinct changes in their needs over time, with the

exception of the need for more strategies on how to raise self-confidence and ambitions in students, which was also their highest-rated need (M = 3.2).

Regarding the development of teacher needs revolving around exchange with other professionals, novice teachers in the control groups with or without mentors did not report distinct changes over time. The highest-rated need for novice teachers in the control groups with or without mentors was the need to share experiences about situations of conflict with others ($M_{CGmentor}$ = 3; M_{CGno_mentor} = 3.1). All descriptive statistics on the development of teacher needs in Bulgaria can be found in Table 116 and Table 117 in the Appendix.

Development of Teacher Competences: In the intervention group in Bulgaria, novice teachers' general teaching competences (example competence: 'Activating students' prior knowledge during the lesson') were either similarly high or lower at the end of the school year than those of novice teachers in the control group with mentors (Figure 126). Compared to the novice teachers in the control group without mentors, novice teachers in the intervention group felt equally competent at the end of the school year. Novice teachers in the intervention group assessed their teaching competences as average or high, with means ranging from 4.2 ('Assessing students' learning progress with different instruments') to 4.7 ('Discussing students' misconceptions in such a way that they can benefit from the discussion'). In terms of their competence development over time, novice teachers felt distinctly more competent at the end of the school year regarding fostering self-determined learning during the lesson and considering students' realities when preparing lessons. The other teaching competences were similarly high at the end of the school year as at the first measurement point. Novice teachers in the control group with mentors assessed their teaching competences as high, with means ranging from 4.3 ('Individualising instruction and support for low-achieving students') to 4.9 ('Discussing students' misconceptions in such a way that they can benefit from the discussion'). Novice teachers in the control group without mentors assessed their competences distinctly lower than novice teachers with mentors, with means ranging from 4.3 ('Fostering self-determined learning during the lesson') to 4.7 ('Purposefully fostering my students' strengths'). Novice teachers in the control group with mentors assessed most of their teaching competences the same or distinctly lower at the end of the school year compared to the first measurement point. They felt more competent at the end of the school year compared to the first measurement point only for the competences of considering students' realities when preparing lessons and fostering self-determined learning during the lesson. The control group without mentors assessed their abilities regarding all teaching competences lower on average at the end of the school year compared to the first measurement point.

Changes in Novice Teachers' General Teaching Competences—Bulgaria
Comparison of NEST Intervention Group With Control Groups per Item

In your teaching at this school, to what extent can you do the following?
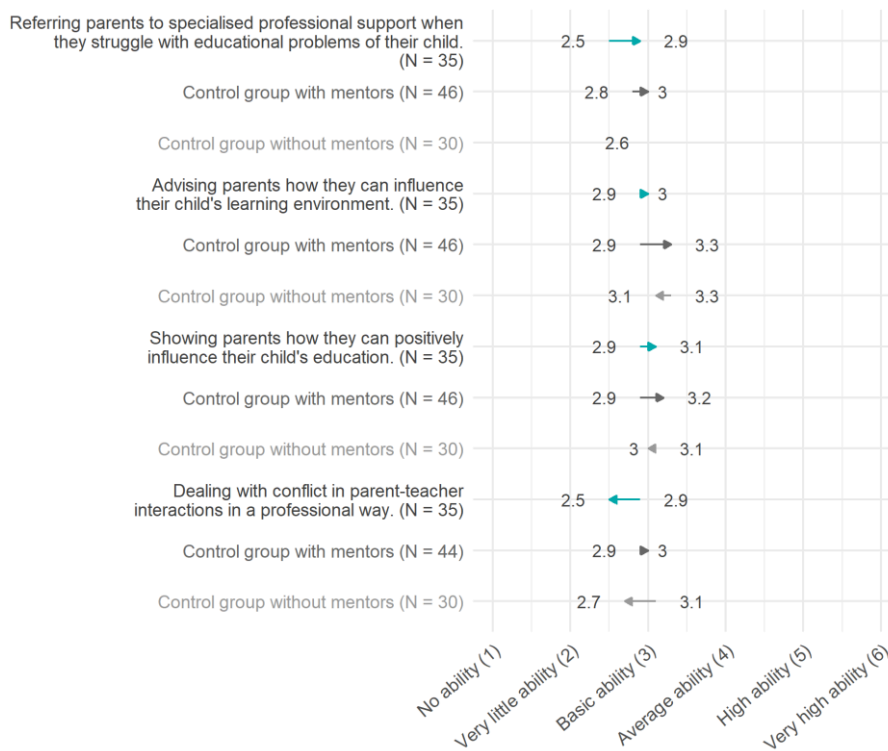Please assess your competences (current proficiency) regarding the different tasks of a teacher.

Activating students' prior knowledge during the lesson. (N = 111)	4.4
Control group with mentors (N = 30)	4.8
Control group without mentors (N = 173)	4.6 ← 4.7
Considering students' realities when preparing lessons. (N = 110)	4.2 → 4.5
Control group with mentors (N = 30)	4.2 → 4.5
Control group without mentors (N = 171)	4.5
Giving feedback in a way that enhances students' learning motivation. (N = 107)	4.6
Control group with mentors (N = 30)	4.8 ← 4.9
Control group without mentors (N = 172)	4.6 ← 4.8
Discussing students' misconceptions in such a way that they can benefit from the discussion. (N = 110)	4.7
Control group with mentors (N = 30)	4.9 ← 5.1
Control group without mentors (N = 169)	4.6 ← 4.9
Helping students to acquire learning strategies for their future learning. (N = 108)	4.5
Control group with mentors (N = 30)	4.6 ← 4.8
Control group without mentors (N = 163)	4.5
Showing students how they can control their learning process. (N = 108)	4.3 → 4.4
Control group with mentors (N = 29)	4.7
Control group without mentors (N = 163)	4.4 ← 4.5
Assessing students' learning progress with different instruments. (N = 109)	4.2
Control group with mentors (N = 30)	4.5
Control group without mentors (N = 164)	4.2 ← 4.4
Fostering self-determined learning during the lesson. (N = 107)	4 → 4.3
Control group with mentors (N = 29)	4.3 → 4.6
Control group without mentors (N = 166)	4.2 → 4.3
Individualising instruction and support for low-achieving students. (N = 110)	4.2 → 4.3
Control group with mentors (N = 30)	4.3 ← 4.5
Control group without mentors (N = 167)	4.3 ← 4.5
Purposefully fostering my students' strengths. (N = 110)	4.6
Control group with mentors (N = 30)	4.8 ← 5.1
Control group without mentors (N = 169)	4.7 ← 5
Supporting students who have experienced failure in class. (N = 111)	4.5
Control group with mentors (N = 30)	4.4 ← 4.9
Control group without mentors (N = 172)	4.5 ← 4.8

No ability (1) — Very little ability (2) — Basic ability (3) — Average ability (4) — High ability (5) — Very high ability (6)

Figure 126: Changes in General Teaching Competences—Bulgaria

In the intervention group, novice teachers' teaching competences regarding parent support (example competence: 'Showing parents how they can positively influence their child's education') were distinctly higher on average at the end of the school year than those of novice teachers in the control group with mentors, except for the competence regarding referring parents to specialists when they struggle with their child's educational problems (Figure 127). For this competence, the means were identical. Compared to the control group without mentors, average self-assessed competences were almost exactly the same. Of all teacher competences revolving around parent support, novice teachers in the intervention group felt most competent at dealing with conflict in parent-teacher interactions in a professional way (M = 4.3). Regarding the development of competences revolving around parent support, novice teachers in the intervention group assessed themselves distinctly higher at the end of the school year compared to the first measurement point. Novice teachers in the control group with mentors assessed most of their competences regarding parent support higher or equally high at the end of the school year compared to the first measurement point. They felt less competent at the end of the school year only regarding the competence about dealing with conflict in parent teacher interactions in a professional way. At the end of the school year, novice teachers in the control group without mentors assessed their competences similarly high or lower than at the first measurement point. All descriptive statistics on the development of teacher competences in Bulgaria can be found in Table 128 and Table 129 in the Appendix.

Changes in Novice Teachers' Competences Regarding Parents—Bulgaria
Comparison of NEST Intervention Group With Control Groups per Item

In your work at this school, to what extent can you relate to parents?
Please assess your competences (current proficiency) regarding
the different tasks of a teacher.

Referring parents to specialised professional support when they struggle with educational problems of their child. (N = 104): 3.6 → 3.9

Control group with mentors (N = 30): 3.7 → 3.9

Control group without mentors (N = 167): 3.9

Advising parents how they can influence their child's learning environment. (N = 105): 3.9 → 4.1

Control group with mentors (N = 30): 3.9

Control group without mentors (N = 168): 4.1

Showing parents how they can positively influence their child's education. (N = 104): 3.8 → 4.2

Control group with mentors (N = 30): 3.8 ▸ 3.9

Control group without mentors (N = 165): 4.1 ◂ 4.2

Dealing with conflict in parent-teacher interactions in a professional way. (N = 104): 4 → 4.3

Control group with mentors (N = 30): 3.8 ◂ 4

Control group without mentors (N = 167): 4.3 ◂ 4.4

No ability (1), Very little ability (2), Basic ability (3), Average ability (4), High ability (5), Very high ability (6)

Figure 127: Changes in Competences Regarding Parents—Bulgaria

3.6.5 Novice Teachers' Professional Development Over Time—Romania

The matched sample for Romania comprised 59 novice teachers in the intervention group, 10 novice teachers in the control group with mentors, and 39 novice teachers in the control group without mentors. For this reason, we conduct two sets of comparisons; first, we compare the novice teacher intervention group with the novice teachers in the control group who had mentors; and second, we compare the novice teacher intervention group with the control group novice teachers without mentors. Differences between the latter two groups should be more pronounced. Moreover, the sample size of the novice teacher control group with mentors was very small. Therefore, all results regarding this group should be considered with caution.

Development of Teacher Needs: In the intervention group in Romania, teacher needs regarding inclusion (example statement: 'I would like more support regarding relationship building with hard-to-reach learners') were similarly high or higher on average at the end of

the school year than those of control group novice teachers with mentors (Figure 128). Compared to the novice teachers in the control group without mentors, the intervention group's needs were similarly high or slightly lower at the end of the school year. The need to get more examples of how to improve students' language competences was distinctly higher compared to novice teachers in the control group with mentors, which was also the highest perceived need of the intervention group (*M* = 3.3). On average, novice teachers in the intervention group perceived lower needs at the end of the school year than at the first measurement point. The same was true for the control group with mentors, although the differences were even greater on average. Novice teachers without mentors perceived similarly high or higher teacher needs at the end of the school year.
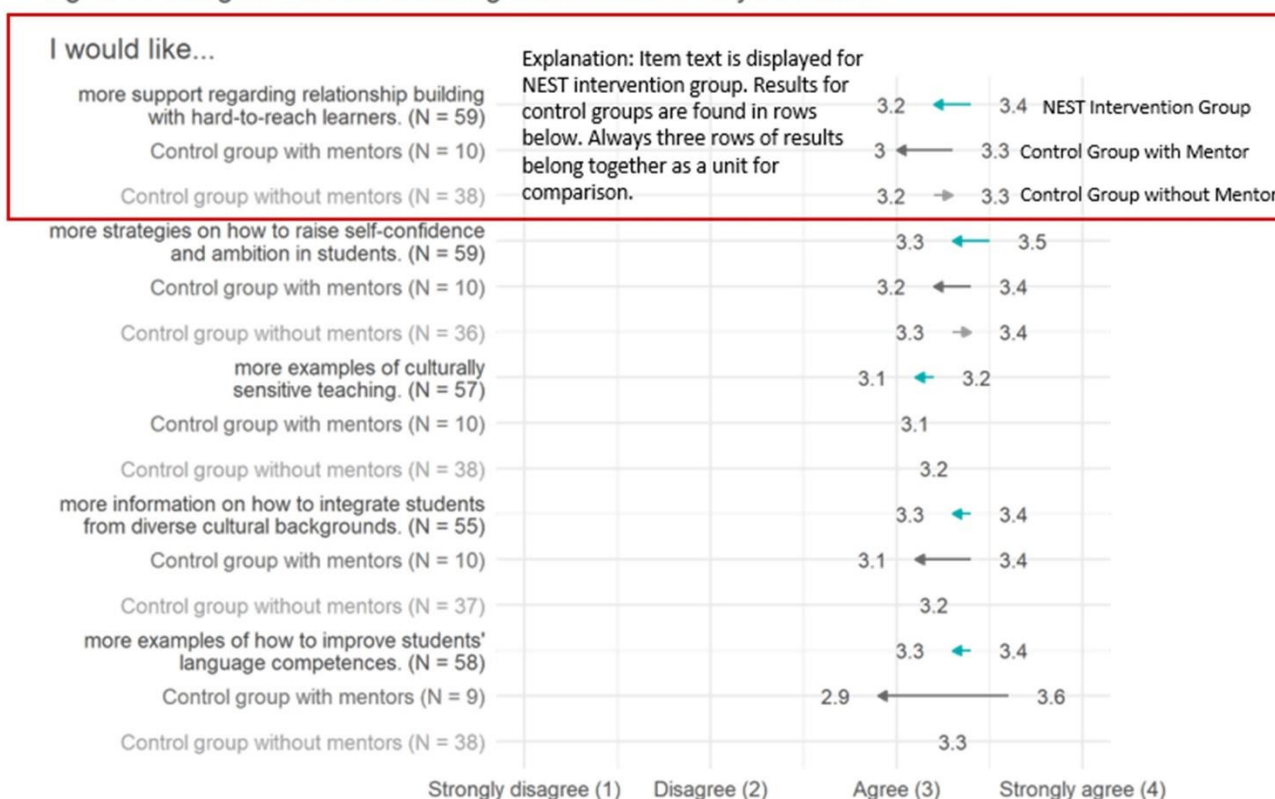
Figure 128: Changes in Teacher Needs Regarding Inclusion—Romania

In the intervention group, novice teachers' needs regarding professional exchange with others (example statement: 'I would like to be observed more often while teaching and get feedback') were similarly high on average at the end of the school year as those of novice teachers in the control groups with or without mentors (Figure 129). Novice teachers in the intervention group and novice teachers in the control group with mentors perceived a

distinctly higher need to reflect on their teaching performance than novice teachers without mentors. The highest-rated need of the intervention group was the need to observe others while they are teaching (M = 3.4). Overall, novice teachers in the intervention group did not feel distinct differences at the end of the school year compared to their needs before the NEST mentoring started.

Changes in Teacher Needs Regarding Professional Exchange —Romania
Comparison of NEST Intervention Group With Control Groups per Item

If you think about your current situation at school, to what extent do you agree or disagree with the following statements about your needs?

I would like ...

more opportunities to observe others while teaching. (N = 55)	3.3 → 3.4	
Control group with mentors (N = 10)	3.3 → 3.5	
Control group without mentors (N = 36)	3.3 → 3.4	
to be observed more often while teaching and get feedback. (N = 54)	2.8 → 3	
Control group with mentors (N = 10)	3 ← 3.1	
Control group without mentors (N = 36)	2.9 ← 3	
more opportunities to reflect on my teaching performance with others. (N = 55)	3.2	
Control group with mentors (N = 10)	3.3	
Control group without mentors (N = 36)	3 ← 3.2	
more opportunities to share experiences about situations of conflict with others. (N = 54)	3.2 → 3.3	
Control group with mentors (N = 10)	3.2 → 3.4	
Control group without mentors (N = 35)	3.2	

Strongly disagree (1)   Disagree (2)   Agree (3)   Strongly agree (4)

Figure 129: Changes in Teacher Needs Regarding Professional Exchange—Romania

Regarding the teacher needs revolving around student inclusion, novice teachers in the control group with mentors felt the highest need for more strategies on how to raise self-ambitions in students (M = 3.2). On average, they perceived a distinct decrease in their needs over time, except for the need regarding more examples of culturally sensitive teaching. Novice teachers in the control group without mentors did not perceive distinct changes in their needs over time. Their highest-rated need was the need for more strategies on how to raise self-confidence and ambitions in students (M = 3.4).

Regarding the development of teacher needs revolving around exchange with other professionals, novice teachers in the control group with mentors perceived distinctly higher needs for more opportunities to observe others while teaching and to share experiences about situations of conflict with others at the end of the school year compared to the first measurement point. The control group without mentors did not perceive distinct changes in their teacher needs over time. As was true for the intervention group, the highest-rated need

for novice teachers in the control groups with or without mentors was the need to observe others while they are teaching ($M_{CGmentor}$ = 3.5; M_{CGno_mentor} = 3.4). All descriptive statistics on the development of teacher needs in Romania can be found in Table 118 and Table 119 in the Appendix.

Development of Teacher Competences: In the intervention group in Romania, novice teachers' general teaching competences (example competence: 'Showing students how they can control their learning process') were similarly high at the end of the school year as those of novice teachers in the control group without mentors, and mostly similarly high as those of novice teachers in the control group with mentors (Figure 130). However, novice teachers in the intervention group felt distinctly more competent than the control group at fostering self-determined learning during the lesson, and distinctly less competent at supporting students who have experienced failure in class, at assessing students' learning progress with different instruments, and at helping students to acquire learning strategies for their future learning. Novice teachers in the intervention group assessed their abilities regarding general teaching competences between average and high, with means ranging from 4.2 ('Fostering self-determined learning during the lesson') to 4.9 ('Considering students' realities when preparing lessons'). In terms of their competence development over time, novice teachers felt as competent overall at the end of the school year as at their baseline self-assessment. Novice teachers in the intervention group felt distinctly more competent at the end of the school year compared to the first measurement point only regarding the competences of showing students how they can control their learning process and purposefully fostering students' strengths. Novice teachers in the control group with mentors assessed their general teaching competences as between average and high, with means ranging from 4.1 ('Individualising instruction and support for low-achieving students') to 4.9 ('Activating students' prior knowledge during the lesson'; 'Supporting students who have experienced failure in class'). Novice teachers in the control group without mentors assessed their competences on average similarly high as novice teachers with mentors, with means ranging from 4.2 ('Fostering self-determined learning during the lesson') to 4.8 ('Purposefully fostering my students' strengths'). Novice teachers in the control group with mentors assessed most of their teaching competences higher or similarly high overall at the end of the school year compared to the first measurement point. However, for the competences regarding individualising instruction and support for low-achieving students and fostering self-determined learning during the lesson, their assessment at the end of the school year was distinctly lower. The novice teachers in the control group without mentors felt more competent at the end of the school year compared to the first measurement point at discussing students' misconceptions in such a way that they can benefit from the discussion, helping students to acquire learning strategies for their future learning, and purposefully fostering their students' strengths.

Changes in Novice Teachers' General Teaching Competences—Romania
Comparison of NEST Intervention Group With Control Groups per Item

In your teaching at this school, to what extent can you do the following?
Please assess your competences (current proficiency) regarding the different tasks of a teacher.
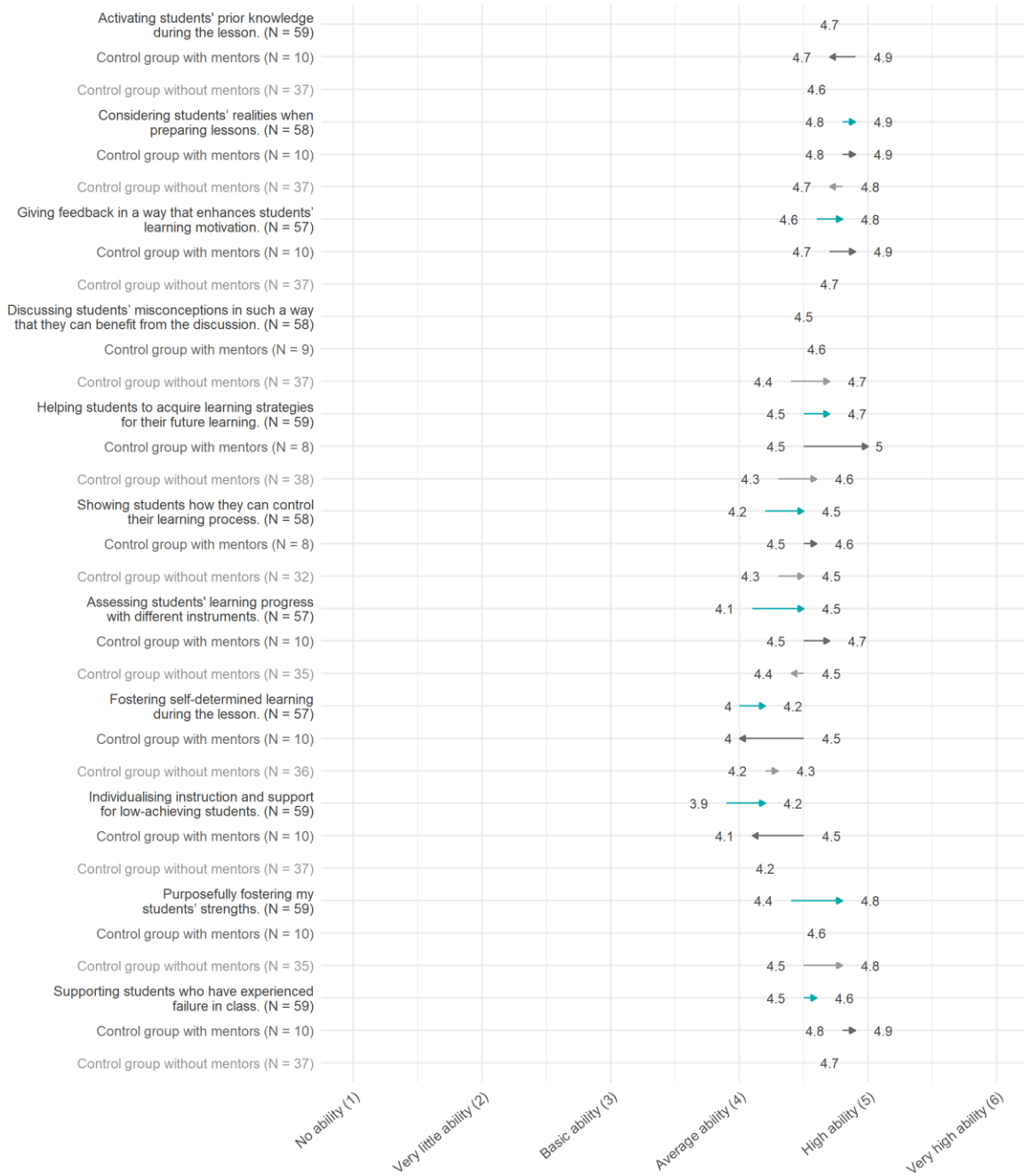
Figure 130: Changes in General Teaching Competences—Romania

Intervention group novice teachers' competences regarding parent support (example competence: 'Showing parents how they can positively influence their child's education') were higher for all four competences than those of novice teachers in the control group without mentors (Figure 131). In comparison to the control group with mentors, results were not as decisive. For the competence regarding dealing with conflict in parent-teacher interactions, novice teachers in the intervention group felt more competent than the control group; the same was true for referring parents to specialised professional support. However, regarding advising parents on how they can influence their child's learning environment, they felt slightly less competent. Novice teachers in the intervention group felt distinctly less competent regarding showing parents how they can influence their child's education. Novice teachers in the intervention group assessed their competences regarding parent support as average, with means ranging from 4 ('Referring parents to specialised professional support when they struggle with their child's educational problems') to 3.8 ('Showing parents how they can positively influence their child's education). In terms of their competence development over time, novice teachers felt more competent overall at the end of the school year compared to their baseline self-assessment. Novice teachers in the control group with mentors felt that they had average abilities regarding their competences revolving around parent support, with means ranging from 3.8 ('Referring parents to specialised professional support when they struggle with their child's educational problems') to 4.8 ('Showing parents how they can positively influence their child's education'). Novice teachers in the control group without mentors assessed their competences similarly high or lower than novice teachers in the control group with mentors. Means ranged from 3.9 ('Referring parents to specialised professional support when they struggle with their child's educational problems'; 'Showing parents how they can positively influence their child's education') to 4.1 ('Advising parents how they can influence their child's learning environment'). On average, competences of novice teachers in the control group without mentors distinctly increased over time. All descriptive statistics on the development of teacher competences in Romania can be found in Table 130 and Table 131 in the Appendix.

Changes in Novice Teachers' Competences Regarding Parents—Romania
Comparison of NEST Intervention Group With Control Groups per Item

In your work at this school, to what extent can you relate to parents?
Please assess your competences (current proficiency) regarding
the different tasks of a teacher.

Referring parents to specialised professional support when
they struggle with educational problems of their child.
(N = 57)   3.9 ▶ 4

Control group with mentors (N = 9)   3.8

Control group without mentors (N = 38)   3.5 → 3.9

Advising parents how they can influence
their child's learning environment. (N = 58)   3.9 → 4.2

Control group with mentors (N = 9)   4 → 4.3

Control group without mentors (N = 36)   3.6 → 4.1

Showing parents how they can positively
influence their child's education. (N = 57)   3.9 → 4.2

Control group with mentors (N = 9)   3.9 ———→ 4.8

Control group without mentors (N = 36)   3.6 → 3.9

Dealing with conflict in parent-teacher
interactions in a professional way. (N = 57)   3.7 → 4.1

Control group with mentors (N = 9)   3.9 ▶ 4

Control group without mentors (N = 38)   3.9 ▶ 4

No ability (1) Very little ability (2) Basic ability (3) Average ability (4) High ability (5) Very high ability (6)

Figure 131: Changes in Competences Regarding Parents—Romania

3.6.6 Novice Teachers' Professional Development Over Time—Spain (Catalonia)

The matched sample for Catalonia comprised 70 novice teachers in the intervention group, 33 novice teachers in the control group with mentors, and 48 novice teachers in the control group without mentors. For this reason, we conduct two sets of comparisons; first, we compare the novice teacher intervention group to the novice teachers in the control group with mentors; and second, we compare the novice teacher intervention group with the control group novice teachers without mentors. Differences between the latter two groups should be more pronounced.

Development of Teacher Needs: In the intervention group in Catalonia, teacher needs regarding inclusion (example statement: 'I would like more support regarding relationship building with hard-to-reach learners') were distinctly lower on average at the end of the school year than those of novice teachers in the control group with mentors (Figure 132). Compared to novice teachers in the control group without mentors, the intervention group's needs were similarly high at the end of the school year. Only the need to get more information on how to integrate students from diverse cultural backgrounds was distinctly lower for novice teachers in the intervention group than for the control group without mentors. In the intervention group, the highest perceived need was the need for more strategies on how to raise self-confidence and ambitions in students (M = 3.3). On average, novice teachers in the intervention group perceived no distinct differences regarding their teacher needs at the end of the school year compared to the first measurement point. The same was true for the control groups with or without mentors.

Changes in Teacher Needs Regarding Inclusion—Spain (Catalonia)
Comparison of NEST Intervention Group With Control Groups per Item

If you think about your current situation at school, to what extent do you agree or disagree with the following statements about your needs?
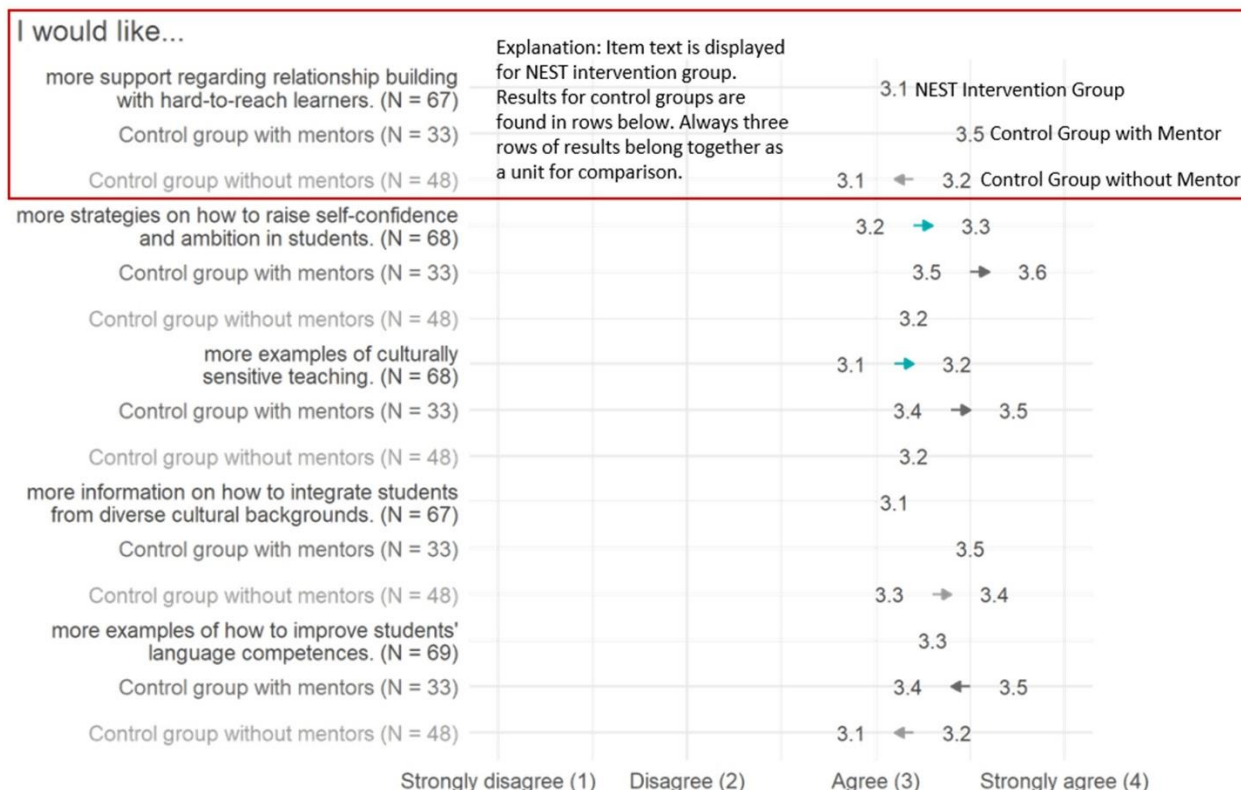
Figure 132: Changes in Teacher Needs Regarding Inclusion—Spain (Catalonia)

In the intervention group, novice teachers' needs regarding professional exchange with others (example statement: 'I would like to be observed more often while teaching and get feedback') were similarly high on average at the end of the school year as those of novice teachers in the control groups with or without mentors (Figure 133). Novice teachers in the intervention group and novice teachers in the control group with mentors perceived a distinctly higher need to reflect on their teaching performance than novice teachers without mentors. The highest-rated need of the intervention group was the need to observe others while they are teaching (M = 3.4). Overall, novice teachers in the intervention group perceived distinctly higher needs at the end of the school year compared to their needs before the NEST mentoring started, specifically regarding the need to observe others while teaching and the need for more opportunities to reflect on their teaching performance with others.

Changes in Teacher Needs Regarding Professional Exchange —Spain (Catalonia)

Comparison of NEST Intervention Group With Control Groups per Item

If you think about your current situation at school, to what extent do you agree or disagree with the following statements about your needs?

I would like ...
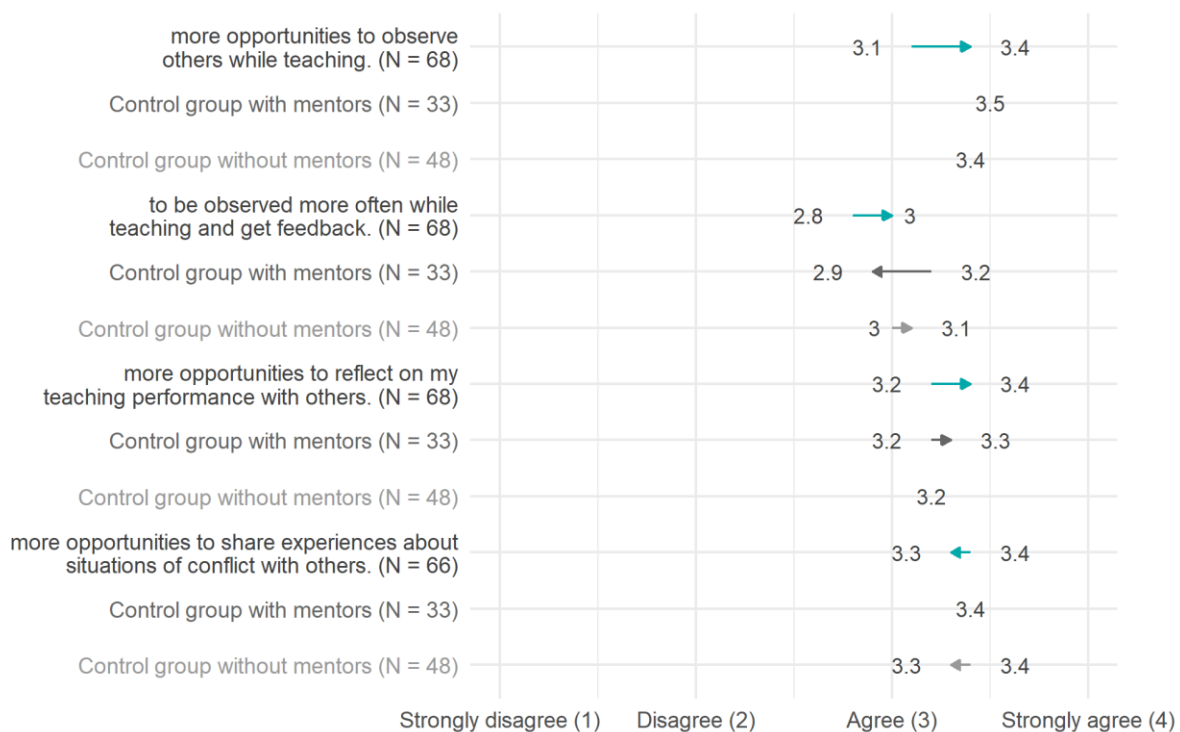
Figure 133: Changes in Teacher Needs Regarding Professional Exchange—Spain (Catalonia)

Regarding the teacher needs revolving around student inclusion, novice teachers in the control group with mentors felt the highest need for more strategies on how to raise self-ambitions in students (M = 3.6). Novice teachers in the control group without mentors rated high the need to get more information on how to integrate students from diverse cultural backgrounds (M = 3.4).

Regarding the development of teacher needs revolving around exchange with other professionals, novice teachers in the control group with mentors perceived a distinctly lower need regarding being observed while teaching at the end of the school year compared to the first measurement point. The control group without mentors did not perceive distinct changes in their teacher needs over time. As was true for the intervention group, the highest-rated need of novice teachers in the control groups with or without mentors was the need to observe others while they are teaching ($M_{CGmentor}$ = 3.5; M_{CGno_mentor} = 3.4). All descriptive statistics on the development of teacher needs in Catalonia can be found in Table 120 and Table 121 in the Appendix.

Development of Teacher Competences: In the intervention group in Catalonia, novice teachers' general teaching competences (example competence: 'Showing students how they can control their learning process') were distinctly higher on average at the end of the school year than those of novice teachers in the control groups with or without mentors (Figure 134). However, intervention group novice teachers felt distinctly less competent than the control group with mentors at assessing students' learning progress with different instruments. Novice teachers in the intervention group assessed their abilities as between average and high regarding general teaching competences, with means ranging from 4.1 ('Individualising instruction and support for low-achieving students') to 4.6 ('Activating students' prior knowledge during the lesson'). In terms of their competence development over time, novice teachers felt as competent overall at the end of the school year as at their baseline self-assessment. Novice teachers in the intervention group felt distinctly more competent at the end of the school year than at the first measurement point only regarding the competence of purposefully fostering students' strengths. Novice teachers in the control group with mentors assessed their general teaching competences mostly as average, with means ranging from 3.8 ('Individualising instruction and support for low-achieving students') to 4.6 ('Assessing students' learning progress with different instruments'). Novice teachers in the control group without mentors assessed their competences lower on average than novice teachers with mentors, with means ranging from 3.6 ('Showing students how they can control their learning process') to 4.2 ('Discussing students' misconceptions in such a way that they can benefit from the discussion'; 'Considering students' realities when preparing lessons'). Novice teachers in the control group with mentors assessed most of their teaching competences higher overall at the end of the school year than at the first measurement point. This was especially pronounced for the competence regarding fostering self-determined learning during the lesson. Novice teachers in the control group without mentors felt less competent overall at the end of the school year than at the first measurement point. This was most pronounced for the competence regarding giving feedback in such a way that enhances students' learning motivation.

Changes in Novice Teachers' General Teaching Competences—Spain (Catalonia)
Comparison of NEST Intervention Group With Control Groups per Item

In your teaching at this school, to what extent can you do the following?
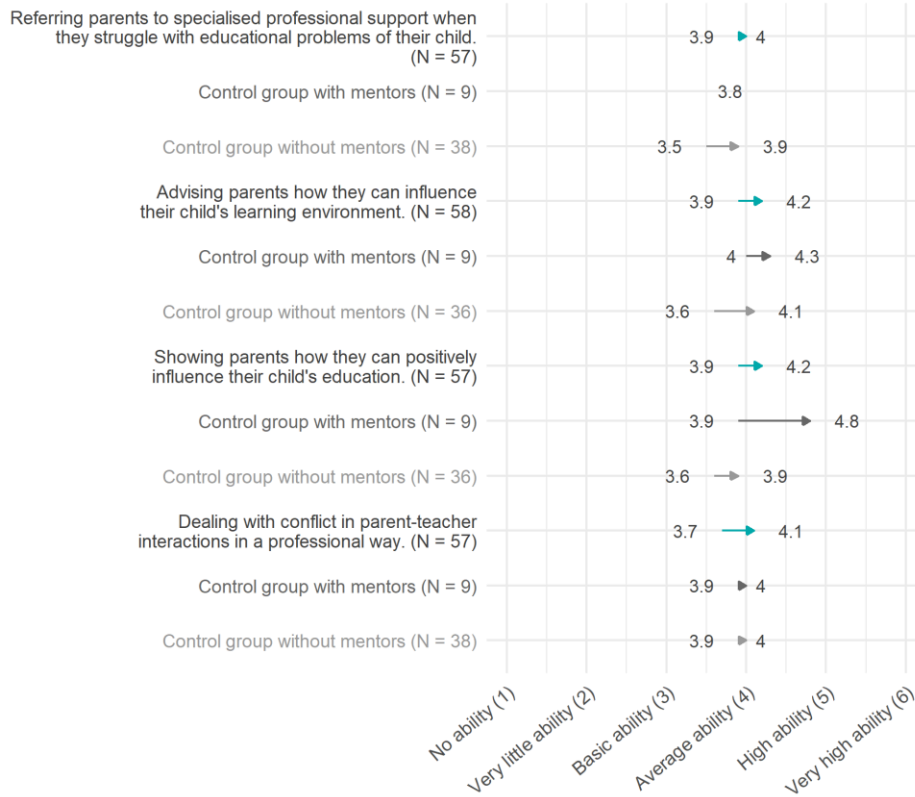Please assess your competences (current proficiency) regarding the different tasks of a teacher.
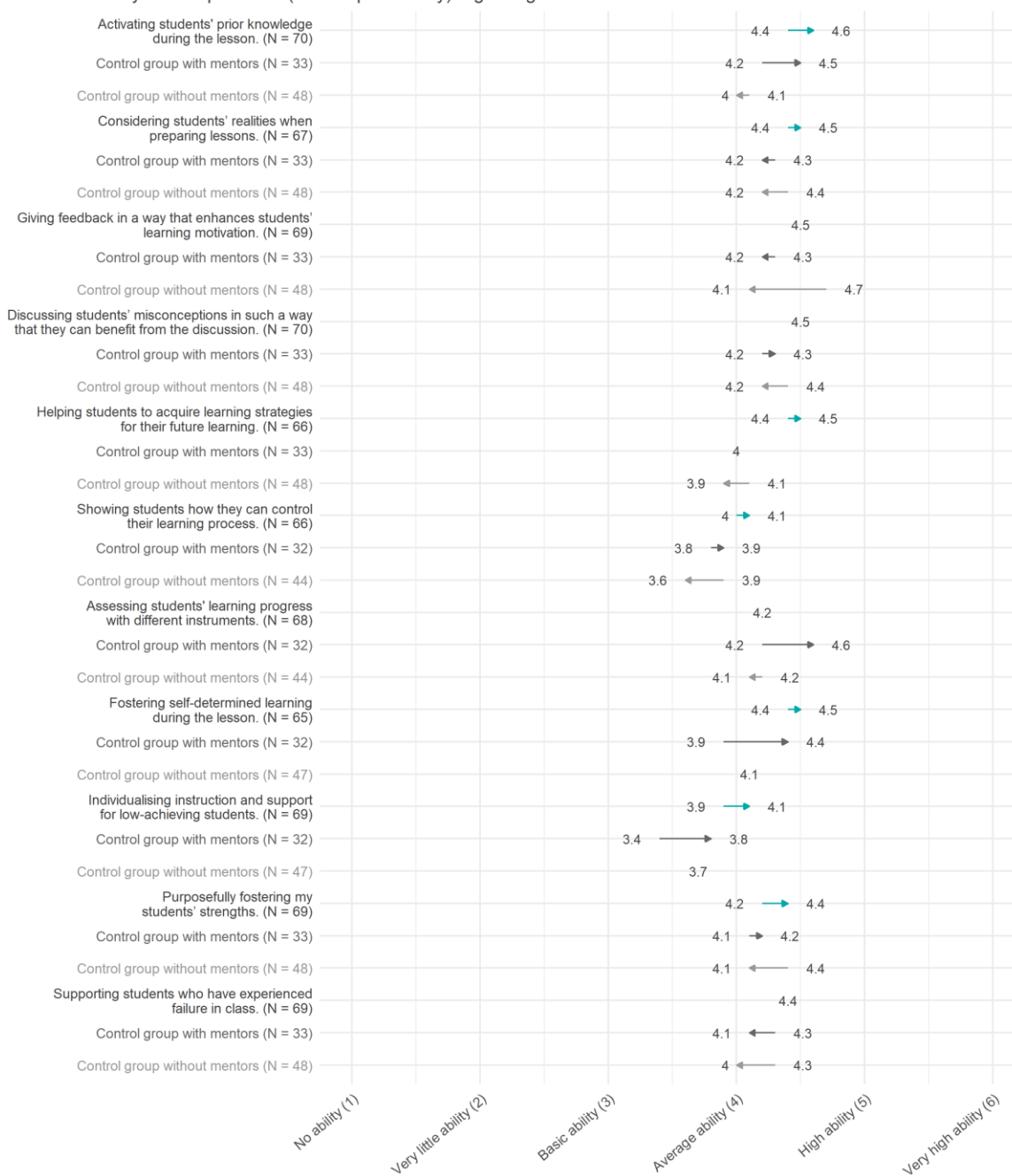
Figure 134: Changes in General Teaching Competences—Spain (Catalonia)

Intervention group novice teachers' teaching competences regarding parent support (example competence: 'Showing parents how they can positively influence their child's education') were distinctly higher for all four competences than those of novice teachers in

the control groups with or without mentors (Figure 135). Novice teachers in the intervention group assessed their competences regarding parent support as average, with means ranging from 3.6. ('Referring parents to specialised professional support when they struggle with their child's educational problems') to 3.8 ('Showing parents how they can positively influence their child's education'; 'Advising parents how they can influence their child's learning environment'). In terms of their competence development over time, novice teachers felt more competent overall at the end of the school year than at their baseline self-assessment. Novice teachers in the control group with mentors felt that on average, they had basic abilities regarding their competences revolving around parent support, with means ranging from 2.8 ('Referring parents to specialised professional support when they struggle with their child's educational problems') to 3.2 ('Showing parents how they can positively influence their child's education'). Novice teachers in the control group without mentors assessed their competences higher than novice teachers in the control group with mentors. Means ranged from 3.2 ('Referring parents to specialised professional support when they struggle with their child's educational problems') to 3.4 ('Showing parents how they can positively influence their child's education'). Competences of novice teachers in the control group without mentors either stayed the same or distinctly decreased over time ('Referring parents to specialised professional support when they struggle with their child's educational problems').

All descriptive statistics on the development of teacher competences in Catalonia can be found in Table 132 and Table 133 in the Appendix.

Changes in Novice Teachers' Competences Regarding Parents —Spain (Catalonia)

Comparison of NEST Intervention Group With Control Groups per Item

In your work at this school, to what extent can you relate to parents? Please assess your competences (current proficiency) regarding the different tasks of a teacher.

Referring parents to specialised professional support when they struggle with educational problems of their child. (N = 68)   3.6 ◄ 3.7

Control group with mentors (N = 33)   2.8

Control group without mentors (N = 48)   3.1 ← 3.4

Advising parents how they can influence their child's learning environment. (N = 68)   3.7 ► 3.8

Control group with mentors (N = 33)   3 → 3.2

Control group without mentors (N = 48)   3.3 ← 3.6

Showing parents how they can positively influence their child's education. (N = 68)   3.5 → 3.8

Control group with mentors (N = 33)   3.2

Control group without mentors (N = 48)   3.4

Dealing with conflict in parent-teacher interactions in a professional way. (N = 68)   3.5 → 3.7

Control group with mentors (N = 33)   3

Control group without mentors (N = 47)   3.3

No ability (1)   Very little ability (2)   Basic ability (3)   Average ability (4)   High ability (5)   Very high ability (6)

Figure 135: Changes in Competences Regarding Parents—Spain (Catalonia)

3.6.7 Novice Teachers' Professional Development Over Time—Spain (Madrid)

The matched sample for Madrid comprised 73 novice teachers in the intervention group, 19 novice teachers in the control group with mentors, and 71 novice teachers in the control group without mentors. For this reason, we conduct two sets of comparisons; first, we compare the novice teacher intervention group to the novice teachers in the control group with mentors; and second, we compare the novice teacher intervention group with the control group novice teachers without mentors. Differences between the latter two groups should be more pronounced.

Development of Teacher Needs: In the intervention group in Madrid, teacher needs regarding inclusion (example statement: 'I would like more support regarding relationship building with hard-to-reach learners') were similarly high or slightly lower on average at the end of the school year than those of novice teachers in the control group with mentors (Figure 136). Compared to the novice teachers in the control group without mentors, the intervention group's needs were distinctly lower at the end of the school year. This was especially striking for the need regarding how to improve students' language competences and the need regarding how to raise self-confidence and ambitions in students. In the intervention group, the highest perceived need was the need for more strategies on how to raise self-confidence and ambitions in students (M = 3.2). This was also the highest-rated need in the control group without mentors (M = 3.5) and in the control group with mentors. On average, novice teachers in the intervention group perceived no distinct differences regarding their teacher needs at the end of the school year compared to the first measurement point. The same was true for the control group without mentors. For the control group with mentors, this was true for all needs except the need regarding how to improve students' language competences. Here, the control group perceived a distinctly lower need at the end of the school year than at the first measurement point.

Changes in Teacher Needs Regarding Inclusion—Spain (Madrid)
Comparison of NEST Intervention Group With Control Groups per Item

If you think about your current situation at school, to what extent do you agree or disagree with the following statements about your needs?
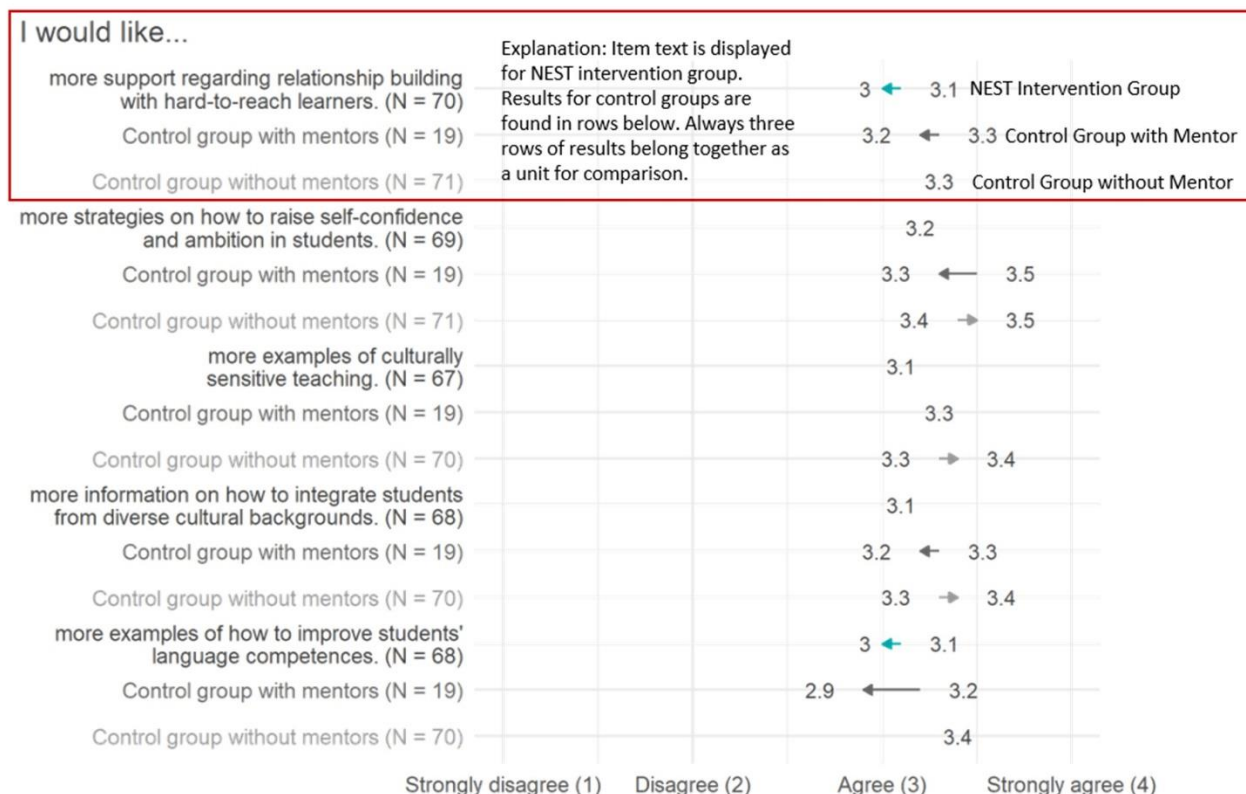
Figure 136: Changes in Teacher Needs Regarding Inclusion—Spain (Madrid)

In the intervention group, novice teachers' needs regarding professional exchange with others (example statement: 'I would like to be observed more often while teaching and get feedback') were similarly high on average at the end of the school year as those of novice teachers in the control groups with or without mentors (Figure 137). Overall, novice teachers in the intervention group perceived no changes in their teacher needs, except for their need to observe others while they are teaching (*M* = 3.4). This teacher need was distinctly higher at the end of the school year compared to their perception before the NEST mentoring started, and it was also their highest-rated need.

Changes in Teacher Needs Regarding Professional Exchange —Spain (Madrid)

Comparison of NEST Intervention Group With Control Groups per Item

If you think about your current situation at school, to what extent do you agree or disagree with the following statements about your needs?

I would like ...

more opportunities to observe others while teaching. (N = 70)	3.1 ➝ 3.4
Control group with mentors (N = 19)	3.3 ← 3.4
Control group without mentors (N = 70)	3.4
to be observed more often while teaching and get feedback. (N = 70)	2.9 ← 3
Control group with mentors (N = 19)	2.8 ← 3
Control group without mentors (N = 70)	2.9 ➝ 3
more opportunities to reflect on my teaching performance with others. (N = 69)	3.1
Control group with mentors (N = 19)	3.3
Control group without mentors (N = 70)	3.2
more opportunities to share experiences about situations of conflict with others. (N = 70)	3.1 ➝ 3.2
Control group with mentors (N = 19)	3.3 ➝ 3.5
Control group without mentors (N = 70)	3.4 ← 3.5

Strongly disagree (1)   Disagree (2)   Agree (3)   Strongly agree (4)

Figure 137: Changes in Teacher Needs Regarding Professional Exchange—Spain (Madrid)

Regarding the development of teacher needs revolving around exchange with other professionals, novice teachers in the control group with mentors perceived a distinctly lower need regarding being observed while teaching at the end of the school year compared to the first measurement point. They perceived a distinctly higher need for sharing experiences about situations of conflict with others, which they also rated the highest of all needs at the end of the school year (M = 3.5). The control group without mentors did not perceive distinct changes in their teacher needs over time. As was true for the intervention group, the highest-rated need of novice teachers in the control group without mentors was the need to observe others while they are teaching (M = 3.4). All descriptive statistics on the development of teacher needs in Madrid can be found in Table 121 and Table 122 in the Appendix.

Development of Teacher Competences: In the intervention group in Madrid, novice teachers' general teaching competences (example competence: 'Showing students how they can control their learning process') were either similarly high or higher at the end of the school year than those of novice teachers in the control group with mentors (Figure 138). This

was especially pronounced for the competences regarding individualising instruction and support for low-achieving students, and for supporting students who have experienced failure in class. The only competence they assessed distinctly lower than novice teachers in the control group with mentors was activating students' prior knowledge during the lesson. Novice teachers in the intervention group felt as competent as novice teachers in the control group without mentors. On average, novice teachers in the intervention group assessed their abilities regarding general teaching competences as between average and high, with means ranging from 4.2 ('Fostering self-determined learning during the lesson'; 'Individualising instruction and support for low-achieving students') to 4.5 ('Purposefully fostering my students' strengths'). In terms of their competence development over time, novice teachers felt more competent overall at the end of the school year compared to their baseline self-assessment. This difference was especially pronounced regarding the competence of assessing students' learning progress with different instruments. Novice teachers in the control group with mentors assessed their general teaching competences as between average and high, with means ranging from 3.6 ('Individualising instruction and support for low-achieving students') to 4.7 ('Activating students' prior knowledge during the lesson'). Interestingly enough, novice teachers in the control group without mentors assessed their competences similarly high or higher than novice teachers with mentors, with means ranging from 4 ('Individualising instruction and support for low-achieving students') to 4.5 (e.g. 'Activating students' prior knowledge during the lesson'). Novice teachers in the control group with mentors assessed most of their teaching competences higher at the end of the school year compared to the first measurement point. However, for the competences regarding supporting students who have experienced failure in class and fostering self-determined learning during the lesson, their assessment was distinctly lower at the end of the school year. The novice teachers in the control group without mentors showed hardly any development in their competences over time.

Changes in Novice Teachers' General Teaching Competences—Spain (Madrid)
Comparison of NEST Intervention Group With Control Groups per Item

In your teaching at this school, to what extent can you do the following?
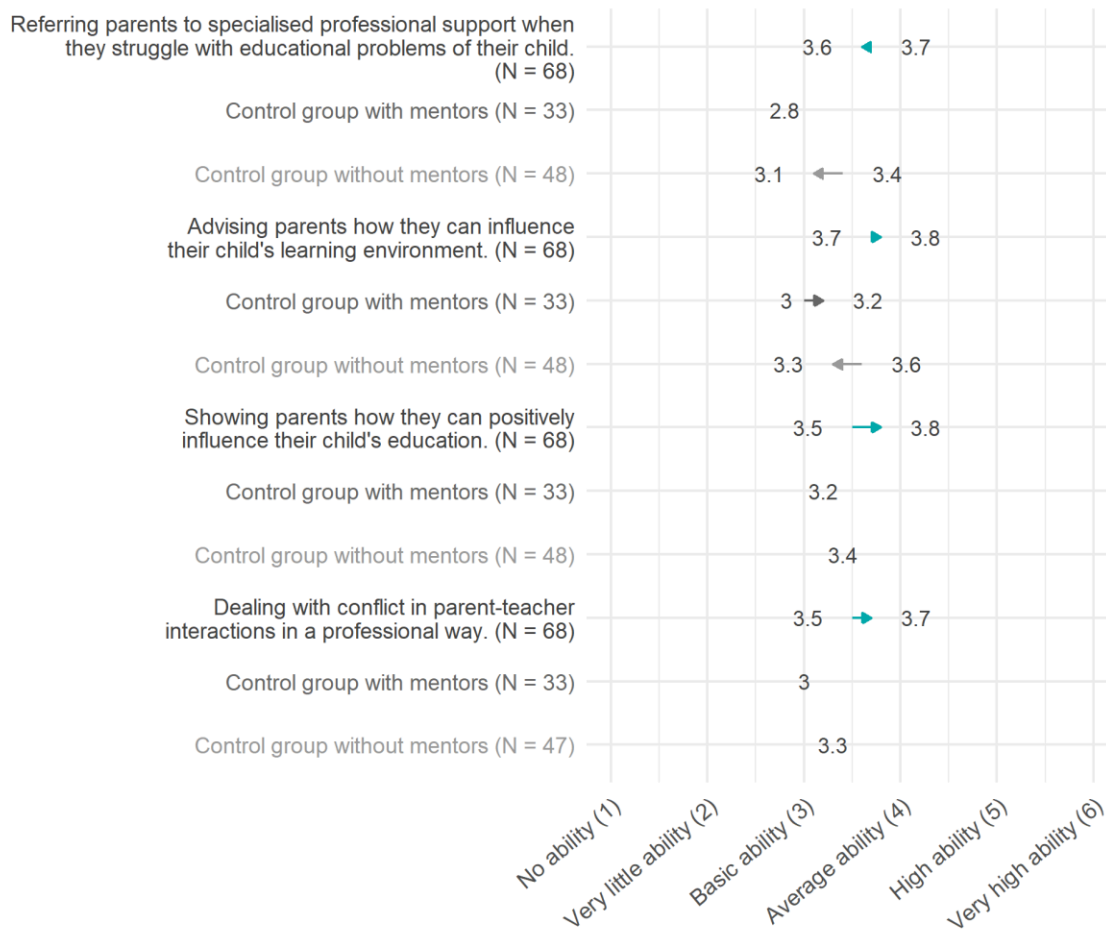Please assess your competences (current proficiency) regarding the different tasks of a teacher.
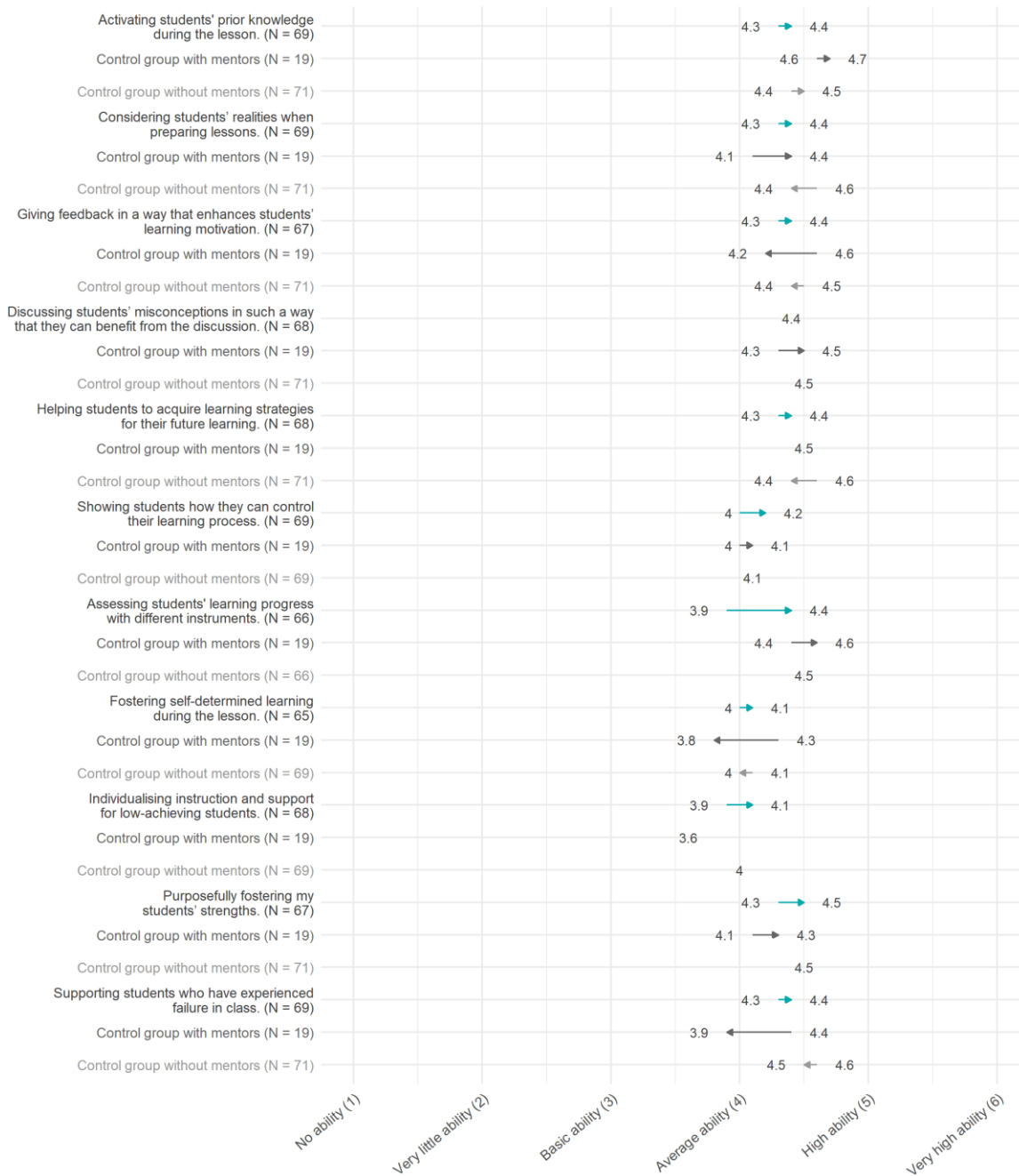
Figure 138: Changes in General Teaching Competences—Spain (Madrid)

For novice teachers' competences regarding parent support (example competence: 'Showing parents how they can positively influence their child's education'), similar patterns emerged as for the general teaching competences. Intervention group novice teachers'

competence assessments were either similarly high or higher at the end of the school year than those of novice teachers in the control group with mentors (Figure 139). Their competence assessment was higher especially for the competence regarding referring parents to specialised professional support when they struggle with their child's educational problems. However, this was the only competence at which they felt less competent compared to the novice teachers in the control group without mentors. Novice teachers in the intervention group assessed their competences regarding parent support as average, with means ranging from 3.8. ('Referring parents to specialised professional support when they struggle with their child's educational problems') to 3.9 for all other competences. In terms of their competence development over time, novice teachers felt distinctly more competent overall at the end of the school year compared to their baseline self-assessment. Novice teachers in the control group with mentors assessed their competences revolving around parent support as average, with means ranging from 3.4 ('Referring parents to specialised professional support when they struggle with their child's educational problems') to 3.7 ('Advising parents how they can influence their child's learning environment'). Interestingly enough, novice teachers in the control group without mentors assessed their competences similarly high or higher than novice teachers in the intervention group, and distinctly higher than novice teachers in the control group with mentors. Means ranged from 3.9 ('Dealing with conflict in parent-teacher interactions in a professional way') to 4.1 ('Advising parents how they can influence their child's learning environment'). Novice teachers in the control group without mentors showed hardly any development in their competences over time.

All descriptive statistics on the development of teacher competences in Madrid can be found in Table 134 and Table 135 in the Appendix.

Figure 139: Changes in Competences Regarding Parents—Spain (Madrid)

4 Discussion

Overall, the NEST mentor training programme received very positive feedback from the mentors enrolled in the programme. This positive feedback was, in turn, reflected by intervention group novice teachers' comparatively high ratings of NEST mentors' practices and competences compared to ratings novice teachers in the control group gave their regular mentors. Our results thus offer two separate perspectives which both indicate positive effects of the NEST mentor training (Figure 140).

Figure 140: Multiperspective Evaluation of Mentor Training Effects

In all education systems, the mentors agreed or even strongly agreed with positive statements about the training. Asked about their opportunities to learn different skills through the training, the majority agreed that they had learned the skills which were intended by the training either directly from their trainer, from the NEST training materials, or through interaction with their mentees or their peers as part of the project.

Regarding the mentoring foci, we saw very different changes in the education systems, with some possible foci becoming less relevant for mentors in some education systems. This is understandable since it can be assumed that mentors cannot pursue all foci to the same

degree at the same time, which means trade-offs are being made between levels of concentration on different foci. However, for Bulgaria, Romania, and the Spanish education systems, we saw that despite these shifts, NEST mentors were usually perceived as engaging more with all six different mentor foci than the conventional mentors rated by the control groups. This indicates that in these four systems, mentors were generally successful in adapting the foci of their mentoring to the needs of their mentees. If novice teachers perceived a lack of focus in certain core areas, this was usually the case for supporting novice teachers with engaging parents in the learning process of their children, or for supporting them with teaching students with language barriers. For both foci, we noticed that mentors in many education systems reported a shift away from these aspects, especially regarding the support for engaging with parents. Though these shifts might be due to the adaptivity and context-specificity of the mentor training which allowed trainers to tailor the NEST training to the education systems they were working in, it appears that there may be opportunities for improvement by strengthening the focus of mentoring on the involvement of parents and the support for teaching students with language barriers.

Regarding this second focus, we need to emphasise the heterogeneity of school contexts that novice teachers faced within the various education systems. As can be seen in the section titled *School Contexts*, the composition of the student body at the schools at which novice teachers worked differed not only by system, but also within the systems themselves. While the averages of estimated percentages of students whose language differed from the school system's language of instruction were comparatively high in Catalonia and comparatively low in Wallonia, in both systems a substantial number of novice teachers perceived a lack of focus on this aspect. In both systems, we saw a wide distribution of estimates, with some novice teachers reporting no students with language barriers at all, and others reporting language barriers for the majority of students at their schools. This underlines the importance of adaptive mentoring not only with regard to school systems, but with regard to the specific contexts of novice teachers' working environments.

In terms of changes in mentoring practices, we noticed a general tendency for mentors to apply several non-directive conversation techniques such as starting with open questions, asking clarifying questions, asking for elaboration, using active listening skills, and summarising the content that was discussed at the end of conversations more often after receiving the NEST training. Mentors also tended to agree more that they had used examples from the novice teachers' lessons during conversations. Conversely, direct confrontation, direct instruction on teaching, providing information, and giving advice and best practice examples were used less. These combined changes can be interpreted as a shift away from directive mentoring approaches towards mentoring that aims to 'bring out' information by asking questions, summarising parts of the conversation, or listening actively (Crasborn et al., 2011, p. 321). In combination, these changes in communication style might mark a shift away from judgemental mentoring or 'judgementoring' (Hobson & Malderez, 2013). Judgementoring occurs when experienced teachers reveal their evaluation of the mentees' planning and teaching too often or too readily. 'Judgementoring is perhaps most visible in the frequent use by mentors of a restrictive "feedback" strategy in post-lesson discussions, typically involving a mentor-led evaluation of the "positive", then "negative" features of a lesson, followed by suggestions for improvement' (Hobson & Malderez, 2013, p. 93). This style of mentoring is associated with negative outcomes for mentees. In addition to being

potentially detrimental to mentees' wellbeing, it can also create an over-reliance on the mentor's evaluation at the expense of autonomous learning and judgement (Hobson & Malderez, 2013, p. 94).

Unfortunately, we saw only little change in the competence 'I am able to deal with mentees' mistakes in a constructive way' in most education systems. In the example of Madrid (Figure 52), we saw that only mentors who had reported comparatively low levels of ability to begin with had improved over the course of the training. We saw similar patterns in Bulgaria, Flanders, and Romania. This indicates that the NEST mentor training seems to be successful in securing a minimum level of competence in these areas. To also offer potentials for professional growth for higher-ability mentors, future training efforts should also provide more resources aimed specifically at teachers with relatively high competence levels. However, with regard to the aforementioned skill, it needs to be noted that comparing mentors' self-perceptions of their mentoring with the perception of the mentored novice teachers, we found that novice teachers in the NEST intervention groups had very high opinions of their mentors' abilities to deal with their mistakes constructively. In every education system, agreement with positive statements about this ability were higher for the NEST mentors than for conventional mentors.

Our analysis of changes in mentoring foci, practices, and competences excluded the groups of mentors who had not mentored novice teachers in the five years prior to the NEST project, as these mentors answered questions on their mentoring focus only in the second survey. These mentors made up a significant portion of the total mentor numbers in Austria, Catalonia, Madrid, and Wallonia (see section titled *General Information on the Sample of Mentors*). Lacking a baseline for foci, practices, and competences before the start of the NEST mentor training, we could not analyse changes in their self-perceptions of these aspects. However, we found that these mentors' responses in the second survey tended to be in line with experienced mentors' self-perceptions as they were reported in either in the first or in the second survey. Considering that these mentors were not on the same levels of experience as the mentors whose self-perceptions were analysed for changes, this result can be interpreted as a success in bridging the experience gap between these two groups: through the NEST mentor training programme, inexperienced mentors might have acquired similar competences and practices as mentors with (more recent) experience. In Madrid, we even saw that these mentors' self-perceptions of their competences had converged with the more experienced mentors' self-perceptions in the second survey, after some pronounced changes in the more experienced mentors' self-perceptions between the two surveys.

With the exception of the Belgian systems, NEST mentors were usually perceived as more competent in all categories of mentoring we queried in our second survey, regarding both non-directive and more directive, advice-giving aspects. Regarding the frequency of use of different mentoring practices, we saw that novice teachers felt that their mentors had confronted them with mistakes that they had made during their lessons and had assessed the quality of their teaching. However, in all education systems, mentees in the intervention group tended to be more content with the frequency at which this had happened than mentees in the control group. The tendency towards greater satisfaction with different directive and non-directive mentoring practices in the intervention group may indicate that

NEST mentors were more successful in assessing the contexts in which these practices could be fruitfully applied.

Supporting mentors with mentoring novice teachers in disadvantaged school contexts is one of the main foci of the NEST project. This makes the comparatively lower mentor self-ratings for the skill 'supporting my mentees with teaching within the disadvantaged school context' a weak point of the evaluation. Regarding this skill, 35 of 223 responding mentors answered that they had not learned this skill during the NEST programme (see section titled *Section Summary* in the chapter on *Opportunities to Learn*). Criticism of how the NEST training dealt with the challenges of disadvantaged schools is also reflected in the mentors' responses to the evaluation statements above (see sections titled *Evaluation of the Usefulness of the NEST Toolbox* and *Evaluation of the Usefulness of the NEST Training*). Of the 35 mentors who had not learned the skill, 23 also disagreed with the statement 'The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools' (one of the 35 mentors did not answer). A total of 60 of 229 mentors (26.2%) either disagreed with the statement 'The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools' or responded that they had not learned the skill 'supporting my mentees with teaching within the disadvantaged school context' in the NEST project. Teachers giving this rating were relatively few in Bulgaria (4 of 58, 6.9%) and Romania (4 of 40, 10%), but more numerous in Austria (6 of 18, 33.3%), Flanders (4 of 11, 36.4%), Madrid (15 of 39, 38.5%), and Wallonia (18 of 27, 66,7%). In Catalonia, 9 of 36 mentors (25%) were in this group. This composition may also partially explain the comparatively less favourable ratings of mentors' practices, foci, and competences in the Belgian regions compared to the more favourable ratings in Bulgaria and Romania.

Of those mentors who had learned this crucial skill, most (137 of 223) answered that they had learned the skill through interaction with their mentees. This reply was especially prevalent in Bulgaria and Romania. This indicates that the differences in results between the countries might not only have been caused by differences in the training foci in the education systems, but that it may have been difficult to foster the ability to support novice teachers in the disadvantaged school context through mentor-trainer interaction, through peer-to-peer interaction, or through the NEST materials. Considering our findings regarding the differences in school contexts (see section titled *School Contexts*), this might be due to the heterogeneity of disadvantaged school conditions within the education systems, which may require a more direct confrontation with the specific situations of those novice teachers who work in these contexts.

Overall, the novice teachers in the NEST intervention group receiving adaptive mentoring from the NEST mentors gave very positive feedback regarding their mentors and the organisation of their mentoring. In all education systems, novice teachers felt that mentors had taken sufficient time to hold mentoring conversations and to observe their mentees' classroom teaching. Compared to the control group novice teachers who were supported by conventional mentors, the assessments of intervention group teachers were higher overall. Asked about the focus of the mentoring they had received, novice teachers in the intervention group in all education systems except Flanders and Wallonia reported more extensive foci of their mentoring, i.e. they felt that their mentoring was focused to a greater extent on supporting them with dealing with different challenges such as engaging hard-to

reach learners. In addition, novice teachers in the intervention group felt that the fit between the frequency with which their mentor had used certain mentoring practices was good, and for most education systems better, compared to the control group. Furthermore, novice teachers in the intervention group found that their mentors were very competent. Again, for most education systems, intervention group novice teachers rated their mentors' competences higher than the control group. We could thus compare mentors' self-perceptions to novice teachers' perceptions of their mentors' competences in the same education systems and found that both of these perspectives indicated an improvement both in mentoring competences and mentoring practices (Figure 140). These seem ideal conditions for an effective learning environment in which novice teachers' competences should increase and their teacher needs should decrease over time.

However, overall, we did not find evidence in support of our expected results in our novice teacher data. With regard to competences, intervention group novice teachers in Catalonia and Madrid assessed only their general teaching competences higher on average at the end of the school year than novice teachers in the control group with or without mentors. In terms of their competence development over time, only intervention group novice teachers in Madrid assessed their competences higher overall at the end of the school year compared to their competences before the NEST mentoring started. Concerning teacher needs, novice teachers in the intervention group did not feel distinct differences at the end of the school year compared to their needs before the NEST mentoring started. In fact, for some teacher needs, such as the need to observe others while teaching, need levels increased. Overall, we saw effects of the NEST mentoring in terms of increased teacher competences in Catalonia, Madrid, Romania, and Bulgaria. This development was especially pronounced for the competences regarding parent support. Regarding teacher needs of the intervention group, at the end of the school year they were either similarly high or higher than those of novice teachers in the control group. While intervention group novice teachers in Madrid perceived lower teacher needs regarding inclusion than the control groups with and without mentors, they did not change over time. Only in Bulgaria and Romania did novice teachers in the intervention group perceive lower needs at the end of the school year than at the first measurement point. Interestingly enough, we found evidence in support of our expected results in some education systems but not others. This raises the question whether there are different prerequisites in the education systems which lead to different outcomes. In Madrid and Catalonia, where the NEST mentor training was developed, we saw more evidence that the mentoring supported the professional development of intervention group novice teachers. In Romania, where the mentor training programme was implemented with the least number of adaptations, we also found repeated evidence of novice teacher development. It is possible that the effect of NEST mentoring varies in line with the extent of changes within the programme. However, the question arises whether this is really due to the changes in each education system or whether the reason for less effective mentoring outcomes is grounded in structural differences between the education systems: how their existing mentoring is organised, how well mentoring is already established, how many other alternative offers to mentoring are present in an education system.

In general, it becomes harder to find evidence of the effects of an intervention the farther one moves along in the chain of causation or chain of effects. This is also true for the effects of the NEST mentor training programme. We found that the further we moved away from the

locus of intervention, i.e. the NEST mentor training programme, the less substantial our results became. While we saw relatively clear effects of the mentor training on mentors' competences—both from the mentors' own perspectives as well as from their mentees' perspectives—our results on novice teachers' teaching competences and needs were considerably more mixed. Figure 141 sets out a condensed version of our assumed causal chain leading from the NEST mentor training to outcome variables such as novice teachers' job satisfaction and intention to quit. We expect results to gain in clarity when we are able to include additional data from the second cohort of novice teachers.

NEST Training Effects Lessen the Further We Move Away From the Locus of Intervention
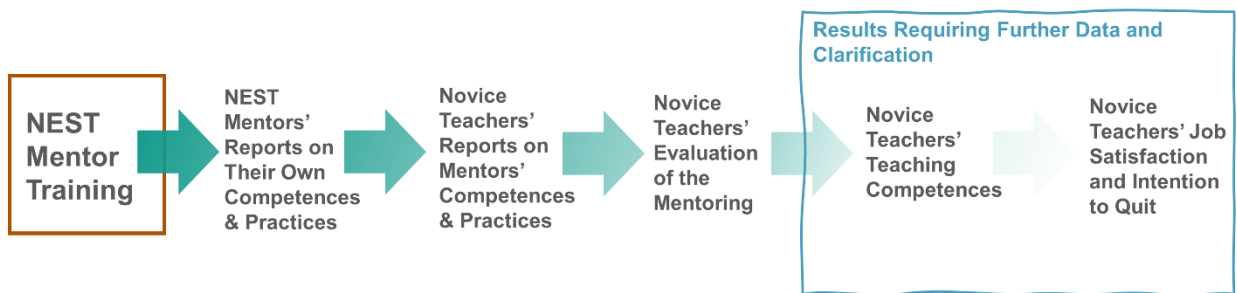
Figure 141: NEST Training Effects

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Appendix

Note: In the tables which contain information on single items, we only reported the data for the answer categories that participants used regarding the respective item. Most items had to be answered on a 4-point scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). However, if for a single item none of the participants in the respective country used the answer "strongly disagree", we did not include blank rows in the table, we simple omitted the row altogether. This approach was chosen to keep the tables and the appendix as a whole as short as possible.

Table 7: Mentors' Age in Years by Education System and Group

Variable	Education System	N	M	SD	Mdn	Range
Age in Years	Austria	18	32.83	4.33	32.5	27–43
	Belgium (Flanders)	11	45.91	11.41	47	26–60
	Belgium (Wallonia)	27	48	9.93	49	29–63
	Bulgaria	58	50.16	7.88	52	32–64
	Romania	40	45.43	5.62	45.5	32–56
	Spain (Catalonia)	36	46.11	8.01	46	31–61
	Spain (Madrid)	38	46.71	5.76	47	33–55

Table 8: Mentors' Monthly Time Investment in the NEST Project in Hours per Month—Austria

Monthly Time Investment in Hours per Month	N	M	SD
Attending training sessions with the NEST tutor.	17	2.76	3.25
Mentoring conversations (without a classroom observation) with my mentees.	18	1.29	0.79
Self-study of the materials provided by the NEST project (include time spent on the online platform here).	18	5.29	4.06
Preparing for and carrying out the observation and feedback cycles.	18	3.44	0.57

Table 9: Mentors' Monthly Time Investment in the NEST Project in Hours per Month—Belgium (Flanders)

Monthly Time Investment in Hours per Month	N	M	SD
Attending training sessions with the NEST tutor.	10	2.2	1.32
Mentoring conversations (without a classroom observation) with my mentees.	11	6.18	5.27
Self-study of the materials provided by the NEST project (include time spent on the online platform here).	11	4.64	3.8
Preparing for and carrying out the observation and feedback cycles.	11	5.55	6.3

Table 10: Mentors' Monthly Time Investment in the NEST Project in Hours per Month—Belgium (Wallonia)

Monthly Time Investment in Hours per Month	N	M	SD
Attending training sessions with the NEST tutor.	21	5	4.74
Mentoring conversations (without a classroom observation) with my mentees.	22	5	5.71
Self-study of the materials provided by the NEST project (include time spent on the online platform here).	22	2.55	2.58
Preparing for and carrying out the observation and feedback cycles.	20	2.03	4.38

Table 11: Mentors' Monthly Time Investment in the NEST Project in Hours per Month—Bulgaria

Monthly Time Investment in Hours per Month	N	M	SD
Attending training sessions with the NEST tutor.	54	6.58	4.45
Mentoring conversations (without a classroom observation) with my mentees.	54	5.76	5.86
Self-study of the materials provided by the NEST project (include time spent on the online platform here).	54	6.7	5.14
Preparing for and carrying out the observation and feedback cycles.	54	5.32	4.21

Table 12: Mentors' Monthly Time Investment in the NEST Project in Hours per Month—Romania

Monthly Time Investment in Hours per Month	N	M	SD
Attending training sessions with the NEST tutor.	40	4.5	2.84
Mentoring conversations (without a classroom observation) with my mentees.	40	5.28	3.1
Self-study of the materials provided by the NEST project (include time spent on the online platform here).	40	7.93	6.24
Preparing for and carrying out the observation and feedback cycles.	40	6.4	4.25

Table 13: Mentors' Monthly Time Investment in the NEST Project in Hours per Month—Spain (Catalonia)

Monthly Time Investment in Hours per Month	N	M	SD
Attending training sessions with the NEST tutor.	36	3.49	3.31
Mentoring conversations (without a classroom observation) with my mentees.	36	3.28	2.77
Self-study of the materials provided by the NEST project (include time spent on the online platform here).	36	5	7.68
Preparing for and carrying out the observation and feedback cycles.	36	3.69	3.02

Table 14: Mentors' Monthly Time Investment in the NEST Project in Hours per Month—Spain (Madrid)

Monthly Time Investment in Hours per Month	N	M	SD
Attending training sessions with the NEST tutor.	38	2.55	3.12
Mentoring conversations (without a classroom observation) with my mentees.	39	2.85	1.96
Self-study of the materials provided by the NEST project (include time spent on the online platform here).	39	3.69	2.98
Preparing for and carrying out the observation and feedback cycles.	39	2.55	1.55

Table 15: Number of Mentees per NEST Mentor

Education System	N	M	SD
Austria	17	2	0
Belgium (Flanders)	11	4.45	2.02
Belgium (Wallonia)	25	4.36	1.47
Bulgaria	54	3.93	0.54
Spain (Catalonia)	33	3.45	0.56
Spain (Madrid)	39	3.44	0.55
Romania	40	3.45	0.64

Table 16: Mentors' Weekly Total Time Investment in the NEST Project in Hours

Education System	N	M	SD
Austria	18	1.29	0.62
Belgium (Flanders)	11	2.77	4.49
Belgium (Wallonia)	22	2.32	1.25
Bulgaria	54	5.34	4.73
Spain (Catalonia)	36	2.33	1.58
Spain (Madrid)	39	2.05	1.16
Romania	40	7.7	7.6

Table 17: Mentors' Evaluation of the NEST Online Platform—Austria

To what extent do you agree or disagree with the following statements about the online platform?		Absolute Frequency	Relative Frequency
The navigation on the online learning platform works well.	Agree	13	72.22%
	Strongly agree	5	27.78%
	Total	*18*	*100%*
It is complicated to download the necessary materials from the learning platform.	Strongly disagree	6	33.33%
	Disagree	9	50%
	Agree	3	16.67%
	Total	*18*	*100%*
The file structure on the learning platform is organised in a clear way.	Disagree	2	11.11%
	Agree	11	61.11%
	Strongly agree	5	27.78%
	Total	*18*	*100%*
The platform is easy to use (simple/intuitive).	Disagree	1	5.88%
	Agree	12	70.59%
	Strongly agree	4	23.53%
	Total	*17*	*100%*
It is difficult to upload a document to the learning platform.	Strongly disagree	5	27.78%
	Disagree	10	55.56%
	Agree	3	16.67%
	Total	*18*	*100%*

Table 18: Mentors' Evaluation of the NEST Online Platform—Belgium (Flanders)

To what extent do you agree or disagree with the following statements about the online platform?		Absolute Frequency	Relative Frequency
The navigation on the online learning platform works well.	Disagree	4	36.36%
	Agree	5	45.45%
	Strongly agree	2	18.18%
	Total	*11*	*100%*
It is complicated to download the necessary materials from the learning platform.	Strongly disagree	1	9.09%
	Disagree	8	72.73%
	Agree	1	9.09%
	Strongly agree	1	9.09%
	Total	*11*	*100%*
The file structure on the learning platform is organised in a clear way.	Disagree	2	20%
	Agree	7	70%
	Strongly agree	1	10%
	Total	*10*	*10%*
It is technically challenging to contact my tutor/trainer through the platform.	Strongly disagree	1	14.29%
	Disagree	3	42.86%
	Agree	2	28.57%
	Strongly agree	1	14.29%
	Total	*7*	*100%*
It is difficult to upload a document to the learning platform.	Strongly disagree	3	30%
	Disagree	5	50%
	Agree	2	20%
	Total	*10*	*100%*

Table 19: Mentors' Evaluation of the NEST Online Platform—Belgium (Wallonia)

To what extent do you agree or disagree with the following statements about the online platform?		Absolute Frequency	Relative Frequency
The navigation on the online learning platform works well.	Strongly disagree	1	3.7%
	Disagree	2	7.41%
	Agree	21	77.78%
	Strongly agree	3	11.11%
	Total	*27*	*100%*
It is complicated to download the necessary materials from the learning platform.	Strongly disagree	4	3.7%
	Disagree	12	7.41%
	Agree	8	77.78%
	Strongly agree	3	11.11%
	Total	*27*	*100%*
The file structure on the learning platform is organised in a clear way.	Disagree	2	7.41%
	Agree	19	70.37%
	Strongly agree	6	22.22%
	Total	*27*	*100%*
It is technically challenging to contact my tutor/trainer through the platform	Strongly disagree	10	40%
	Disagree	11	44%
	Agree	2	8%
	Strongly agree	2	8%
	Total	*25*	*100%*
It is difficult to upload a document to the learning platform.	Strongly disagree	4	16%
	Disagree	14	56%
	Agree	2	8%
	Strongly agree	5	20%
	Total	*25*	*100%*

Table 20: Mentors' Evaluation of the NEST Online Platform—Romania

To what extent do you agree or disagree with the following statements about the online platform?		Absolute Frequency	Relative Frequency
The navigation on the online learning platform works well.	Disagree	4	10%
	Agree	22	55%
	Strongly agree	14	35%
	Total	*40*	*100%*
It is complicated to download the necessary materials from the online drive.	Strongly disagree	17	42.5%
	Disagree	18	45%
	Agree	3	7.5%
	Strongly agree	2	5%
	Total	*40*	*100%*
The file structure on the learning platform is organised in a clear way.	Disagree	1	2.5%
	Agree	21	52.5%
	Strongly agree	18	45%
	Total	*40*	*100%*
The platform is easy to use (simple/intuitive).	Disagree	2	5%
	Agree	24	60%
	Strongly agree	14	35%
	Total	*40*	*100%*
It is difficult to upload a document to the online drive.	Strongly disagree	16	40%
	Disagree	19	47.5%
	Agree	3	7.5%
	Strongly agree	2	5%
	Total	*40*	*100%*

Table 21: Mentors' Evaluation of the NEST Online Platform—Spain (Catalonia)

To what extent do you agree or disagree with the following statements about the online platform?		Absolute Frequency	Relative Frequency
The navigation on the online learning platform works well.	Disagree	5	13.89%
	Agree	24	66.67%
	Strongly agree	7	19.44%
	Total	*36*	*100%*
It is complicated to download the necessary materials from the learning platform.	Strongly disagree	12	33.33%
	Disagree	17	47.22%
	Agree	7	19.44%
	Total	*36*	*100%*
The file structure on the learning platform is organised in a clear way.	Disagree	2	5.56%
	Agree	26	72.22%
	Strongly agree	8	22.22%
	Total	*36*	*100%*
The platform is easy to use (simple/intuitive).	Disagree	6	16.67%
	Agree	22	61.11%
	Strongly agree	8	22.22%
	Total	*36*	*100%*
It is difficult to upload a document to the learning platform.	Strongly disagree	5	14.29%
	Disagree	25	71.43%
	Agree	4	11.43%
	Strongly agree	1	2.86%
	Total	*35*	*100%*

Table 22: Mentors' Evaluation of the NEST Online Platform—Spain (Madrid)

To what extent do you agree or disagree with the following statements about the online platform?		Absolute Frequency	Relative Frequency
The navigation on the online learning platform works well.	Disagree	6	15.38%
	Agree	20	51.28%
	Strongly agree	13	33.33%
	Total	39	100%
It is complicated to download the necessary materials from the learning platform.	Strongly disagree	17	43.59%
	Disagree	19	48.72%
	Agree	3	7.69%
	Total	39	100%
The file structure on the learning platform is organised in a clear way.	Disagree	3	7.69%
	Agree	21	53.85%
	Strongly agree	15	38.46%
	Total	39	100%
The platform is easy to use (simple/intuitive).	Disagree	9	23.08%
	Agree	14	35.9%
	Strongly agree	16	41.03%
	Total	39	100%
It is difficult to upload a document to the learning platform.	Strongly disagree	15	40.54%
	Disagree	16	43.24%
	Agree	6	16.22%
	Total	37	100%

Table 23: Mentors' Evaluation of the Organisation of the NEST Mentor Training Programme—Austria

To what extent do you agree or disagree with the following statements about the training?		Absolute Frequency	Relative Frequency
The NEST mentor training is well organised.	Agree	6	33.33%
	Strongly agree	12	66.67%
	Total	*18*	*100%*
There is a logical order to how the different parts of the NEST mentor training build on each other.	Agree	8	44.44%
	Strongly agree	10	55.56%
	Total	*18*	*100%*
The observation and feedback cycles are well organised.	Agree	9	50%
	Strongly agree	9	50%
	Total	*18*	*100%*
The different modules of the mentor training have clear learning objectives.	Disagree	1	5.56%
	Agree	9	50%
	Strongly agree	8	44.44%
	Total	*18*	*100%*

Table 24: Mentors' Evaluation of the Organisation of the NEST Mentor Training Programme—Belgium (Flanders)

To what extent do you agree or disagree with the following statements about the training?		Absolute Frequency	Relative Frequency
The NEST mentor training is well organised.	Agree	7	63.64%
	Strongly agree	4	36.36%
	Total	*11*	*100%*
There is a logical order to how the different parts of the NEST mentor training build on each other.	Agree	6	54.55%
	Strongly agree	5	45.45%
	Total	*11*	*100%*
The observation and feedback cycles are well organised.	Agree	10	90.91%
	Strongly agree	1	9.09%
	Total	*11*	*100%*
The different modules of the mentor training have clear learning objectives.	Agree	6	54.55%
	Strongly agree	5	45.45%
	Total	*11*	*100%*

Table 25: Mentors' Evaluation of the Organisation of the NEST Mentor Training Programme—Belgium (Wallonia)

To what extent do you agree or disagree with the following statements about the training?		Absolute Frequency	Relative Frequency
The NEST mentor training is well organised.	Agree	11	40.74%
	Strongly agree	16	59.26%
	Total	*27*	*100%*
There is a logical order to how the different parts of the NEST mentor training build on each other.	Agree	10	38.46%
	Strongly agree	16	61.54%
	Total	*26*	*100%*
The observation and feedback cycles are well organised.	Disagree	3	12%
	Agree	12	48%
	Strongly agree	10	40%
	Total	*25*	*100%*
The different modules of the mentor training have clear learning objectives.	Strongly disagree	1	3.7%
	Disagree	1	3.7%
	Agree	15	55.56%
	Strongly agree	10	37.04%
	Total	*27*	*100%*

Table 26: Mentors' Evaluation of the Organisation of the NEST Mentor Training Programme—Bulgaria

To what extent do you agree or disagree with the following statements about the training?		Absolute Frequency	Relative Frequency
The NEST mentor training is well organised.	Agree	33	57.89%
	Strongly agree	24	42.11%
	Total	*57*	*100%*
There is a logical order to how the different parts of the NEST mentor training build on each other.	Disagree	2	3.52%
	Agree	32	56.14%
	Strongly agree	23	40.35%
	Total	*57*	*100%*
The observation and feedback cycles are well organised.	Agree	41	70.69%
	Strongly agree	17	29.31%
	Total	*58*	*100%*
The different modules of the mentor training have clear learning objectives.	Disagree	1	1.75%
	Agree	29	50.88%
	Strongly agree	27	47.37%
	Total	*57*	*100%*

Table 27: Mentors' Evaluation of the Organisation of the NEST Mentor Training Programme—Romania

To what extent do you agree or disagree with the following statements about the training?		Absolute Frequency	Relative Frequency
The NEST mentor training is well organised.	Agree	20	50%
	Strongly agree	20	50%
	Total	*40*	*100%*
There is a logical order to how the different parts of the NEST mentor training build on each other.	Agree	18	46.15%
	Strongly agree	21	53.85%
	Total	39	100%
The observation and feedback cycles are well organised.	Agree	18	46.15%
	Strongly agree	21	53.85%
	Total	*39*	*100%*
The different modules of the mentor training have clear learning objectives.	Agree	16	41.03%
	Strongly agree	23	58.97%
	Total	*39*	*100%*

Table 28: Mentors' Evaluation of the Organisation of the NEST Mentor Training Programme—Spain (Catalonia)

To what extent do you agree or disagree with the following statements about the training?		Absolute Frequency	Relative Frequency
The NEST mentor training is well organised.	Agree	12	33.33%
	Strongly agree	24	66.67%
	Total	*36*	*100%*
There is a logical order to how the different parts of the NEST mentor training build on each other.	Agree	15	41.67%
	Strongly agree	21	58.33%
	Total	*36*	*100%*
The observation and feedback cycles are well organised.	Agree	14	38.89%
	Strongly agree	22	61.11%
	Total	*36*	*100%*
The different modules of the mentor training have clear learning objectives.	Disagree	1	2.78%
	Agree	19	52.78%
	Strongly agree	16	44.44%
	Total	*36*	*100%*

Table 29: Mentors' Evaluation of the Organisation of the NEST Mentor Training Programme—Spain (Madrid)

To what extent do you agree or disagree with the following statements about the training?		Absolute Frequency	Relative Frequency
The NEST mentor training is well organised.	Disagree	2	5.13%
	Agree	12	30.77%
	Strongly agree	25	64.1%
	Total	*39*	*100%*
There is a logical order to how the different parts of the NEST mentor training build on each other.	Disagree	4	10.26%
	Agree	15	38.46%
	Strongly agree	20	51.28%
	Total	*39*	*100%*
The observation and feedback cycles are well organised.	Disagree	2	5.13%
	Agree	14	35.9%
	Strongly agree	23	58.97%
	Total	*39*	*100%*
The different modules of the mentor training have clear learning objectives.	Disagree	2	5.13%
	Agree	20	51.28%
	Strongly agree	17	43.59%
	Total	*39*	*100%*

Table 30: Mentors' Evaluation of the NEST Toolbox—Austria

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
In general, the NEST toolbox was useful because I could pick and choose the tools that I found helpful.	Agree	8	44.44%
	Strongly agree	10	55.56%
	Total	*18*	*100%*
In general, the tools in the NEST toolbox helped me to apply the theories learned during the training in my mentoring practice.	Agree	11	61.11%
	Strongly agree	7	38.98%
	Total	*18*	*100%*
In general, I felt overwhelmed by the number of tools in the NEST toolbox.	Strongly disagree	4	23.53%
	Disagree	8	47.06%
	Agree	4	23.53%
	Strongly agree	1	5.88%
	Total	*17*	*100%*
The tools for the observation and feedback cycles were helpful for preparing these cycles.	Disagree	2	11.11%
	Agree	10	55.56%
	Strongly agree	6	33.33%
	Total	*18*	*100%*
The templates for the observation and feedback cycles were difficult to use in practice.	Strongly disagree	4	22.22%
	Disagree	11	61.11%
	Agree	3	16.67%
	Total	*18*	*100%*
The tools for the observation and feedback cycles increased my confidence during these cycles.	Disagree	2	11.11%
	Agree	16	88.89%
	Total	*18*	*100%*
The coaching tools were helpful for preparing mentoring conversations.	Agree	11	61.11%
	Strongly agree	7	38.98%
	Total	*18*	*100%*
The coaching tools helped me to apply the different coaching principles in my mentoring practice.	Disagree	1	5.56%
	Agree	10	55.56%
	Strongly agree	7	38.98%
	Total	*18*	*100%*

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
The coaching tools increased my confidence during mentoring conversations.	Disagree	1	5.56%
	Agree	14	77.78%
	Strongly agree	3	16.67%
	Total	*18*	*100%*
The reflection guide on the challenges faced by schools in vulnerable contexts helped me to analyse the specific teaching challenges of my mentees.	Strongly disagree	1	5.56%
	Disagree	4	22.22%
	Agree	12	66.67%
	Strongly agree	1	5.56%
	Total	*18*	*100%*
The guide to designing a short-term vision helped me to support my mentees with creating a short-term vision for their students.	Strongly disagree	1	5.56%
	Disagree	9	50%
	Agree	5	27.78%
	Strongly agree	3	16.67%
	Total	*18*	*100%*
The less structured activities for mentors and mentees were a useful tool for diversifying my mentoring.	Disagree	3	17.65%
	Agree	14	82.35%
	Total	*17*	*100%*
The teaching techniques for effective learning helped me to fine-tune my mentoring to the learning needs of the mentee.	Disagree	2	11.76%
	Agree	11	64.71%
	Strongly agree	4	23.53%
	Total	*17*	*100%*

Table 31: Mentors' Evaluation of the NEST Toolbox—Belgium (Flanders)

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
In general, the NEST toolbox was useful because I could pick and choose the tools that I found helpful.	Agree	8	72.73%
	Strongly agree	3	27.27%
	Total	*11*	*100%*
In general, the tools in the NEST toolbox helped me to apply the theories learned during the training in my mentoring practice.	Agree	8	72.73%
	Strongly agree	3	27.27%
	Total	*11*	*100%*
In general, I felt overwhelmed by the number of tools in the NEST toolbox.	Strongly disagree	2	18.18%
	Disagree	6	54.55%
	Agree	2	18.18%
	Strongly agree	1	9.09%
	Total	*11*	*100%*
The tools for the observation and feedback cycles were helpful for preparing these cycles.	Agree	9	81.82%
	Strongly agree	2	18.18%
	Total	*11*	*100%*
The templates for the observation and feedback cycles were difficult to use in practice.	Disagree	9	81.82%
	Agree	2	18.18%
	Total	*11*	*100%*
The tools for the observation and feedback cycles increased my confidence during these cycles.	Disagree	1	9.09%
	Agree	8	72.73%
	Strongly agree	2	18.18%
	Total	*11*	*100%*
The coaching tools were helpful for preparing mentoring conversations.	Agree	7	63.64%
	Strongly agree	4	36.36%
	Total	*11*	*100%*
The coaching tools helped me to apply the different coaching principles in my mentoring practice.	Agree	8	72.73%
	Strongly agree	3	27.27%
	Total	*11*	*100%*

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
The coaching tools increased my confidence during mentoring conversations.	Disagree	1	10%
	Agree	8	80%
	Strongly agree	1	10%
	Total	*10*	*100%*
The reflection guide on the challenges faced by schools in vulnerable contexts helped me to analyse the specific teaching challenges of my mentees.	Disagree	1	9.09%
	Agree	10	90.91%
	Total	*11*	*100%*
The guide to designing a short-term vision helped me to support my mentees with creating a short-term vision for their students.	Disagree	2	11.11%
	Agree	6	77.78%
	Strongly agree	1	11.11%
	Total	*9*	*100%*
The less structured activities for mentors and mentees were a useful tool for diversifying my mentoring.	Disagree	2	22.22%
	Agree	6	66.67%
	Strongly agree	1	11.11%
	Total	*9*	*100%*
The teaching techniques for effective learning helped me to fine-tune my mentoring to the learning needs of the mentee.	Agree	9	81.82%
	Strongly agree	2	18.18%
	Total	*11*	*100%*

Table 32: Mentors' Evaluation of the NEST Toolbox—Belgium (Wallonia)

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
In general, the NEST toolbox was useful because I could pick and choose the tools that I found helpful.	Agree	16	59.26%
	Strongly agree	11	40.74%
	Total	27	100%
In general, the tools in the NEST toolbox helped me to apply the theories learned during the training in my mentoring practice.	Disagree	3	11.54%
	Agree	14	53.85%
	Strongly agree	9	34.62%
	Total	26	100%
In general, I felt overwhelmed by the number of tools in the NEST toolbox.	Strongly disagree	9	33.33%
	Disagree	12	44.44%
	Agree	16	22.22%
	Total	27	100%
The tools for the observation and feedback cycles were helpful for preparing these cycles.	Disagree	1	3.85%
	Agree	21	80.77%
	Strongly agree	4	15.38%
	Total	26	100%
The templates for the observation and feedback cycles were difficult to use in practice.	Strongly disagree	6	23.08%
	Disagree	12	46.15%
	Agree	8	30.77%
	Total	26	100%
The tools for the observation and feedback cycles increased my confidence during these cycles.	Strongly disagree	1	3.85%
	Disagree	1	3.85%
	Agree	18	69.23%
	Strongly agree	6	23.08%
	Total	26	100%
The coaching tools were helpful for preparing mentoring conversations.	Agree	14	51.85%
	Strongly agree	13	48.15%
	Total	27	100%
The coaching tools helped me to apply the different coaching principles in my mentoring practice.	Agree	19	70.37%
	Strongly agree	8	29.63%
	Total	27	100%

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
The coaching tools increased my confidence during mentoring conversations.	Disagree	2	7.69%
	Agree	16	61.54%
	Strongly agree	8	30.77%
	Total	*26*	*100%*
The reflection guide on the challenges faced by schools in vulnerable contexts helped me to analyse the specific teaching challenges of my mentees.	Strongly disagree	3	13.04%
	Disagree	7	30.43%
	Agree	10	43.48%
	Strongly agree	3	13.04%
	Total	*23*	*100%*
The guide to designing a short-term vision helped me to support my mentees with creating a short-term vision for their students.	Strongly disagree	3	14.29%
	Disagree	5	23.81%
	Agree	11	52.38%
	Strongly agree	2	9.52%
	Total	*21*	*100%*
The less structured activities for mentors and mentees were a useful tool for diversifying my mentoring.	Strongly disagree	1	4.35%
	Disagree	4	17.39%
	Agree	16	69.57%
	Strongly agree	2	8.7%
	Total	*23*	*100%*
The teaching techniques for effective learning helped me to fine-tune my mentoring to the learning needs of the mentee.	Strongly disagree	1	4.35%
	Disagree	7	30.43%
	Agree	10	43.48%
	Strongly agree	5	21.74%
	Total	*23*	*100%*

Table 33: Mentors' Evaluation of the NEST Toolbox—Bulgaria

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
In general, the NEST toolbox was useful because I could pick and choose the tools that I found helpful.	Disagree	1	1.72%
	Agree	38	65.52%
	Strongly agree	19	32.76%
	Total	*58*	*100%*
In general, the tools in the NEST toolbox helped me to apply the theories learned during the training in my mentoring practice.	Disagree	1	1.75%
	Agree	43	75.44%
	Strongly agree	13	22.81%
	Total	*57*	*100%*
In general, I felt overwhelmed by the number of tools in the NEST toolbox.	Strongly disagree	10	17.54%
	Disagree	40	70.18%
	Agree	7	12.28%
	Total	*57*	*100%*
The tools for the observation and feedback cycles were helpful for preparing these cycles.	Disagree	1	1.79%
	Agree	42	75%
	Strongly agree	13	23.21%
	Total	*56*	*100%*
The templates for the observation and feedback cycles were difficult to use in practice.	Strongly disagree	6	10.53%
	Disagree	39	68.42%
	Agree	8	14.04%
	Strongly agree	4	7.02%
	Total	*57*	*100%*
The tools for the observation and feedback cycles increased my confidence during these cycles.	Disagree	4	7.02%
	Agree	35	61.4%
	Strongly agree	18	31.58%
	Total	*57*	*100%*
The coaching tools were helpful for preparing mentoring conversations.	Disagree	4	7.14%
	Agree	37	66.07%
	Strongly agree	15	26.79%
	Total	*56*	*100%*

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
The coaching tools helped me to apply the different coaching principles in my mentoring practice.	Disagree	2	3.51%
	Agree	30	52.63%
	Strongly agree	25	43.86%
	Total	*57*	*100%*
The coaching tools increased my confidence during mentoring conversations.	Strongly disagree	1	1.79%
	Disagree	4	7.14%
	Agree	37	66.07%
	Strongly agree	14	25%
	Total	*56*	*100%*
The reflection guide on the challenges faced by schools in vulnerable contexts helped me to analyse the specific teaching challenges of my mentees.	Strongly disagree	1	1.57%
	Disagree	1	1.75%
	Agree	39	68.42%
	Strongly agree	16	28.07%
	Total	*57*	*100%*
The guide to designing a short-term vision helped me to support my mentees with creating a short-term vision for their students.	Disagree	3	5.26%
	Agree	44	77.19%
	Strongly agree	10	17.54%
	Total	*57*	*100%*

Table 34: Mentors' Evaluation of the NEST Toolbox—Romania

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
In general, the NEST toolbox was useful because I could pick and choose the tools that I found helpful.	Agree	20	50%
	Strongly agree	20	50%
	Total	*40*	*100%*
In general, the tools in the NEST toolbox helped me to apply the theories learned during the training in my mentoring practice.	Disagree	1	2.56%
	Agree	20	51.28%
	Strongly agree	18	46.15%
	Total	*39*	*100%*
In general, I felt overwhelmed by the number of tools in the NEST toolbox.	Strongly disagree	8	20.51%
	Disagree	24	61.54%
	Agree	5	12.82%
	Strongly agree	2	5.13%
	Total	*39*	*100%*
The tools for the observation and feedback cycles were helpful for preparing these cycles.	Strongly disagree	1	2.63%
	Disagree	2	5.26%
	Agree	24	63.16%
	Strongly agree	11	28.95%
	Total	*38*	*100%*
The templates for the observation and feedback cycles were difficult to use in practice.	Strongly disagree	12	30.77%
	Disagree	19	48.72%
	Agree	6	15.38%
	Strongly agree	2	5.13%
	Total	*39*	*100%*
The tools for the observation and feedback cycles increased my confidence during these cycles.	Disagree	4	10.53%
	Agree	19	50%
	Strongly agree	15	39.47%
	Total	*38*	*100%*
The coaching tools were helpful for preparing mentoring conversations.	Agree	22	55%
	Strongly agree	18	45%
	Total	*40*	*100%*

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
The coaching tools helped me to apply the different coaching principles in my mentoring practice.	Disagree	23	57.5%
	Strongly agree	17	42.5%
	Total	40	100%
The coaching tools increased my confidence during mentoring conversations.	Disagree	3	7.5%
	Agree	20	50%
	Strongly agree	17	42.5 %
	Total	40	100%
The reflection guide on the challenges faced by schools in vulnerable contexts helped me to analyse the specific teaching challenges of my mentees.	Disagree	1	2.5%
	Agree	24	60%
	Strongly agree	15	37.5%
	Total	40	100%
The guide to designing a short-term vision helped me to support my mentees with creating a short-term vision for their students.	Disagree	1	2.5%
	Agree	26	65%
	Strongly agree	13	32.5%
	Total	40	100%
The less structured activities for mentors and mentees were a useful tool for diversifying my mentoring.	Disagree	3	7.5%
	Agree	25	62.5%
	Strongly agree	12	30%
	Total	40	100%
The teaching techniques for effective learning helped me to fine-tune my mentoring to the learning needs of the mentee.	Disagree	1	2.5%
	Agree	27	67.5%
	Strongly agree	12	30%
	Total	40	100%

Table 35: Mentors' Evaluation of the NEST Toolbox—Spain (Catalonia)

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
In general, the NEST toolbox was useful because I could pick and choose the tools that I found helpful.	Disagree	1	2.78%
	Agree	20	55.56%
	Strongly agree	15	41.67%
	Total	*36*	*100%*
In general, the tools in the NEST toolbox helped me to apply the theories learned during the training in my mentoring practice.	Strongly disagree	1	2.78%
	Disagree	2	5.56%
	Agree	23	63.89%
	Strongly agree	10	27.78%
	Total	*36*	*100%*
In general, I felt overwhelmed by the number of tools in the NEST toolbox.	Strongly disagree	2	5.56%
	Disagree	24	66.67%
	Agree	9	25%
	Strongly agree	1	2.78%
	Total	*36*	*100%*
The tools for the observation and feedback cycles were helpful for preparing these cycles.	Disagree	2	5.56%
	Agree	23	63.89%
	Strongly agree	11	63.89%
	Total	*36*	*100%*
The templates for the observation and feedback cycles were difficult to use in practice.	Strongly disagree	3	8.33%
	Disagree	24	66.67%
	Agree	7	19.44%
	Strongly agree	2	5.56%
	Total	*36*	*100%*
The tools for the observation and feedback cycles increased my confidence during these cycles.	Disagree	3	8.33%
	Agree	20	55.56%
	Strongly agree	13	36.11%
	Total	*36*	*100%*

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
The coaching tools were helpful for preparing mentoring conversations.	Disagree	1	2.78%
	Agree	17	47.22%
	Strongly agree	18	50%
	Total	*36*	*100%*
The coaching tools helped me to apply the different coaching principles in my mentoring practice.	Disagree	1	2.78%
	Agree	21	58.33%
	Strongly agree	14	38.89%
	Total	*36*	*100%*
The coaching tools increased my confidence during mentoring conversations.	Disagree	1	2.78%
	Agree	21	58.33%
	Strongly agree	14	38.89%
	Total	*36*	*100%*
The reflection guide on the challenges faced by schools in vulnerable contexts helped me to analyse the specific teaching challenges of my mentees.	Disagree	3	8.33%
	Agree	28	77.78%
	Strongly agree	5	13.89%
	Total	*36*	*100%*
The guide to designing a short-term vision helped me to support my mentees with creating a short-term vision for their students.	Strongly disagree	1	2.78%
	Agree	21	58.33%
	Strongly agree	14	38.89%
	Total	*36*	*100%*
The less structured activities for mentors and mentees were a useful tool for diversifying my mentoring.	Strongly disagree	1	2.78%
	Disagree	6	16.67%
	Agree	26	72.22%
	Strongly agree	3	8.33%
	Total	*36*	*100%*
The teaching techniques for effective learning helped me to fine-tune my mentoring to the learning needs of the mentee.	Strongly disagree	1	2.78%
	Disagree	1	2.78%
	Agree	27	75%
	Strongly agree	7	19.44%
	Total	*36*	*100%*

Table 36: Mentors' Evaluation of the NEST Toolbox—Spain (Madrid)

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
In general, the NEST toolbox was useful because I could pick and choose the tools that I found helpful.	Disagree	1	2.56%
	Strongly disagree	5	12.82%
	Agree	20	51.28%
	Strongly agree	13	33.33%
	Total	*39*	*100%*
In general, the tools in the NEST toolbox helped me to apply the theories learned during the training in my mentoring practice.	Strongly disagree	1	2.56%
	Disagree	4	10.26%
	Agree	23	58.97%
	Strongly agree	11	28.21%
	Total	*39*	*100%*
In general, I felt overwhelmed by the number of tools in the NEST toolbox.	Strongly disagree	10	25.64%
	Disagree	15	38.46%
	Agree	11	28.21%
	Strongly agree	3	7.69%
	Total	*39*	*100%*
The tools for the observation and feedback cycles were helpful for preparing these cycles.	Strongly disagree	1	2.56%
	Disagree	3	7.69%
	Agree	21	53.85%
	Strongly agree	14	35.9%
	Total	*39*	*100%*
The templates for the observation and feedback cycles were difficult to use in practice.	Strongly disagree	10	25.64%
	Disagree	21	53.85%
	Agree	4	10.26%
	Strongly agree	4	10.26%
	Total	*39*	*100%*

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
The tools for the observation and feedback cycles increased my confidence during these cycles.	Disagree	7	17.95%
	Agree	20	51.28%
	Strongly agree	12	30.77%
	Total	*39*	*100%*
The coaching tools were helpful for preparing mentoring conversations.	Disagree	2	2.78%
	Agree	23	47.22%
	Strongly agree	14	50%
	Total	*39*	*100%*
The coaching tools helped me to apply the different coaching principles in my mentoring practice.	Disagree	2	5.13%
	Agree	23	58.97%
	Strongly agree	14	35.9%
	Total	*39*	*100%*
The coaching tools increased my confidence during mentoring conversations.	Disagree	5	12.82%
	Agree	22	56.41%
	Strongly agree	12	30.77%
	Total	*39*	*100%*
The reflection guide on the challenges faced by schools in vulnerable contexts helped me to analyse the specific teaching challenges of my mentees.	Strongly disagree	1	2.63%
	Disagree	7	18.42%
	Agree	23	60.53%
	Strongly agree	7	18.42%
	Total	*38*	*100%*
The guide to designing a short-term vision helped me to support my mentees with creating a short-term vision for their students.	Disagree	8	20.51%
	Agree	17	43.59%
	Strongly agree	14	35.9%
	Total	*39*	*100%*
The less structured activities for mentors and mentees were a useful tool for diversifying my mentoring.	Disagree	8	21.05%
	Agree	25	65.79%
	Strongly agree	5	13.16%
	Total	*38*	*100%*

To what extent do you agree or disagree with the following statements about the tools provided within the NEST toolbox?		Absolute Frequency	Relative Frequency
The teaching techniques for effective learning helped me to fine-tune my mentoring to the learning needs of the mentee.	Disagree	6	15.79%
	Agree	20	52.63%
	Strongly agree	12	31.58%
	Total	*38*	*100%*

Table 37: Mentor Communication with the Tutor—Austria

To what extent do you agree or disagree with the following statements about the communication with the tutor/trainer?		Absolute Frequency	Relative Frequency
The coordination with my tutor/trainer works smoothly.	Agree	5	27.78%
	Strongly agree	13	72.22%
	Total	*18*	*100%*
I can reach my tutor/trainer easily when I need to get in touch.	Agree	5	29.41%
	Strongly agree	12	70.51%
	Total	*17*	*100%*
My tutor/trainer communicates in advance when a meeting needs to be rescheduled.	Agree	3	16.67%
	Strongly agree	15	83.33%
	Total	*18*	*100%*
My tutor/trainer is very reliable.	Agree	2	11.11%
	Strongly agree	16	88.89%
	Total	*18*	*100%*
My tutor/trainer is on time when we have a meeting.	Agree	1	5.56%
	Strongly agree	17	94.44%
	Total	*18*	*100%*
When I have questions, my tutor/trainer is available at short notice.	Agree	5	29.41%
	Strongly agree	12	70.59%
	Total	*17*	*100%*

Table 38: Mentor Communication with the Tutor—Belgium (Flanders)

To what extent do you agree or disagree with the following statements about the communication with the tutor/trainer?		Absolute Frequency	Relative Frequency
The coordination with my tutor/trainer works smoothly.	Agree	4	36.36%
	Strongly agree	7	63.64%
	Total	*11*	*100%*
I can reach my tutor/trainer easily when I need to get in touch.	Agree	4	36.36%
	Strongly agree	7	63.64%
	Total	*11*	*100%*
My tutor/trainer communicates in advance when a meeting needs to be rescheduled.	Disagree	1	9.09%
	Agree	3	27.27%
	Strongly agree	7	63.64%
	Total	*11*	*100%*
My tutor/trainer is very reliable.	Agree	3	27.27%
	Strongly agree	8	72.73%
	Total	*11*	*100%*
My tutor/trainer is on time when we have a meeting.	Agree	4	36.36%
	Strongly agree	7	63.64%
	Total	*11*	*100%*
When I have questions, my tutor/trainer is available at short notice.	Agree	5	45.45%
	Strongly agree	6	54.55%
	Total	*11*	*100%*

Table 39: Mentor Communication with the Tutor—Belgium (Wallonia)

To what extent do you agree or disagree with the following statements about the communication with the tutor/trainer?		Absolute Frequency	Relative Frequency
The coordination with my tutor/trainer works smoothly.	Agree	16	59.26%
	Strongly agree	11	40.74%
	Total	*27*	*100%*
I can reach my tutor/trainer easily when I need to get in touch.	Agree	11	44%
	Strongly agree	14	56%
	Total	*25*	*100%*
My tutor/trainer communicates in advance when a meeting needs to be rescheduled.	Agree	10	37.04%
	Strongly agree	17	62.96%
	Total	*27*	*100%*
My tutor/trainer is very reliable.	Agree	9	34.62%
	Strongly agree	17	65.38%
	Total	*26*	*100%*
My tutor/trainer is on time when we have a meeting.	Agree	10	37.04%
	Strongly agree	17	62.96%
	Total	*27*	*100%*
When I have questions, my tutor/trainer is available at short notice.	Agree	9	34.62%
	Strongly agree	17	65.38%
	Total	*26*	*100%*

Table 40: Mentor Communication with the Tutor—Bulgaria

To what extent do you agree or disagree with the following statements about the communication with the tutor/trainer?		Absolute Frequency	Relative Frequency
The coordination with my tutor/trainer works smoothly.	Disagree	1	1.75%
	Agree	26	45.61%
	Strongly agree	30	52.63%
	Total	*57*	*100%*
I can reach my tutor/trainer easily when I need to get in touch.	Strongly disagree	1	1.72%
	Disagree	4	6.9%
	Agree	31	53.45%
	Strongly agree	22	37.93%
	Total	*58*	*100%*
My tutor/trainer communicates in advance when a meeting needs to be rescheduled.	Agree	31	54.39%
	Strongly agree	26	45.61%
	Total	*57*	*100%*
My tutor/trainer is very reliable.	Strongly disagree	1	1.72%
	Disagree	3	5.17%
	Agree	27	46.55%
	Strongly agree	27	46.55%
	Total	*58*	*100%*
My tutor/trainer is on time when we have a meeting.	Agree	20	34.48%
	Strongly agree	38	65.52%
	Total	*58*	*100%*
When I have questions, my tutor/trainer is available at short notice.	Strongly disagree	1	1.75%
	Disagree	2	3.51%
	Agree	28	49.12%
	Strongly agree	26	45.61%
	Total	*57*	*100%*

Table 41: Mentor Communication with the Tutor—Romania

To what extent do you agree or disagree with the following statements about the communication with the tutor/trainer?		Absolute Frequency	Relative Frequency
The coordination with my tutor/trainer works smoothly.	Agree	7	17.5%
	Strongly agree	33	82.5%
	Total	*40*	*100%*
I can reach my tutor/trainer easily when I need to get in touch.	Agree	7	17.5%
	Strongly agree	33	82.5%
	Total	*40*	*100%*
My tutor/trainer communicates in advance when a meeting needs to be rescheduled.	Agree	6	15.38%
	Strongly agree	33	84.62%
	Total	*39*	*100%*
My tutor/trainer is very reliable.	Agree	7	17.5%
	Strongly agree	33	82.5%
	Total	*40*	*100%*
My tutor/trainer is on time when we have a meeting.	Agree	5	12.82%
	Strongly agree	34	87.18%
	Total	*39*	*100%*
When I have questions, my tutor/trainer is available at short notice.	Agree	6	15%
	Strongly agree	34	85%
	Total	*40*	*100%*

Table 42: Mentor Communication with the Tutor—Spain (Catalonia)

To what extent do you agree or disagree with the following statements about the communication with the tutor/trainer?		Absolute Frequency	Relative Frequency
The coordination with my tutor/trainer works smoothly.	Agree	3	8.33%
	Strongly agree	33	91.67%
	Total	*36*	*100%*
I can reach my tutor/trainer easily when I need to get in touch.	Agree	5	13.89%
	Strongly agree	31	86.11%
	Total	*36*	*100%*
My tutor/trainer communicates in advance when a meeting needs to be rescheduled.	Agree	2	5.56%
	Strongly agree	34	94.44%
	Total	*36*	*100%*
My tutor/trainer is very reliable.	Agree	1	2.78%
	Strongly agree	35	97.22%
	Total	*36*	*100%*
My tutor/trainer is on time when we have a meeting.	Agree	2	5.56%
	Strongly agree	34	94.44%
	Total	*36*	*100%*
When I have questions, my tutor/trainer is available at short notice.	Agree	3	8.33%
	Strongly agree	33	91.67%
	Total	*36*	*100%*

Table 43: Mentor Communication with the Tutor—Spain (Madrid)

To what extent do you agree or disagree with the following statements about the communication with the tutor/trainer?		Absolute Frequency	Relative Frequency
The coordination with my tutor/trainer works smoothly.	Disagree	1	2.56%
	Agree	5	12.82%
	Strongly agree	33	84.62%
	Total	*39*	*100%*
I can reach my tutor/trainer easily when I need to get in touch.	Agree	6	15.38%
	Strongly agree	33	84.62%
	Total	*39*	*100%*
My tutor/trainer communicates in advance when a meeting needs to be rescheduled.	Disagree	1	2.56%
	Agree	9	23.08%
	Strongly agree	29	74.36%
	Total	*39*	*100%*
My tutor/trainer is very reliable.	Agree	6	15.38 %
	Strongly agree	33	84.62%
	Total	*39*	*100%*
My tutor/trainer is on time when we have a meeting.	Agree	6	15.38%
	Strongly agree	33	84.62%
	Total	*39*	*100%*
When I have questions, my tutor/trainer is available at short notice.	Strongly disagree	1	2.56%
	Agree	8	20.51%
	Strongly agree	30	76.92%
	Total	*39*	*100%*

Table 44: Mentors' Evaluation of the Tutor—Austria

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
My tutor/trainer is good at putting themselves in the perspective of novice teachers.	Agree	3	16.67%
	Strongly agree	15	83.33%
	Total	*18*	*100%*
My tutor/trainer makes clear what is expected of me as a mentor.	Agree	5	29.41%
	Strongly agree	12	70.59%
	Total	*17*	*100%*
My tutor/trainer would also like to hear from us how we assess their work.	Disagree	4	23.53%
	Agree	4	23.53%
	Strongly agree	9	52.94%
	Total	*17*	*100%*
My tutor/trainer conveys enthusiasm for working with novice teachers.	Disagree	1	5.56%
	Agree	5	27.78%
	Strongly agree	12	66.67%
	Total	*18*	*100%*
My tutor/trainer promotes cooperation among those who are trained by them.	Disagree	2	11.76%
	Agree	6	35.29%
	Strongly agree	9	52.94%
	Total	*17*	*100%*
The consultations with the tutor/trainer after classroom observations are an essential support for me in my work as a mentor.	Disagree	3	17.65%
	Agree	6	35.29%
	Strongly agree	8	47.06%
	Total	*17*	*100%*
My tutor/trainer always shows a clear focus on what the mentoring is about.	Agree	8	44.44%
	Strongly agree	10	55.56%
	Total	18	100%
My tutor/trainer and I have a relationship of equals.	Disagree	1	5.88%
	Agree	1	5.88%
	Strongly agree	15	88.24%
	Total	*17*	*100%*

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
It is clear to me which learning objectives we are currently working on.	Disagree	1	5.56%
	Agree	8	44.44%
	Strongly agree	9	50%
	Total	*18*	*100%*
I can learn from my tutor/trainer how to identify the specific teacher needs of my mentee.	Agree	8	47.06%
	Strongly agree	9	52.94%
	Total	*17*	*100%*
I can learn from my tutor/trainer how to identify challenges my mentee is facing.	Disagree	1	5.88%
	Agree	6	35.29%
	Strongly agree	10	58.82%
	Total	*17*	*100%*

Table 45: Mentors' Evaluation of the Tutor—Belgium (Flanders)

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
My tutor/trainer is good at putting themselves in the perspective of novice teachers.	Agree	5	45.45%
	Strongly agree	6	54.55%
	Total	*11*	*100%*
My tutor/trainer makes clear what is expected of me as a mentor.	Agree	6	54.55%
	Strongly agree	5	45.45%
	Total	*11*	*100%*
My tutor/trainer would also like to hear from us how we assess their work.	Disagree	1	10%
	Agree	6	60%
	Strongly agree	3	30%
	Total	*10*	*100%*
My tutor/trainer conveys enthusiasm for working with novice teachers.	Agree	4	36.36%
	Strongly agree	7	63.64%
	Total	*11*	*100%*
My tutor/trainer promotes cooperation among those who are trained by them.	Agree	7	63.64%
	Strongly agree	4	36.36%
	Total	*11*	*100%*
The consultations with the tutor/trainer after classroom observations are an essential support for me in my work as a mentor.	Disagree	1	9.09%
	Agree	9	81.82%
	Strongly agree	1	9.09%
	Total	*11*	*100%*
My tutor/trainer always shows a clear focus on what the mentoring is about.	Agree	6	81.82%
	Strongly agree	5	18.18%
	Total	*11*	*100%*
My tutor/trainer and I have a relationship of equals.	Agree	9	54.55%
	Strongly agree	2	45.45%
	Total	*11*	*100%*
It is clear to me which learning objectives we are currently working on.	Agree	9	81.82%
	Strongly agree	2	18.18%
	Total	*11*	*100%*

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
I can learn from my tutor/trainer how to identify the specific teacher needs of my mentee.	Disagree	1	9.09%
	Agree	8	72.73%
	Strongly agree	2	18.18%
	Total	11	100%
I can learn from my tutor/trainer how to identify challenges my mentee is facing.	Agree	9	81.82%
	Strongly agree	2	18.18%
	Total	11	100%

Table 46: Mentors' Evaluation of the Tutor—Belgium (Wallonia)

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
My tutor/trainer is good at putting themselves in the perspective of novice teachers.	Agree	14	58.33%
	Strongly agree	10	41.67%
	Total	*24*	*100%*
My tutor/trainer makes clear what is expected of me as a mentor.	Disagree	4	15.38%
	Agree	11	42.31%
	Strongly agree	11	42.31%
	Total	*26*	*100%*
My tutor/trainer would also like to hear from us how we assess their work.	Disagree	2	8%
	Agree	14	56%
	Strongly agree	9	36%
	Total	*25*	*100%*
My tutor/trainer conveys enthusiasm for working with novice teachers.	Agree	9	34.62%
	Strongly agree	17	65.38%
	Total	*26*	*100%*
My tutor/trainer promotes cooperation among those who are trained by them.	Agree	14	56%
	Strongly agree	11	44%
	Total	*25*	*100%*
The consultations with the tutor/trainer after classroom observations are an essential support for me in my work as a mentor.	Strongly disagree	1	4.76%
	Disagree	5	23.81%
	Agree	11	52.38%
	Strongly agree	4	19.05%
	Total	*21*	*100%*
My tutor/trainer always shows a clear focus on what the mentoring is about.	Strongly disagree	1	4.17%
	Disagree	1	4.17%
	Agree	15	62.5%
	Strongly agree	7	29.17%
	Total	*24*	*100%*

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
My tutor/trainer and I have a relationship of equals.	Strongly disagree	1	4.17%
	Agree	14	58.33%
	Strongly agree	9	37.5%
	Total	*24*	*100%*
It is clear to me which learning objectives we are currently working on.	Strongly disagree	1	4.35%
	Disagree	3	13.04%
	Agree	11	47.83%
	Strongly agree	8	34.78%
	Total	*23*	*100%*
I can learn from my tutor/trainer how to identify the specific teacher needs of my mentee.	Strongly disagree	1	4.55%
	Disagree	1	4.55%
	Agree	16	72.73%
	Strongly agree	4	18.18%
	Total	*22*	*100%*
I can learn from my tutor/trainer how to identify challenges my mentee is facing.	Strongly disagree	1	4.35%
	Disagree	2	8.7%
	Agree	16	69.57%
	Strongly agree	4	17.39%
	Total	*23*	*100%*

Table 47: Mentors' Evaluation of the Tutor—Bulgaria

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
My tutor/trainer is good at putting themselves in the perspective of novice teachers.	Disagree	5	8.62%
	Agree	35	60.34%
	Strongly agree	18	31.03%
	Total	*58*	*100%*
My tutor/trainer makes clear what is expected of me as a mentor.	Disagree	2	3.45%
	Agree	35	60.34%
	Strongly agree	21	36.21%
	Total	*58*	*100%*
My tutor/trainer would also like to hear from us how we assess their work.	Disagree	3	5.26%
	Agree	24	42.11%
	Strongly agree	30	52.63%
	Total	*57*	*100%*
My tutor/trainer conveys enthusiasm for working with novice teachers.	Disagree	1	1.75%
	Agree	21	36.84%
	Strongly agree	35	61.4%
	Total	*57*	*100%*
My tutor/trainer promotes cooperation among those who are trained by them.	Agree	30	51.72%
	Strongly agree	28	48.28%
	Total	*58*	*100%*
My tutor/trainer always shows a clear focus on what the mentoring is about.	Disagree	1	1.72%
	Agree	30	51.72%
	Strongly agree	27	46.55%
	Total	*58*	*100%*
It is clear to me which learning objectives we are currently working on.	Disagree	2	3.51%
	Agree	41	71.93%
	Strongly agree	14	24.56%
	Total	*57*	*100%*

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
I can learn from my tutor/trainer how to identify the specific teacher needs of my mentee.	Disagree	1	1.75%
	Agree	39	68.42%
	Strongly agree	17	29.82%
	Total	*57*	*100%*
I can learn from my tutor/trainer how to identify challenges my mentee is facing.	Disagree	2	3.51%
	Agree	36	63.16%
	Strongly agree	19	33.33%
	Total	*57*	*100%*

Table 48: Mentors' Evaluation of the Tutor—Romania

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
My tutor/trainer is good at putting themselves in the perspective of novice teachers.	Agree	7	17.95%
	Strongly agree	32	82.05%
	Total	*39*	*100%*
My tutor/trainer makes clear what is expected of me as a mentor.	Agree	14	35%
	Strongly agree	26	65%
	Total	*40*	*100%*
My tutor/trainer would also like to hear from us how we assess their work.	Disagree	4	10%
	Agree	10	25%
	Strongly agree	26	65%
	Total	*40*	*100%*
My tutor/trainer conveys enthusiasm for working with novice teachers.	Disagree	1	2.5%
	Agree	11	27.5%
	Strongly agree	28	70%
	Total	*40*	*100%*
My tutor/trainer promotes cooperation among those who are trained by them.	Disagree	3	7.5%
	Agree	8	20%
	Strongly agree	29	72.5%
	Total	*40*	*100%*
The consultations with the tutor/trainer after classroom observations are an essential support for me in my work as a mentor.	Disagree	1	2.5%
	Agree	9	22.5%
	Strongly agree	30	75%
	Total	*40*	*100%*
My tutor/trainer always shows a clear focus on what the mentoring is about.	Agree	13	32.5%
	Strongly agree	27	67.5%
	Total	40	100%
My tutor/trainer and I have a relationship of equals.	Disagree	1	2.5%
	Agree	11	27.5%
	Strongly agree	28	70%
	Total	*40*	*100%*

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
It is clear to me which learning objectives we are currently working on.	Disagree	1	2.56%
	Agree	11	28.21%
	Strongly agree	27	69.23%
	Total	*39*	*100%*
I can learn from my tutor/trainer how to identify the specific teacher needs of my mentee.	Agree	15	37.5%
	Strongly agree	25	62.5%
	Total	*40*	*100%*
I can learn from my tutor/trainer how to identify challenges my mentee is facing.	Agree	14	35%
	Strongly agree	26	65%
	Total	*40*	*100%*

Table 49: Mentors' Evaluation of the Tutor—Spain (Catalonia)

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
My tutor/trainer is good at putting themselves in the perspective of novice teachers.	Strongly disagree	1	2.78%
	Agree	3	8.33%
	Strongly agree	32	88.89%
	Total	*36*	*100%*
My tutor/trainer makes clear what is expected of me as a mentor.	Agree	5	13.89%
	Strongly agree	31	86.11%
	Total	*36*	*100%*
My tutor/trainer would also like to hear from us how we assess their work.	Disagree	1	2.78%
	Agree	20	55.56%
	Strongly agree	15	41.67%
	Total	*36*	*100%*
My tutor/trainer conveys enthusiasm for working with novice teachers.	Disagree	1	2.78%
	Agree	4	11.11%
	Strongly agree	31	86.11%
	Total	*36*	*100%*
My tutor/trainer promotes cooperation among those who are trained by them.	Disagree	2	5.71%
	Agree	10	28.57%
	Strongly agree	23	65.71%
	Total	*35*	*100%*
The consultations with the tutor/trainer after classroom observations are an essential support for me in my work as a mentor.	Disagree	1	2.78%
	Agree	5	13.89%
	Strongly agree	30	83.33%
	Total	*36*	*100%*
My tutor/trainer always shows a clear focus on what the mentoring is about.	Disagree	1	2.78%
	Agree	6	16.67%
	Strongly agree	29	80.56%
	Total	36	100%

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
My tutor/trainer and I have a relationship of equals.	Disagree	1	2.78%
	Agree	13	36.11%
	Strongly agree	22	61.11%
	Total	36	100%
It is clear to me which learning objectives we are currently working on.	Disagree	1	2.78%
	Agree	13	36.11%
	Strongly agree	22	61.11%
	Total	36	100%
I can learn from my tutor/trainer how to identify the specific teacher needs of my mentee.	Disagree	1	2.78%
	Agree	9	25%
	Strongly agree	26	72.22%
	Total	36	100%
I can learn from my tutor/trainer how to identify challenges my mentee is facing.	Disagree	1	2.78%
	Agree	11	30.56%
	Strongly agree	24	66.67%
	Total	36	100%

Table 50: Mentors' Evaluation of the Tutor—Spain (Madrid)

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
My tutor/trainer is good at putting themselves in the perspective of novice teachers.	Disagree	2	5.13%
	Agree	7	17.95%
	Strongly agree	30	76.92%
	Total	39	100%
My tutor/trainer makes clear what is expected of me as a mentor.	Disagree	2	5.13%
	Agree	9	23.08%
	Strongly agree	28	71.79%
	Total	39	100%
My tutor/trainer would also like to hear from us how we assess their work.	Disagree	1	2.63%
	Agree	20	52.63%
	Strongly agree	17	44.74%
	Total	38	100%
My tutor/trainer conveys enthusiasm for working with novice teachers.	Agree	9	23.68%
	Strongly agree	29	76.32%
	Total	38	100%
My tutor/trainer promotes cooperation among those who are trained by them.	Strongly disagree	1	2.56%
	Disagree	2	5.13%
	Agree	12	30.77%
	Strongly agree	24	61.54%
	Total	39	100%
The consultations with the tutor/trainer after classroom observations are an essential support for me in my work as a mentor.	Agree	8	20.51%
	Strongly agree	31	79.49%
	Total	39	100%
	Disagree	1	2.56%
	Agree	5	12.82%
	Strongly agree	33	84.62%
	Total	39	100%

To what extent do you agree or disagree with the following statements about your tutor/trainer?		Absolute Frequency	Relative Frequency
My tutor/trainer and I have a relationship of equals.	Disagree	1	2.56%
	Agree	9	23.08%
	Strongly agree	29	74.36%
	Total	*39*	*100%*
It is clear to me which learning objectives we are currently working on.	Disagree	3	7.69%
	Agree	13	33.33%
	Strongly agree	23	58.97%
	Total	*39*	*100%*
I can learn from my tutor/trainer how to identify the specific teacher needs of my mentee.	Disagree	2	5.13%
	Agree	8	20.51%
	Strongly agree	29	74.36%
	Total	*39*	*100%*
I can learn from my tutor/trainer how to identify challenges my mentee is facing.	Disagree	1	2.56%
	Agree	9	23.08%
	Strongly agree	29	74.36%
	Total	*39*	*100%*

Table 51: Mentors' Evaluation of the Training—Austria

To what extent do you agree or disagree with the following statements about the NEST training as a whole?		Absolute Frequency	Relative Frequency
Overall, the NEST training prepared me to work autonomously as a mentor.	Disagree	2	11.11%
	Agree	10	55.56%
	Strongly agree	6	33.33%
	Total	*18*	*100%*
The NEST training provided me with resources that will be useful throughout my mentoring career.	Agree	6	33.33%
	Strongly agree	12	66.67%
	Total	*18*	*100%*
The NEST training helped me to focus my mentoring on the specific needs of novice teachers.	Disagree	1	5.56%
	Agree	11	61.11%
	Strongly agree	6	33.33%
	Total	*18*	*100%*
The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools.	Disagree	5	27.78%
	Agree	9	50%
	Strongly agree	4	22.22%
	Total	*18*	*100%*
The NEST training helped me to be more reflective on the mentoring approach that I use depending on the context.	Agree	7	38.89%
	Strongly agree	11	61.11%
	Total	*18*	*100%*

Table 52: Mentors' Evaluation of the Training—Belgium (Flanders)

To what extent do you agree or disagree with the following statements about the NEST training as a whole?		Absolute Frequency	Relative Frequency
Overall, the NEST training prepared me to work autonomously as a mentor.	Disagree	1	9.09%
	Agree	5	45.45%
	Strongly agree	5	45.45%
	Total	*11*	*100%*
The NEST training provided me with resources that will be useful throughout my mentoring career.	Agree	5	45.45%
	Strongly agree	6	54.55%
	Total	*11*	*100%*
The NEST training helped me to focus my mentoring on the specific needs of novice teachers.	Agree	7	63.64%
	Strongly agree	4	36.36%
	Total	*11*	*100%*
The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools.	Disagree	3	27.27%
	Agree	6	54.55%
	Strongly agree	2	18.18%
	Total	*11*	*100%*
The NEST training helped me to be more reflective on the mentoring approach that I use depending on the context.	Agree	4	36.36%
	Strongly agree	7	63.64%
	Total	*11*	*100%*

Table 53: Mentors' Evaluation of the Training—Belgium (Wallonia)

To what extent do you agree or disagree with the following statements about the NEST training as a whole?		Absolute Frequency	Relative Frequency
Overall, the NEST training prepared me to work autonomously as a mentor.	Agree	16	61.54%
	Strongly agree	10	38.46%
	Total	*26*	*100%*
The NEST training provided me with resources that will be useful throughout my mentoring career.	Agree	15	55.56%
	Strongly agree	12	44.44%
	Total	*27*	*100%*
The NEST training helped me to focus my mentoring on the specific needs of novice teachers.	Agree	18	66.67%
	Strongly agree	9	33.33%
	Total	*27*	*100%*
The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools.	Strongly disagree	3	11.54%
	Disagree	13	50%
	Agree	8	30.77%
	Strongly agree	2	7.69%
	Total	*26*	*100%*
The NEST training helped me to be more reflective on the mentoring approach that I use depending on the context.	Disagree	1	3.85%
	Agree	17	65.38%
	Strongly agree	8	30.77%
	Total	*26*	*100%*

Table 54: Mentors' Evaluation of the Training—Bulgaria

To what extent do you agree or disagree with the following statements about the NEST training as a whole?		Absolute Frequency	Relative Frequency
Overall, the NEST training prepared me to work autonomously as a mentor.	Disagree	3	5.26%
	Agree	34	59.65%
	Strongly agree	20	35.09%
	Total	*57*	*100%*
The NEST training provided me with resources that will be useful throughout my mentoring career.	Disagree	1	1.75%
	Agree	30	52.63%
	Strongly agree	26	45.61%
	Total	*57*	*100%*
The NEST training helped me to focus my mentoring on the specific needs of novice teachers.	Disagree	2	3.51%
	Agree	33	57.89%
	Strongly agree	22	38.6%
	Total	*57*	*100%*
The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools.	Disagree	3	5.26%
	Agree	32	56.14%
	Strongly agree	22	36.6%
	Total	*57*	*100%*
The NEST training helped me to be more reflective on the mentoring approach that I use depending on the context.	Disagree	2	3.51%
	Agree	34	59.65%
	Strongly agree	21	36.84%
	Total	*57*	*100%*

Table 55: Mentors' Evaluation of the Training—Romania

To what extent do you agree or disagree with the following statements about the NEST training as a whole?		Absolute Frequency	Relative Frequency
Overall, the NEST training prepared me to work autonomously as a mentor.	Disagree	1	2.56%
	Agree	6	41.03%
	Strongly agree	22	56.41%
	Total	*39*	*100%*
The NEST training provided me with resources that will be useful throughout my mentoring career.	Agree	17	43.59%
	Strongly agree	22	56.41%
	Total	*39*	*100%*
The NEST training helped me to focus my mentoring on the specific needs of novice teachers.	Agree	18	47.37%
	Strongly agree	20	52.63%
	Total	*38*	*100%*
The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools.	Disagree	3	7.69%
	Agree	18	46.15%
	Strongly agree	18	46.15%
	Total	*39*	*100%*
The NEST training helped me to be more reflective on the mentoring approach that I use depending on the context.	Agree	16	40%
	Strongly agree	24	60%
	Total	*40*	*100%*

Table 56: Mentors' Evaluation of the Training—Spain (Catalonia)

To what extent do you agree or disagree with the following statements about the NEST training as a whole?		Absolute Frequency	Relative Frequency
Overall, the NEST training prepared me to work autonomously as a mentor.	Strongly disagree	1	2.78%
	Disagree	1	2.78%
	Agree	15	41.67%
	Strongly agree	19	52.78%
	Total	*36*	*100%*
The NEST training provided me with resources that will be useful throughout my mentoring career.	Strongly disagree	1	2.78%
	Agree	11	30.56%
	Strongly agree	24	66.67%
	Total	*36*	*100%*
The NEST training helped me to focus my mentoring on the specific needs of novice teachers.	Strongly disagree	1	2.78%
	Disagree	2	5.56%
	Agree	14	38.89%
	Strongly agree	19	52.78%
	Total	*36*	*100%*
The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools.	Strongly disagree	1	2.78%
	Disagree	5	13.89%
	Agree	19	52.78%
	Strongly agree	11	30.56%
	Total	*36*	*100%*
The NEST training helped me to be more reflective on the mentoring approach that I use depending on the context.	Strongly disagree	1	2.78%
	Agree	13	36.11%
	Strongly agree	22	61.11%
	Total	*36*	*100%*

Table 57: Mentors' Evaluation of the Training—Spain (Madrid)

To what extent do you agree or disagree with the following statements about the NEST training as a whole?		Absolute Frequency	Relative Frequency
Overall, the NEST training prepared me to work autonomously as a mentor.	Strongly disagree	2	5.13%
	Disagree	1	2.56%
	Agree	24	61.54%
	Strongly agree	12	30.77%
	Total	*39*	*100%*
The NEST training provided me with resources that will be useful throughout my mentoring career.	Strongly disagree	1	2.56%
	Disagree	1	2.56%
	Agree	12	30.77%
	Strongly agree	25	64.1%
	Total	*39*	*100%*
The NEST training helped me to focus my mentoring on the specific needs of novice teachers.	Strongly disagree	1	2.56%
	Disagree	3	7.69%
	Agree	17	43.59%
	Strongly agree	18	46.15%
	Total	*39*	*100%*
The NEST training helped me to focus my mentoring on the specific needs at disadvantaged schools.	Strongly disagree	2	5.41%
	Disagree	10	27.03%
	Agree	16	43.24%
	Strongly agree	9	24.32%
	Total	*37*	*100%*
The NEST training helped me to be more reflective on the mentoring approach that I use depending on the context.	Disagree	2	5.13%
	Agree	13	33.33%
	Strongly agree	24	61.54%
	Total	*39*	*100%*

Table 58: Mentoring Focus (Mentors' Perspective)—Austria

In your mentoring so far, to what extent have you focused on supporting novice teachers with...		Absolute Frequency	Relative Frequency
...teaching students with learning difficulties?	Not at all	3	16.67%
	To some extent	8	44.44%
	Quite a bit	5	27.78%
	A lot	2	11.11%
	Total	*18*	*100%*
...teaching students with language barriers?	Not at all	4	23.53%
	To some extent	6	35.29%
	Quite a bit	6	35.29%
	A lot	1	5.88%
	Total	*17*	*100%*
...teaching students with emotional and behavioural difficulties?	Not at all	2	11.11%
	To some extent	5	27.78%
	Quite a bit	5	27.78%
	A lot	6	33.33%
	Total	*18*	*100%*
...involving parents in the learning process of their children?	Not at all	11	61.11%
	To some extent	5	27.78%
	Quite a bit	1	5.56%
	A lot	1	5.56%
	Total	*18*	*100%*
...managing a diverse classroom effectively?	Not at all	1	5.88%
	To some extent	1	5.88%
	Quite a bit	9	52.94%
	A lot	6	35.29%
	Total	*17*	*100%*
...engaging hard-to-reach learners?	Not at all	2	11.11%
	To some extent	3	16.67%
	Quite a bit	7	38.89%
	A lot	6	33.33%
	Total	*18*	*100%*

Table 59: Mentoring Focus (Mentors' Perspective)—Belgium (Flanders)

In your mentoring so far, to what extent have you focused on supporting novice teachers with...		Absolute Frequency	Relative Frequency
...teaching students with learning difficulties?	To some extent	4	36.36%
	Quite a bit	4	36.36%
	A lot	3	27.27%
	Total	*11*	*100%*
...teaching students with language barriers?	Not at all	1	9.09%
	To some extent	4	36.36%
	Quite a bit	5	45.45%
	A lot	1	9.09%
	Total	*11*	*100%*
...teaching students with emotional and behavioural difficulties?	Not at all	1	9.09%
	To some extent	4	36.36%
	Quite a bit	3	27.27%
	A lot	3	27.27%
	Total	*11*	*100%*
...involving parents in the learning process of their children?	Not at all	5	45.45%
	To some extent	3	27.27%
	Quite a bit	3	27.27%
	Total	*11*	*100%*
...managing a diverse classroom effectively?	Not at all	1	9.09%
	To some extent	3	27.27%
	Quite a bit	5	45.45%
	A lot	2	18.18%
	Total	*11*	*100%*
...engaging hard-to-reach learners?	To some extent	4	36.36%
	Quite a bit	4	36.36%
	A lot	3	27.27%
	Total	*11*	*100%*

Table 60: Mentoring Focus (Mentors' Perspective)—Belgium (Wallonia)

In your mentoring so far, to what extent have you focused on supporting novice teachers with...		Absolute Frequency	Relative Frequency
...teaching students with learning difficulties?	Not at all	5	18.52%
	To some extent	10	37.04%
	Quite a bit	7	25.93%
	A lot	5	18.52%
	Total	*27*	*100%*
...teaching students with language barriers?	Not at all	13	48.15%
	To some extent	5	18.52%
	Quite a bit	4	14.81%
	A lot	5	18.52%
	Total	*27*	*100%*
...teaching students with emotional and behavioural difficulties?	Not at all	5	18.52%
	To some extent	5	18.52%
	Quite a bit	10	37.04%
	A lot	7	25.93%
	Total	*27*	*100%*
...involving parents in the learning process of their children?	Not at all	13	48.15%
	To some extent	7	25.93%
	Quite a bit	5	18.52%
	A lot	2	7.41%
	Total	*27*	*100%*
...managing a diverse classroom effectively?	Not at all	4	14.81%
	To some extent	5	18.52%
	Quite a bit	7	25.93%
	A lot	11	40.74%
	Total	*27*	*100%*
...engaging hard-to-reach learners?	Not at all	4	14.81%
	To some extent	6	22.22%
	Quite a bit	10	37.04%
	A lot	7	25.93%
	Total	*27*	*100%*

Table 61: Mentoring Focus (Mentors' Perspective)—Bulgaria

In your mentoring so far, to what extent have you focused on supporting novice teachers with...		Absolute Frequency	Relative Frequency
...teaching students with learning difficulties?	Not at all	1	1.72%
	To some extent	14	24.14%
	Quite a bit	34	58.62%
	A lot	9	15.52%
	Total	*58*	*100%*
...teaching students with language barriers?	Not at all	7	12.5%
	To some extent	12	21.43%
	Quite a bit	30	53.57%
	A lot	7	12.5%
	Total	*56*	*100%*
...teaching students with emotional and behavioural difficulties?	Not at all	3	5.17%
	To some extent	31	53.45%
	Quite a bit	20	34.48%
	A lot	4	6.9%
	Total	*58*	*100%*
...involving parents in the learning process of their children?	Not at all	6	10.53%
	To some extent	32	56.14%
	Quite a bit	14	24.56%
	A lot	5	8.77%
	Total	*57*	*100%*
...managing a diverse classroom effectively?	Not at all	2	3.51%
	To some extent	10	17.54%
	Quite a bit	30	52.63%
	A lot	15	26.32%
	Total	*57*	*100%*
...engaging hard-to-reach learners?	Not at all	1	1.79%
	To some extent	16	28.57%
	Quite a bit	27	48.21%
	A lot	12	21.43%
	Total	*56*	*100%*

Table 62: Mentoring Focus (Mentors' Perspective)—Romania

In your mentoring so far, to what extent have you focused on supporting novice teachers with...		Absolute Frequency	Relative Frequency
...teaching students with learning difficulties?	To some extent	6	15%
	Quite a bit	19	47.5%
	A lot	15	37.5%
	Total	*40*	*100%*
...teaching students with language barriers?	Not at all	7	17.5%
	To some extent	15	37.5%
	Quite a bit	10	25%
	A lot	8	20%
	Total	*40*	*100%*
...teaching students with emotional and behavioural difficulties?	To some extent	3	7.69%
	Quite a bit	16	41.03%
	A lot	20	51.28%
	Total	*39*	*100%*
...involving parents in the learning process of their children?	Not at all	1	2.56%
	To some extent	11	28.21%
	Quite a bit	14	35.9%
	A lot	13	33.33%
	Total	*39*	*100%*
...managing a diverse classroom effectively?	Quite a bit	18	46.15%
	A lot	21	53.85%
	Total	*39*	*100%*
...engaging hard-to-reach learners?	To some extent	1	2.5%
	Quite a bit	21	52.5 %
	A lot	18	45%
	Total	*40*	*100%*

Table 63: Mentoring Focus (Mentors' Perspective)—Spain (Catalonia)

In your mentoring so far, to what extent have you focused on supporting novice teachers with...		Absolute Frequency	Relative Frequency
...teaching students with learning difficulties?	Not at all	2	5.56%
	To some extent	11	30.56%
	Quite a bit	16	44.44%
	A lot	7	19.44%
	Total	*36*	*100%*
...teaching students with language barriers?	Not at all	10	27.78%
	To some extent	17	47.22%
	Quite a bit	7	19.44%
	A lot	2	5.56%
	Total	*36*	*100%*
...teaching students with emotional and behavioural difficulties?	Not at all	2	5.56%
	To some extent	8	22.22%
	Quite a bit	16	44.44%
	A lot	10	27.78%
	Total	*36*	*100%*
...involving parents in the learning process of their children?	Not at all	9	25%
	To some extent	19	52.78%
	Quite a bit	6	16.67%
	A lot	2	5.56%
	Total	*36*	*100%*
...managing a diverse classroom effectively?	Not at all	1	2.78%
	To some extent	1	2.78%
	Quite a bit	16	44.44%
	A lot	18	50%
	Total	*36*	*100%*
...engaging hard-to-reach learners?	Not at all	2	5.56%
	To some extent	4	11.11%
	Quite a bit	21	58.33%
	A lot	9	25%
	Total	*36*	*100%*

Table 64: Mentoring Focus (Mentors' Perspective)—Spain (Madrid)

In your mentoring so far, to what extent have you focused on supporting novice teachers with...		Absolute Frequency	Relative Frequency
...teaching students with learning difficulties?	Not at all	2	5.13%
	To some extent	17	43.59%
	Quite a bit	16	41.03%
	A lot	4	10.26%
	Total	*39*	*100%*
...teaching students with language barriers?	Not at all	18	47.37%
	To some extent	17	44.74%
	Quite a bit	3	7.89%
	Total	*38*	*100%*
...teaching students with emotional and behavioural difficulties?	Not at all	3	7.89%
	To some extent	12	31.58%
	Quite a bit	14	36.84%
	A lot	9	23.68%
	Total	*38*	*100%*
...involving parents in the learning process of their children?	Not at all	18	46.15%
	To some extent	18	46.15%
	Quite a bit	2	5.13%
	A lot	1	2.56%
	Total	*39*	*100%*
...managing a diverse classroom effectively?	To some extent	5	12.82%
	Quite a bit	19	48.72%
	A lot	15	38.46%
	Total	*39*	*100%*
...engaging hard-to-reach learners?	Not at all	2	5.13%
	To some extent	9	23.08%
	Quite a bit	21	53.85%
	A lot	7	17.95%
	Total	*39*	*100%*

Table 65: Frequency of Use of Mentoring Practices (Mentors' Perspective)—Austria

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I start a conversation with an open question.	Never	1	5.56%
	Sometimes	1	5.56%
	Often	3	16.67%
	Very often	6	33.33%
	Always	7	38.89%
	Total	*18*	*100%*
I ask clarifying questions.	Rarely	1	5.56%
	Sometimes	3	16.67%
	Often	8	44.44%
	Very often	3	16.67%
	Always	3	16.67%
	Total	*18*	*100%*
I ask novice teachers to elaborate on their intentions and considerations for a lesson.	Rarely	3	16.67%
	Sometimes	4	22.22%
	Often	5	27.78%
	Very often	4	22.22%
	Always	2	11.11%
	Total	*18*	*100%*
I use active listening skills during mentoring conversations.	Sometimes	1	5.56%
	Often	3	16.67%
	Very often	9	50.55%
	Always	5	27.78%
	Total	*18*	*100%*
I confront novice teachers with mistakes they made during their lessons.	Never	3	16.67%
	Rarely	1	5.56%
	Sometimes	8	44.44%
	Often	3	16.67%
	Very often	2	11.11%
	Always	1	5.56%
	Total	*18*	*100%*
I use concrete examples from the novice teachers' lessons during conversations.	Sometimes	2	11.11%
	Often	2	11.11%
	Very often	5	27.78%
	Always	9	50%
	Total	*18*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I instruct novice teachers on how to structure their teaching.	Never	2	11.76%
	Rarely	3	17.65%
	Sometimes	4	23.53%
	Often	6	35.29%
	Very often	1	5.88%
	Always	1	5.88%
	Total	17	100%
I am able to address feelings which I perceived during the lesson.	Rarely	5	29.41%
	Sometimes	6	35.29%
	Often	4	23.53%
	Very often	2	11.76%
	Total	17	100%
I help mentees to make their implicit statements explicit.	Never	1	5.88%
	Rarely	5	29.41%
	Sometimes	5	29.41%
	Often	4	23.53%
	Very often	2	11.76%
	Total	17	100%
I ask for alternatives to the teaching implemented by novice teachers.	Never	1	5.88%
	Sometimes	2	11.76%
	Often	5	29.41%
	Very often	7	41.18%
	Always	2	11.76%
	Total	17	100%
I provide additional information on instruction to mentees.	Never	1	5.88%
	Sometimes	3	17.65%
	Often	2	11.76%
	Very often	8	47.06%
	Always	3	17.65
	Total	17	100%
I assess the quality of novice teachers' teaching skills.	Never	5	29.41%
	Rarely	5	29.41%
	Sometimes	4	23.53%
	Often	2	11.76%
	Very often	1	5.88%
	Total	17	100%

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I provide direct advice on how to improve teaching.	Rarely	1	5.56%
	Sometimes	8	44.44%
	Often	3	16.67%
	Very often	5	27.78%
	Always	1	5.56%
	Total	*18*	*100%*
I give examples of best practice from my own experience.	Sometimes	6	33.33%
	Often	7	38.89%
	Very often	4	22.22%
	Always	1	5.56%
	Total	*18*	*100%*
I want novice teachers to discover the principles behind a good lesson on their own.	Sometimes	6	33.33%
	Often	7	38.89%
	Very often	4	22.22%
	Always	1	5.56%
	Total	*18*	*100%*
I let my novice teachers reflect continuously on their professional development.	Sometimes	7	38.89%
	Often	7	38.89%
	Very often	3	16.67%
	Always	1	5.56%
	Total	*18*	*100%*
At the end of a mentoring conversation, I summarise the content that we discussed.	Rarely	2	11.76%
	Sometimes	3	17.65%
	Often	6	35.29%
	Very often	4	23.53%
	Always	2	11.76%
	Total	*17*	*100%*
I provide guidance on further professional development opportunities.	Sometimes	4	22.22%
	Often	5	27.78%
	Very often	4	22.22%
	Always	5	27.78%
	Total	*18*	*100%*

Table 66: Frequency of Use of Mentoring Practices (Mentors' Perspective)—Belgium (Flanders)

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I start a conversation with an open question.	Rarely	1	9.09%
	Sometimes	2	18.18%
	Often	3	27.27%
	Very often	1	9.09%
	Always	4	36.36%
	Total	*11*	*100%*
I ask clarifying questions.	Sometimes	1	9.09%
	Often	5	45.45%
	Very often	4	36.36%
	Always	1	9.09%
	Total	*11*	*100%*
I ask novice teachers to elaborate on their intentions and considerations for a lesson.	Rarely	1	9.09%
	Sometimes	2	18.18%
	Often	4	36.36%
	Very often	3	27.27%
	Always	1	9.09%
	Total	*11*	*100%*
I use active listening skills during mentoring conversations.	Often	6	54.55%
	Very often	4	36.36%
	Always	1	9.09%
	Total	*11*	*100%*
I confront novice teachers with mistakes they made during their lessons.	Never	2	18.18%
	Rarely	1	9.09%
	Sometimes	6	54.55%
	Often	1	9.09%
	Always	1	9.09%
	Total	*11*	*100%*
I use concrete examples from the novice teachers' lessons during conversations.	Often	5	45.45%
	Very often	3	27.27%
	Always	3	27.27%
	Total	*11*	*100%*
I instruct novice teachers on how to structure their teaching.	Sometimes	5	45.45%
	Often	5	45.45%
	Always	1	9.09%
	Total	*11*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I am able to address feelings which I perceived during the lesson.	Rarely	1	9.09%
	Sometimes	6	54.55%
	Often	1	9.09%
	Very often	3	27.27%
	Total	*11*	*100%*
I help mentees to make their implicit statements explicit.	Rarely	2	18.18%
	Sometimes	5	45.45%
	Often	2	18.18%
	Very often	1	9.09%
	Always	1	9.09%
	Total	*11*	*100%*
I ask for alternatives to the teaching implemented by novice teachers.	Rarely	2	18.18%
	Sometimes	6	54.55%
	Often	2	18.18%
	Very often	1	9.09%
	Total	*11*	*100%*
I provide additional information on instruction to mentees.	Rarely	2	18.18%
	Sometimes	7	63.64%
	Often	2	18.18%
	Total	*11*	*100%*
I assess the quality of novice teachers' teaching skills.	Never	4	36.36%
	Rarely	2	18.18%
	Sometimes	2	18.18%
	Often	2	18.18%
	Always	1	9.09%
	Total	*11*	*100%*
I provide direct advice on how to improve teaching.	Rarely	4	36.36%
	Sometimes	6	54.55%
	Often	1	9.09%
	Total	*11*	*100%*
I give examples of best practice from my own experience.	Never	1	9.09%
	Rarely	1	9.09%
	Sometimes	8	72.73%
	Often	1	9.09%
	Total	*11*	*100%*
I want novice teachers to discover the principles behind a good lesson on their own.	Sometimes	3	27.27%
	Often	4	36.36%
	Very often	2	18.18%
	Always	2	18.18%
	Total	*11*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I let my novice teachers reflect continuously on their professional development.	Sometimes	3	27.27%
	Often	5	45.45%
	Very often	3	27.27%
	Total	*11*	*100%*
At the end of a mentoring conversation, I summarise the content that we discussed.	Sometimes	3	27.27%
	Often	3	27.27%
	Very often	1	9.09%
	Always	4	36.36%
	Total	*11*	*100%*
I provide guidance on further professional development opportunities.	Rarely	2	18.18%
	Sometimes	6	54.55%
	Often	2	18.18%
	Very often	1	9.09%
	Total	*11*	*100%*

Table 67: Frequency of Use of Mentoring Practices (Mentors' Perspective)—Belgium (Wallonia)

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I start a conversation with an open question.	Rarely	1	3.85%
	Sometimes	5	19.23%
	Often	6	23.08%
	Very often	7	26.92%
	Always	7	26.92%
	Total	*26*	*100%*
I ask clarifying questions.	Sometimes	5	18.52%
	Often	8	29.63%
	Very often	10	37.04%
	Always	4	14.81%
	Total	*27*	*100%*
I ask novice teachers to elaborate on their intentions and considerations for a lesson.	Rarely	4	16.67%
	Sometimes	6	25%
	Often	11	45.83%
	Very often	2	8.33%
	Always	1	4.17%
	Total	*24*	*100%*
I use active listening skills during mentoring conversations.	Sometimes	1	3.7%
	Often	8	29.63%
	Very often	11	40.74%
	Always	7	25.93%
	Total	*27*	*100%*
I confront novice teachers with mistakes they made during their lessons.	Never	7	30.43%
	Rarely	5	21.74%
	Sometimes	7	30.43%
	Often	3	13.04%
	Very often	1	4.35%
	Total	*23*	*100%*
I use concrete examples from the novice teachers' lessons during conversations.	Never	3	11.54%
	Rarely	3	11.54%
	Sometimes	10	38.46%
	Often	4	15.38%
	Very often	4	15.38%
	Always	2	7.69%
	Total	*26*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I instruct novice teachers on how to structure their teaching.	Never	5	19.23%
	Rarely	2	7.69%
	Sometimes	10	38.46%
	Often	7	26.92%
	Very often	2	7.69%
	Total	*26*	*100%*
I am able to address feelings which I perceived during the lesson.	Never	5	21.74%
	Rarely	1	4.35%
	Sometimes	4	17.39%
	Often	10	43.48%
	Very often	3	13.04%
	Total	*23*	*100%*
I help mentees to make their implicit statements explicit.	Never	1	3.85%
	Rarely	2	7.69%
	Sometimes	11	42.31%
	Often	8	30.77%
	Very often	2	7.69%
	Always	2	7.69%
	Total	*26*	*100%*
I ask for alternatives to the teaching implemented by novice teachers.	Never	2	7.69%
	Rarely	2	7.69%
	Sometimes	8	30.77%
	Often	9	34.62%
	Very often	4	15.38%
	Always	1	3.85%
	Total	*26*	*100%*
I provide additional information on instruction to mentees.	Never	2	8%
	Rarely	3	12%
	Sometimes	7	28%
	Often	7	28%
	Very often	3	12%
	Always	3	12%
	Total	*25*	*100%*
I assess the quality of novice teachers' teaching skills.	Never	15	62.5%
	Rarely	4	16.67%
	Sometimes	3	12.5%
	Often	2	8.33%
	Total	*24*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I provide direct advice on how to improve teaching.	Rarely	5	19.23%
	Sometimes	13	50%
	Often	6	23.08%
	Total	*26*	*100%*
I give examples of best practice from my own experience.	Rarely	3	12%
	Sometimes	12	48%
	Often	7	28%
	Very often	2	8%
	Always	1	4%
	Total	*25*	*100%*
I want novice teachers to discover the principles behind a good lesson on their own.	Rarely	1	3.85%
	Sometimes	8	30.77%
	Often	9	34.62%
	Very often	6	23.08%
	Always	2	7.69
	Total	*26*	*100%*
I let my novice teachers reflect continuously on their professional development.	Rarely	2	7.69%
	Sometimes	9	34.62%
	Often	10	38.46%
	Very often	3	11.54%
	Always	2	7.69%
	Total	*26*	*100%*
At the end of a mentoring conversation, I summarise the content that we discussed.	Never	2	7.69%
	Rarely	2	7.69%
	Sometimes	6	23.08%
	Often	11	42.31%
	Very often	2	7.69%
	Always	3	11.54%
	Total	*26*	*100%*
I provide guidance on further professional development opportunities.	Never	7	31.82%
	Rarely	3	13.64%
	Sometimes	8	36.36%
	Often	3	13.64%
	Always	1	4.55%
	Total	*22*	*100%*

Table 68: Frequency of Use of Mentoring Practices (Mentors' Perspective)—Bulgaria

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I start a conversation with an open question.	Sometimes	3	5.17%
	Often	20	34.48%
	Very often	19	32.76%
	Always	16	27.59%
	Total	*58*	*100%*
I ask clarifying questions.	Sometimes	6	10.91%
	Often	18	32.73%
	Very often	20	36.36%
	Always	11	20%
	Total	*55*	*100%*
I ask novice teachers to elaborate on their intentions and considerations for a lesson.	Rarely	3	5.26%
	Sometimes	4	7.02%
	Often	9	15.79%
	Very often	14	24.56%
	Always	27	47.37%
	Total	*57*	*100%*
I use active listening skills during mentoring conversations.	Sometimes	2	3.45%
	Often	11	18.97%
	Very often	21	36.21%
	Always	24	41.38%
	Total	*58*	*100%*
I confront novice teachers with mistakes they made during their lessons.	Never	5	8.62%
	Rarely	13	22.41%
	Sometimes	27	46.55%
	Often	7	12.07%
	Very often	1	1.72%
	Always	5	8.62%
	Total	*58*	*100%*
I use concrete examples from the novice teachers' lessons during conversations.	Rarely	1	1.72%
	Sometimes	5	8.62%
	Often	16	27.59%
	Very often	12	20.69%
	Always	24	41.38%
	Total	*58*	*100%*
I instruct novice teachers on how to structure their teaching.	Rarely	3	5.26%
	Sometimes	8	14.04%
	Often	6	10.53%
	Very often	23	40.35%
	Always	17	29.82%
	Total	*57*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I am able to address feelings which I perceived during the lesson.	Sometimes	5	8.62%
	Often	5	8.62%
	Very often	19	32.76%
	Always	29	50%
	Total	*58*	*100%*
I help mentees to make their implicit statements explicit.	Rarely	2	3.51%
	Sometimes	7	12.28%
	Often	14	24.56%
	Very often	15	26.32%
	Always	19	33.33%
	Total	*57*	*100%*
I ask for alternatives to the teaching implemented by novice teachers.	Sometimes	9	15.79%
	Often	15	26.32%
	Very often	20	35.09%
	Always	13	22.81%
	Total	*57*	*100%*
I provide additional information on instruction to mentees.	Rarely	2	3.45%
	Sometimes	5	8.62%
	Often	18	31.03%
	Very often	19	32.76%
	Always	14	24.14%
	Total	*58*	*100%*
I assess the quality of novice teachers' teaching skills.	Never	3	5.36%
	Rarely	7	12.5%
	Sometimes	5	8.93%
	Often	15	26.79%
	Very often	7	12.5%
	Always	19	33.93%
	Total	*56*	*100%*
I provide direct advice on how to improve teaching.	Never	2	3.57%
	Rarely	11	19.64%
	Sometimes	13	23.21%
	Often	16	28.57%
	Very often	11	19.64%
	Always	3	5.36%
	Total	*56*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I give examples of best practice from my own experience.	Rarely	4	7.14%
	Sometimes	14	25%
	Often	12	21.43%
	Very often	16	28.57%
	Always	10	17.86%
	Total	*56*	*100%*
I want novice teachers to discover the principles behind a good lesson on their own.	Sometimes	6	10.91%
	Often	22	40%
	Very often	20	36.36%
	Always	7	12.73%
	Total	*57*	*100%*
I let my novice teachers reflect continuously on their professional development.	Rarely	1	1.79%
	Sometimes	5	8.93%
	Often	22	39.29%
	Very often	13	23.21%
	Always	15	26.79%
	Total	*57*	*100%*
At the end of a mentoring conversation. I summarise the content that we discussed.	Rarely	1	1.79%
	Sometimes	2	3.57%
	Often	11	19.64%
	Very often	16	28.57%
	Always	26	46.43%
	Total	*57*	*100%*
I provide guidance on further professional development opportunities.	Rarely	1	1.79%
	Sometimes	8	14.29%
	Often	16	28.57%
	Very often	21	37.5%
	Always	10	17.86%
	Total	*57*	*100%*

Table 69: Frequency of Use of Mentoring Practices (Mentors' Perspective)—Romania

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I start a conversation with an open question	Rarely	1	2.5%
	Sometimes	1	2.5%
	Often	12	30%
	Very often	17	42.5%
	Always	9	22.5%
	Total	*40*	*100%*
I ask clarifying questions	Sometimes	1	2.63%
	Often	22	57.89%
	Very often	13	34.21%
	Always	2	5.26%
	Total	*38*	*100%*
I ask novice teachers to elaborate on their intentions and considerations for a lesson	Sometimes	2	5%
	Often	16	40%
	Very often	20	50%
	Always	2	5%
	Total	*40*	*100%*
I use active listening skills during mentoring conversations	Sometimes	1	2.5%
	Often	6	15%
	Very often	19	47.5%
	Always	14	35
	Total	*40*	*100%*
I confront novice teachers with mistakes they made during their lessons.	Never	3	7.5%
	Rarely	10	25%
	Sometimes	13	32.5%
	Often	6	15%
	Very often	7	17.5%
	Always	1	2.5%
	Total	*40*	*100%*
I use concrete examples from the novice teachers' lessons during conversations	Sometimes	1	2.5%
	Often	9	22.5%
	Very often	13	32.5%
	Always	17	42.5%
	Total	*40*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I instruct novice teachers on how to structure their teaching.	Never	2	5%
	Rarely	3	7.5%
	Sometimes	11	27.5%
	Often	14	35%
	Very often	6	15%
	Always	4	10%
	Total	*40*	*100%*
I am able to address feelings which I perceived during the lesson.	Rarely	1	2.5%
	Sometimes	9	22.5%
	Often	12	30%
	Very often	12	30%
	Always	6	15%
	Total	*40*	*100%*
I help mentees to make their implicit statements explicit.	Sometimes	4	10.26%
	Often	16	41.03%
	Very often	14	35.9%
	Always	5	12.82%
	Total	*39*	*100%*
I ask for alternatives to the teaching implemented by novice teachers.	Rarely	3	7.5%
	Sometimes	9	22.5%
	Often	12	30%
	Very often	14	35%
	Always	2	5%
	Total	*40*	*100%*
I provide additional information on instruction to mentees.	Rarely	1	2.5%
	Sometimes	10	25%
	Often	12	30%
	Very often	12	30%
	Always	5	12.5%
	Total	*40*	*100%*
I assess the quality of novice teachers' teaching skills.	Never	1	2.5%
	Rarely	6	15%
	Sometimes	10	25%
	Often	11	27.5%
	Very often	7	17.5%
	Always	5	12.5%
	Total	*40*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I provide direct advice on how to improve teaching.	Rarely	7	17.5%
	Sometimes	16	40%
	Often	13	32.5%
	Very often	2	5%
	Always	2	5%
	Total	*40*	*100%*
I give examples of best practice from my own experience.	Rarely	1	2.5%
	Sometimes	19	47.5%
	Often	7	17.5%
	Very often	8	20%
	Always	5	12.5%
	Total	*40*	*100%*
I want novice teachers to discover the principles behind a good lesson on their own.	Sometimes	6	15%
	Often	8	20%
	Very often	17	42.5%
	Always	9	22.5%
	Total	*40*	*100%*
I let my novice teachers continuously reflect on their professional development.	Sometimes	2	5%
	Often	10	25%
	Very often	11	27.5%
	Always	17	42.5%
	Total	*40*	*100%*
At the end of a mentoring conversation. I summarise the content that we discussed.	Sometimes	3	7.5%
	Often	12	30%
	Very often	10	25%
	Always	15	37.5%
	Total	*40*	*100%*
I provide guidance on further professional development opportunities.	Sometimes	3	7.5%
	Often	10	25%
	Very often	18	45%
	Always	9	22.5%
	Total	*40*	*100%*

Table 70: Frequency of Use of Mentoring Practices (Mentors' Perspective)—Spain (Catalonia)

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I start a conversation with an open question.	Rarely	2	5.56%
	Sometimes	6	16.67%
	Often	12	33.33%
	Very often	12	33.33%
	Always	4	11.11%
	Total	*36*	*100%*
I ask clarifying questions.	Sometimes	4	11.11%
	Often	18	50%
	Very often	11	30.56%
	Always	3	8.33%
	Total	*36*	*100%*
I ask novice teachers to elaborate on their intentions and considerations for a lesson.	Sometimes	4	11.43%
	Often	14	40%
	Very often	13	37.14%
	Always	4	11.43%
	Total	*35*	*100%*
I use active listening skills during mentoring conversations.	Sometimes	1	2.78%
	Often	7	19.44%
	Very often	10	27.78%
	Always	18	50%
	Total	*36*	*100%*
I confront novice teachers with mistakes they made during their lessons.	Never	5	13.89%
	Rarely	11	30.56%
	Sometimes	12	33.33%
	Often	7	19.44%
	Always	1	2.78%
	Total	*36*	*100%*
I use concrete examples from the novice teachers' lessons during conversations.	Never	2	5.56%
	Sometimes	6	16.67%
	Often	10	27.78%
	Very often	10	27.78%
	Always	8	22.22%
	Total	*36*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I instruct novice teachers on how to structure their teaching.	Never	8	22.22%
	Rarely	9	25%
	Sometimes	12	33.33%
	Often	5	13.89%
	Very often	2	5.56%
	Total	*36*	*100%*
I am able to address feelings which I perceived during the lesson.	Rarely	2	5.71%
	Sometimes	8	22.86%
	Often	13	37.14%
	Very often	7	20%
	Always	5	14.29%
	Total	*35*	*100%*
I help mentees to make their implicit statements explicit.	Rarely	1	2.78%
	Sometimes	6	16.67%
	Often	14	38.89%
	Always	11	30.56%
	Very often	4	11.11%
	Total	*36*	*100%*
I ask for alternatives to the teaching implemented by novice teachers.	Never	1	2.86%
	Rarely	3	8.57%
	Sometimes	16	45.71%
	Often	13	37.14%
	Very often	2	5.71%
	Total	*35*	*100%*
I provide additional information on instruction to mentees.	Never	1	2.78%
	Rarely	4	11.11%
	Sometimes	15	41.67%
	Often	12	33.33%
	Very often	3	8.33%
	Always	1	2.78%
	Total	*36*	*100%*
I assess the quality of novice teachers' teaching skills.	Never	13	36.11%
	Rarely	7	19.44%
	Sometimes	5	13.89%
	Often	7	19.44%
	Very often	1	2.78%
	Always	3	8.33%
	Total	*36*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I provide direct advice on how to improve teaching.	Never	5	13.89%
	Rarely	10	27.78%
	Sometimes	16	44.44%
	Often	4	11.11%
	Very often	1	2.78%
	Total	*36*	*100%*
I give examples of best practice from my own experience.	Never	1	2.78%
	Rarely	5	13.89%
	Sometimes	16	44.44%
	Often	12	33.33%
	Very often	2	5.56%
	Total	*36*	*100%*
I want novice teachers to discover the principles behind a good lesson on their own.	Rarely	1	2.78%
	Sometimes	9	25%
	Often	10	27.78%
	Very often	8	22.22%
	Always	8	22.22%
	Total	*36*	*100%*
I let my novice teachers reflect continuously on their professional development.	Sometimes	4	11.11%
	Often	10	27.78%
	Very often	14	38.89%
	Always	8	22.22%
	Total	*36*	*100%*
At the end of a mentoring conversation. I summarise the content that we discussed.	Sometimes	4	11.11%
	Often	11	30.56%
	Very often	7	19.44%
	Always	14	38.89%
	Total	*36*	*100%*
I provide guidance on further professional development opportunities.	Never	7	20%
	Rarely	5	14.29%
	Sometimes	15	42.86%
	Often	5	14.29%
	Very often	2	5.71%
	Always	1	2.86%
	Total	*35*	*100%*

Table 71: Frequency of Use of Mentoring Practices (Mentors' Perspective)—Spain (Madrid)

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I start a conversation with an open question.	Rarely	3	7.69%
	Sometimes	8	20.51%
	Often	10	25.64%
	Very often	12	30.77%
	Always	6	15.38%
	Total	*39*	*100%*
I ask clarifying questions.	Rarely	2	5.13%
	Sometimes	9	23.08%
	Often	13	33.33%
	Very often	15	38.46%
	Total	*39*	*100%*
I ask novice teachers to elaborate on their intentions and considerations for a lesson.	Never	1	2.56%
	Rarely	6	15.38%
	Sometimes	3	7.69%
	Often	16	41.03%
	Very often	9	23.08%
	Always	4	10.26%
	Total	*39*	*100%*
I use active listening skills during mentoring conversations.	Often	8	21.05%
	Very often	7	18.42%
	Always	23	60.53%
	Total	*38*	*100%*
I confront novice teachers with mistakes they made during their lessons	Never	4	10.53%
	Rarely	1	2.63%
	Sometimes	14	36.84%
	Often	13	34.21%
	Very often	5	13.16%
	Always	1	2.63%
	Total	*38*	*100%*
I use concrete examples from the novice teachers' lessons during conversations.	Rarely	2	5.13%
	Sometimes	4	10.26%
	Often	8	20.51%
	Very often	16	41.03%
	Always	9	23.08%
	Total	*39*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I instruct novice teachers on how to structure their teaching.	Sometimes	15	45.45%
	Often	12	36.36%
	Very often	5	15.15%
	Always	1	3.03%
	Total	*33*	*100%*
I am able to address feelings which I perceived during the lesson.	Rarely	6	17.65%
	Sometimes	9	26.47%
	Often	8	23.53%
	Very often	4	11.76%
	Always	7	20.59%
	Total	*34*	*100%*
I help mentees to make their implicit statements explicit.	Rarely	2	5.88%
	Sometimes	11	32.35%
	Often	10	29.41%
	Very often	11	32.35%
	Total	*34*	*100%*
I ask for alternatives to the teaching implemented by novice teachers.	Rarely	3	8.82%
	Sometimes	9	26.47%
	Often	10	29.41%
	Very often	11	32.35%
	Always	1	2.94%
	Total	*34*	*100%*
I provide additional information on instruction to mentees.	Rarely	2	6.06%
	Sometimes	7	21.21%
	Often	14	42.42%
	Very often	9	27.27%
	Always	1	3.03%
	Total	*33*	*100%*
I assess the quality of novice teachers' teaching skills.	Never	3	8.82%
	Rarely	10	29.41%
	Sometimes	6	17.65%
	Often	8	23.53%
	Very often	6	17.65%
	Always	1	2.94%
	Total	*34*	*100%*

Think about the frequency with which you have used specific mentoring practices. How often do you rely on the following practices?		Absolute Frequency	Relative Frequency
I provide direct advice on how to improve teaching.	Never	1	2.56%
	Rarely	7	17.95%
	Sometimes	14	35.9%
	Often	9	23.08%
	Very often	6	15.38%
	Always	2	5.13%
	Total	*39*	*100%*
I give examples of best practice from my own experience.	Rarely	7	17.95%
	Sometimes	16	41.03%
	Often	9	23.08%
	Very often	6	15.38%
	Always	1	2.56%
	Total	*39*	*100%*
I want novice teachers to discover the principles behind a good lesson on their own.	Rarely	1	2.56%
	Sometimes	4	10.26%
	Often	18	46.15%
	Very often	12	30.77%
	Always	4	10.26%
	Total	*39*	*100%*
I let my novice teachers reflect continuously on their professional development.	Sometimes	2	5.13%
	Often	16	41.03%
	Very often	13	33.33%
	Always	8	20.51%
	Total	*39*	*100%*
At the end of a mentoring conversation. I summarise the content that we discussed.	Rarely	3	7.89%
	Sometimes	1	2.63%
	Often	9	23.68%
	Very often	10	26.32%
	Always	15	39.47%
	Total	*38*	*100%*
I provide guidance on further professional development opportunities.	Never	2	5.13%
	Rarely	6	15.38%
	Sometimes	12	30.77%
	Often	9	23.08%
	Very often	8	20.51%
	Always	2	5.13%
	Total	*39*	*100%*

Table 72: Self-Assessment of Mentors' Mentoring Competences—Austria

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to build supportive relationships with my mentees.	Average ability	2	11.11%
	High ability	11	61.11%
	Very high ability	5	27.78%
	Total	*18*	*100%*
I am able to encourage my mentees to perceive their school as a professional learning environment.	Basic ability	1	5.56%
	Average ability	7	38.89%
	High ability	9	50%
	Very high ability	1	5.56%
	Total	*18*	*100%*
I am able to contribute to a growing professional resilience among my mentees.	Basic ability	1	5.56%
	Average ability	11	61.11%
	High ability	5	27.78%
	Very high ability	1	5.56%
	Total	*18*	*100%*
I am able to advise novice teachers on how to structure their teaching.	Average ability	5	27.78%
	High ability	11	61.11%
	Very high ability	2	11.11%
	Total	*18*	*100%*
I am able to assess the quality of novice teachers' teaching skills.	No ability	1	5.56%
	Basic ability	3	16.67%
	Average ability	4	22.22%
	High ability	8	44.44%
	Very high ability	2	11.11%
	Total	*18*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to address my mentees' feelings.	Average ability	3	16.67%
	High ability	13	72.22%
	Very high ability	2	11.11%
	Total	*18*	*100%*
I am able to give my mentees constructive feedback.	Average ability	3	16.67%
	High ability	10	55.56%
	Very high ability	5	27.78%
	Total	*18*	*100%*
I am able to use active listening as a strategy.	Average ability	3	16.67%
	High ability	9	50%
	Very high ability	6	33.33%
	Total	*18*	*100%*
I am able to analyse my mentees' professional development needs.	Basic ability	4	22.22%
	Average ability	10	55.56%
	High ability	2	11.11%
	Very high ability	2	11.11%
	Total	*18*	*100%*
I am able to prompt mentees to reflect on their teaching.	Very little ability	1	5.56%
	Basic ability	2	11.11%
	Average ability	3	16.67%
	High ability	10	55.56%
	Very high ability	2	11.11%
	Total	*18*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to relate to professional teaching standards.	Very little ability	1	5.56%
	Basic ability	4	22.22%
	Average ability	10	55.56%
	High ability	3	16.67%
	Total	*18*	*100%*
I am able to deal with mentees' mistakes in a constructive way.	Average ability	5	27.78%
	High ability	10	55.56%
	Very high ability	3	16.67%
	Total	*18*	*100%*

Table 73: Self-Assessment of Mentors' Mentoring Competences—Belgium (Flanders)

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to build supportive relationships with my mentees.	High ability	10	90.91%
	Very high ability	1	9.09%
	Total	*11*	*100%*
I am able to encourage my mentees to perceive their school as a professional learning environment.	Average ability	2	18.18%
	High ability	7	63.64%
	Very high ability	2	18.18%
	Total	*11*	*100%*
I am able to contribute to a growing professional resilience among my mentees.	Average ability	4	36.36%
	High ability	7	63.64%
	Total	*11*	*100%*
I am able to advise novice teachers on how to structure their teaching.	Average ability	4	36.36%
	High ability	6	54.55%
	Very high ability	1	9.09%
	Total	*11*	*100%*
I am able to assess the quality of novice teachers' teaching skills.	Basic ability	1	9.09%
	Average ability	3	27.27%
	High ability	7	63.64%
	Total	*11*	*100%*
I am able to address my mentees' feelings.	Average ability	3	27.27%
	High ability	5	45.45%
	Very high ability	3	27.27%
	Total	*11*	*100%*
I am able to give my mentees constructive feedback.	Average ability	2	18.18%
	High ability	7	63.64%
	Very high ability	2	18.18%
	Total	*11*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to use active listening as a strategy.	Average ability	2	18.18%
	High ability	5	45.45%
	Very high ability	4	36.36%
	Total	*11*	*100%*
I am able to analyse my mentees' professional development needs.	Basic ability	1	9.09%
	Average ability	6	54.55%
	High ability	3	27.27%
	Very high ability	1	9.09%
	Total	*11*	*100%*
I am able to prompt mentees to reflect on their teaching.	Average ability	5	45.45%
	High ability	6	54.55%
	Total	*11*	*100%*
I am able to relate to professional teaching standards.	Average ability	8	72.73%
	High ability	3	27.27%
	Total	*11*	*100%*
I am able to deal with mentees' mistakes in a constructive way.	Average ability	2	20%
	High ability	6	60%
	Very high ability	2	20%
	Total	*10*	*100%*

Table 74: Self-Assessment of Mentors' Mentoring Competences—Belgium (Wallonia)

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to build supportive relationships with my mentees.	Basic ability	4	14.81%
	Average ability	7	25.93%
	High ability	11	40.74%
	Very high ability	5	18.52%
	Total	*27*	*100%*
I am able to encourage my mentees to perceive their school as a professional learning environment.	Very little ability	1	3.7%
	Basic ability	5	18.52%
	Average ability	7	25.93%
	High ability	10	37.04%
	Very high ability	4	14.81%
	Total	*27*	*100%*
I am able to contribute to a growing professional resilience among my mentees.	Basic ability	7	30.43%
	Average ability	7	30.43%
	High ability	7	30.43%
	Very high ability	2	8.7%
	Total	*23*	*100%*
I am able to advise novice teachers on how to structure their teaching.	Very little ability	2	7.41%
	Basic ability	3	11.11%
	Average ability	10	37.04%
	High ability	11	40.74%
	Very high ability	1	3.7%
	Total	*27*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to assess the quality of novice teachers' teaching skills.	Very little ability	4	18.18%
	Basic ability	7	31.82%
	Average ability	5	22.73%
	High ability	5	22.73%
	Very high ability	1	4.55%
	Total	22	100%
I am able to address my mentees' feelings.	Very little ability	1	3.7%
	Basic ability	3	11.11%
	Average ability	8	29.63%
	High ability	11	40.74%
	Very high ability	4	14.81%
	Total	27	100%
I am able to give my mentees constructive feedback.	Very little ability	1	4%
	Basic ability	2	8%
	Average ability	6	24%
	High ability	12	48%
	Very high ability	4	16%
	Total	25	100%
I am able to use active listening as a strategy.	Basic ability	3	11.11%
	Average ability	4	14.81%
	High ability	15	55.56%
	Very high ability	5	18.52%
	Total	27	100%

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to analyse my mentees' professional development needs.	Very little ability	2	8%
	Basic ability	4	16%
	Average ability	10	40%
	High ability	8	32%
	Very high ability	1	4%
	Total	25	100%
I am able to prompt mentees to reflect on their teaching.	Very little ability	1	3.7%
	Basic ability	4	14.81%
	Average ability	13	48.15%
	High ability	7	25.93%
	Very high ability	2	7.41%
	Total	24	100%
I am able to relate to professional teaching standards.	No ability	1	4.17%
	Very little ability	5	20.83%
	Basic ability	3	12.5%
	Average ability	6	25%
	High ability	8	33.33%
	Very high ability	1	4.17%
	Total	24	100%
I am able to deal with mentees' mistakes in a constructive way.	No ability	1	3.7%
	Basic ability	3	11.11%
	High ability	10	37.04%
	Very high ability	2	7.41%
	Total	27	100%

Table 75: Self-Assessment of Mentors' Mentoring Competences—Bulgaria

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to build supportive relationships with my mentees.	Average ability	9	15.52%
	High ability	30	51.72%
	Very high ability	19	32.76%
	Total	*58*	*100%*
I am able to encourage my mentees to perceive their school as a professional learning environment.	Basic ability	1	1.72%
	Average ability	8	13.79%
	High ability	39	67.24%
	Very high ability	10	17.24%
	Total	*58*	*100%*
I am able to contribute to a growing professional resilience among my mentees.	Basic ability	3	5.17%
	Average ability	13	22.41%
	High ability	34	58.62%
	Very high ability	8	13.79%
	Total	*58*	*100%*
I am able to advise novice teachers on how to structure their teaching.	Basic ability	1	1.79%
	Average ability	6	10.71%
	High ability	37	66.07%
	Very high ability	12	21.43%
	Total	*56*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to assess the quality of novice teachers' teaching skills.	Very little ability	1	1.75%
	Basic ability	2	3.51%
	Average ability	5	8.77%
	High ability	36	63.16%
	Very high ability	13	22.81%
	Total	*57*	*100%*
I am able to address my mentees' feelings.	Basic ability	3	5.26%
	Average ability	9	15.79%
	High ability	27	47.37%
	Very high ability	18	31.58%
	Total	*57*	*100%*
I am able to give my mentees constructive feedback.	Basic ability	1	1.75%
	Average ability	9	15.79%
	High ability	33	57.89%
	Very high ability	14	24.56%
	Total	*57*	*100%*
I am able to use active listening as a strategy.	Basic ability	2	3.51%
	Average ability	9	15.79%
	High ability	33	57.89%
	Very high ability	13	22.81%
	Total	*57*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to analyse my mentees' professional development needs.	Basic ability	1	1.82%
	Average ability	9	16.36%
	High ability	35	63.64%
	Very high ability	10	18.18%
	Total	*55*	*100%*
I am able to prompt mentees to reflect on their teaching.	Basic ability	2	3.57%
	Average ability	15	26.79%
	High ability	31	55.36%
	Very high ability	8	14.29%
	Total	*56*	*100%*
I am able to relate to professional teaching standards.	Basic ability	1	1.79%
	Average ability	12	21.43%
	High ability	35	62.5%
	Very high ability	8	14.29%
	Total	*56*	*100%*
I am able to deal with mentees' mistakes in a constructive way.	Basic ability	1	1.75%
	Average ability	10	17.54%
	High ability	34	59.65%
	Very high ability	12	21.05%
	Total	*57*	*100%*

Table 76: Self-Assessment of Mentors' Mentoring Competences—Romania

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to build supportive relationships with my mentees.	Average ability	2	5%
	High ability	29	72.5%
	Very high ability	9	22.5%
	Total	*40*	*100%*
I am able to encourage my mentees to perceive their school as a professional learning environment.	Average ability	1	2.5%
	High ability	31	77.5%
	Very high ability	8	20%
	Total	*40*	*100%*
I am able to contribute to a growing professional resilience among my mentees.	Average ability	4	10%
	High ability	30	75%
	Very high ability	6	15%
	Total	*40*	*100%*
I am able to advise novice teachers on how to structure their teaching.	Average ability	4	10%
	High ability	25	62.5%
	Very high ability	11	27.5%
	Total	*40*	*100%*
I am able to assess the quality of novice teachers' teaching skills.	Average ability	3	7.69%
	High ability	28	71.79%
	Very high ability	8	20.51%
	Total	*39*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to address my mentees' feelings.	Average ability	5	12.5%
	High ability	29	72.5%
	Very high ability	6	15%
	Total	*40*	*100%*
I am able to give my mentees constructive feedback.	High ability	27	67.5%
	Very high ability	13	32.5%
	Total	*40*	*100%*
I am able to use active listening as a strategy.	Average ability	1	2.56%
	High ability	24	61.54%
	Very high ability	14	35.9%
	Total	*39*	*100%*
I am able to analyse my mentees' professional development needs.	Average ability	3	7.69%
	High ability	28	71.79%
	Very high ability	8	20.51%
	Total	*39*	*100%*
I am able to prompt mentees to reflect on their teaching.	Average ability	3	7.5%
	High ability	24	60%
	Very high ability	13	32.5%
	Total	*40*	*100%*
I am able to relate to professional teaching standards.	Basic ability	1	2.5%
	Average ability	3	7.5%
	High ability	24	60%
	Very high ability	12	30%
	Total	*40*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to deal with mentees' mistakes in a constructive way.	Average ability	2	5%
	High ability	27	67.5%
	Very high ability	11	27.5%
	Total	*40*	*100%*

Table 77: Self-Assessment of Mentors' Mentoring Competences—Spain (Catalonia)

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to build supportive relationships with my mentees.	Average ability	4	11.11%
	High ability	26	72.22%
	Very high ability	6	16.67%
	Total	*36*	*100%*
I am able to encourage my mentees to perceive their school as a professional learning environment.	Average ability	9	25%
	High ability	20	55.56%
	Very high ability	7	19.44%
	Total	*36*	*100%*
I am able to contribute to a growing professional resilience among my mentees.	Basic ability	3	8.33%
	Average ability	9	25%
	High ability	23	63.89%
	Very high ability	1	2.78%
	Total	*36*	*100%*
I am able to advise novice teachers on how to structure their teaching.	Basic ability	4	11.11%
	Average ability	12	33.33%
	High ability	18	50%
	Very high ability	2	5.56%
	Total	*36*	*100%*
I am able to assess the quality of novice teachers' teaching skills.	No ability	1	2.86%
	Very little ability	1	2.86%
	Basic ability	1	2.86%
	Average ability	10	28.57%
	High ability	19	54.29%
	Very high ability	3	8.57%
	Total	*35*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to address my mentees' feelings.	Basic ability	2	5.56%
	Average ability	7	19.44%
	High ability	15	41.67%
	Very high ability	12	33.33%
	Total	36	100%
I am able to give my mentees constructive feedback.	Average ability	5	13.89%
	High ability	22	61.11%
	Very high ability	9	25%
	Total	36	100%
I am able to use active listening as a strategy.	Basic ability	1	2.86%
	Average ability	3	8.57%
	High ability	19	54.29%
	Very high ability	12	34.29%
	Total	35	100%
I am able to analyse my mentees' professional development needs.	Basic ability	3	8.33%
	Average ability	11	30.56%
	High ability	21	58.33%
	Very high ability	1	2.78%
	Total	36	100%
I am able to prompt mentees to reflect on their teaching.	Basic ability	1	2.78%
	Average ability	6	16.67%
	High ability	24	66.67%
	Very high ability	5	13.89%
	Total	36	100%

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to relate to professional teaching standards.	Basic ability	1	2.78%
	Average ability	11	30.56%
	High ability	19	52.78%
	Very high ability	5	13.89%
	Total	36	100%
I am able to deal with mentees' mistakes in a constructive way.	Average ability	8	22.22%
	High ability	22	61.11%
	Very high ability	6	16.67%
	Total	36	100%

Table 78: Self-Assessment of Mentors' Mentoring Competences—Spain (Madrid)

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to build supportive relationships with my mentees.	Basic ability	2	5.13%
	Average ability	6	15.38%
	High ability	26	66.67%
	Very high ability	5	12.82%
	Total	*39*	*100%*
I am able to encourage my mentees to perceive their school as a professional learning environment.	Basic ability	3	7.69%
	Average ability	8	20.51%
	High ability	25	64.1%
	Very high ability	3	7.69%
	Total	*39*	*100%*
I am able to contribute to a growing professional resilience among my mentees.	No ability	1	2.56%
	Basic ability	1	2.56%
	Average ability	17	43.59%
	High ability	19	48.72%
	Very high ability	1	2.56%
	Total	*39*	*100%*
I am able to advise novice teachers on how to structure their teaching.	Basic ability	2	5.13%
	Average ability	18	46.15%
	High ability	17	43.59%
	Very high ability	2	5.13%
	Total	*39*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to assess the quality of novice teachers' teaching skills.	Very little ability	1	2.56%
	Basic ability	4	10.26%
	Average ability	15	38.46%
	High ability	16	41.03%
	Very high ability	3	7.69%
	Total	*39*	*100%*
I am able to address my mentees' feelings.	Very little ability	1	2.56%
	Basic ability	1	2.56%
	Average ability	13	33.33%
	High ability	15	38.46%
	Very high ability	9	23.08%
	Total	*39*	*100%*
I am able to give my mentees constructive feedback.	Average ability	9	24.32%
	High ability	22	59.46%
	Very high ability	6	16.22%
	Total	*37*	*100%*
I am able to use active listening as a strategy.	Average ability	10	26.32%
	High ability	16	42.11%
	Very high ability	12	31.58%
	Total	*38*	*100%*
I am able to analyse my mentees' professional development needs.	Basic ability	4	10.53%
	Average ability	18	47.37%
	High ability	14	36.84%
	Very high ability	2	5.26%
	Total	*38*	*100%*

Think about your own mentoring competence. How would you assess your ability regarding the following mentoring skills?		Absolute Frequency	Relative Frequency
I am able to prompt mentees to reflect on their teaching.	Basic ability	1	2.63%
	Average ability	10	26.32%
	High ability	24	63.16%
	Very high ability	3	7.89%
	Total	38	100%
I am able to relate to professional teaching standards.	Basic ability	3	8.11%
	Average ability	14	37.84%
	High ability	18	48.65%
	Very high ability	2	5.41%
	Total	37	100%
I am able to deal with mentees' mistakes in a constructive way.	Basic ability	1	2.63%
	Average ability	11	28.95%
	High ability	19	50%
	Very high ability	7	18.42%
	Total	38	100%

Table 79: Percentage of Novice Teachers in the Control Group With Mentor Support

Variable	Do you currently have a mentor to support you?	Absolute Frequency	Relative Frequency
Mentor Support	Yes	150	28.63%
	No	374	71.37%
	Total	*524*	*100%*

Table 80: Percentage of Novice Teachers in the Control Group With Mentor Support. by Education System

Variable	Education System	Do you currently have a mentor to support you?	Absolute Frequency	Relative Frequency
Mentor Support	Belgium (Flanders)	Yes	10	83.33%
		No	2	16.67%
		Total	*12*	*100%*
	Belgium (Wallonia)	Yes	48	60.76%
		No	31	39.24%
		Total	*79*	*100%*
	Bulgaria	Yes	30	14.63%
		No	175	85.37%
		Total	*205*	*100%*
	Romania	Yes	10	20.41%
		No	39	79.59%
		Total	*49*	*100%*
	Spain (Catalonia)	Yes	33	40.74%
		No	48	59.26%
		Total	*81*	*100%*
	Spain (Madrid)	Yes	19	21.11%
		No	71	78.89%
		Total	*90*	*100%*

Table 81: Novice Teachers' Gender by Group

Group	Gender	Absolute Frequency	Relative Frequency
Novice Teacher Control Group	Female	377	72.64%
	Male	142	27.36%
	Total	*519*	*100%*
Novice Teacher Intervention Group	Female	286	75.26%
	Male	93	24.47%
	Other	1	0.26%
	Total	*380*	*100%*

Table 82: Novice Teachers' Gender by Education System and Group

Education System	Gender	Novice Teacher Intervention Group		Novice Teacher Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Belgium (Flanders)	Female	14	58.33%	8	66.67%
	Male	10	41.67%	4	33.33%
	Total	*24*	*100%*	*12*	*100%*
Belgium (Wallonia)	Female	26	70.27%	53	67.09%
	Male	11	29.73%	26	32.91%
	Total	*37*	*100%*	*79*	*100%*
Bulgaria	Female	93	79.49%	160	78.05%
	Male	24	20.51%	45	21.95%
	Total	*117*	*100%*	*205*	*100%*
Romania	Female	54	91.53%	46	88.46%
	Male	5	8.47%	6	11.54%
	Total	*59*	*100%*	*52*	*100%*
Spain (Catalonia)	Female	53	75.71%	43	53.09%
	Male	17	24.29%	38	46.91%
	Total	*70*	*100%*	*81*	*100%*
Spain (Madrid)	Female	46	63.01%	67	74.44%
	Male	26	35.62%	23	25.56%
	Other	1	1.37%	0	--
	Total	*73*	*100%*	*90*	*100%*

Table 83: Novice Teachers' Age in Years by Group

Variable	Group	N	M	SD	Mdn	Range
Age	Novice Teacher Intervention Group	380	32.03	8.21	30	20–56
	Novice Teacher Control Group	518	32.78	7.78	31	20–56

Table 84: Novice Teachers' Age in Years by Education System and Group

Variable	Education System	Group	N	M	SD	Mdn	Range
Age	Belgium (Flanders)	Novice Teacher Intervention Group	24	31.08	8.9	27	22–51
		Novice Teacher Control Group	12	30.25	8.04	27	22–45
	Belgium (Wallonia)	Novice Teacher Intervention Group	37	32.19	10.1	28	21–52
		Novice Teacher Control Group	79	29.51	8.44	26	21–55
	Bulgaria	Novice Teacher Intervention Group	117	33.68	7.04	33	23–52
		Novice Teacher Control Group	205	32.95	6.76	32	21–50
	Romania	Novice Teacher Intervention Group	59	26.69	6.94	25	20–48
		Novice Teacher Control Group	51	32.53	8.84	31	20–56
	Spain (Catalonia)	Novice Teacher Intervention Group	70	31.74	7.66	29	22–55
		Novice Teacher Control Group	81	34.09	7.87	32	23–53
	Spain (Madrid)	Novice Teacher Intervention Group	73	34.22	8.41	32	23–56
		Novice Teacher Control Group	90	34.54	7.83	32	25–56

Table 85: Novice Teachers' Teaching Experience in Years by Group

Variable	Group	N	M	SD	Mdn	Range
Teaching Experience in Years	Novice Teacher Intervention Group	380	1.93	1.42	2	0–5
	Novice Teacher Control Group	519	2.27	1.51	2	0–5

Table 86: Novice Teachers' Teaching Experience in Years by Education System and Group

Variable	Education System	Group	N	M	SD	Mdn	Range
Teaching Experience	Belgium (Flanders)	Novice Teacher Intervention Group	24	1.17	1.03	1	0–5
		Novice Teacher Control Group	12	1.42	1.25	1	0–3
	Belgium (Wallonia)	Novice Teacher Intervention Group	37	1.92	1.48	2	0–5
		Novice Teacher Control Group	79	1.27	1.36	1	0–5
	Bulgaria	Novice Teacher Intervention Group	117	1.88	1.39	2	0–5
		Novice Teacher Control Group	205	2.46	1.42	3	0–5
	Romania	Novice Teacher Intervention Group	59	1.41	1.25	1	0–5
		Novice Teacher Control Group	52	2.04	1.62	2	0–5
	Spain (Catalonia)	Novice Teacher Intervention Group	70	2.33	1.35	2	0–5
		Novice Teacher Control Group	81	1.81	1.15	2	0–5
	Spain (Madrid)	Novice Teacher Intervention Group	73	2.21	1.52	2	0–5
		Novice Teacher Control Group	90	3.38	1.29	4	0–5

Table 87: Novice Teachers' Route to Entrance into the Teaching Profession by Group

Group	Type of Entrance	Absolute Frequency	Relative Frequency
Novice Teacher Intervention Group	I entered the teaching profession… via regular teacher education and/or training.	323	85%
	I entered the teaching profession… via an alternative pathway (e.g. fast-track training).	42	11.05%
	I entered the teaching profession… without any teacher education or teacher training.	15	3.95%
	Total	*380*	*100%*
Novice Teacher Control Group	I entered the teaching profession… via regular teacher education and/or training.	424	81.7%
	I entered the teaching profession… via an alternative pathway (e.g. fast-track training).	69	13.29%
	I entered the teaching profession… without any teacher education or teacher training.	26	5.01%
	Total	*519*	*100%*

Table 88: Novice Teachers' Route to Entrance into the Teaching Profession by Education System and Group

Education System	Type of Entrance I entered the teaching profession...	Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Belgium (Flanders)	via regular teacher education and/or training.	17	70.83%	8	66.67%
	via an alternative pathway (e.g. fast-track training).	4	16.67%	2	16.67%
	without any teacher education or teacher training.	3	12.5%	2	16.67%
	Total	*24*	*100%*	*12*	*100%*
Belgium (Wallonia)	via regular teacher education and/or training.	31	83.78%	71	89.87%
	via an alternative pathway (e.g. fast-track training).	2	5.41%	3	3.8%
	without any teacher education or teacher training.	4	10.81%	5	6.33%
	Total	*37*	*100%*	*79*	*100%*
Bulgaria	via regular teacher education and/or training.	78	66.67%	135	65.85%
	via an alternative pathway (e.g. fast-track training).	33	28.21%	55	26.83%
	without any teacher education or teacher training.	6	5.13%	15	7.32%
	Total	*117*	*100%*	*205*	*100%*
Romania	via regular teacher education and/or training.	56	94.92%	45	86.54%
	via an alternative pathway (e.g. fast-track training).	2	3.39%	5	9.62%
	without any teacher education or teacher training.	1	1.69%	2	3.85%
	Total	*59*	*100%*	*52*	*100%*
Spain (Catalonia)	via regular teacher education and/or training.	69	98.57%	77	95.06%
	via an alternative pathway (e.g. fast-track training).	0	--	3	3.7%
	without any teacher education or teacher training.	1	1.43%	1	1.23%
	Total	*70*	*100%*	*81*	*100%*

Education System	Type of Entrance I entered the teaching profession...	Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Spain (Madrid)	via regular teacher education and/or training.	72	98.63%	88	97.78%
	via an alternative pathway (e.g. fast-track training).	1	1.37%	1	1.11%
	without any teacher education or teacher training.			1	1.11%
	Total	73	100%	90	100%

Table 89: Organisation of Mentoring (Novice Teachers' Perspective)—Belgium (Flanders)

To what extent do you agree or disagree with the following statements about the organisation of your mentoring?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor takes sufficient time for our mentoring conversations.	Strongly disagree	1	1.41%	2	10.53%
	Disagree	4	5.63%	1	5.26%
	Agree	22	30.99%	8	42.11%
	Strongly agree	44	61.97%	8	42.11%
	Total	71	100%	19	100%
My mentor takes sufficient time to observe my classroom teaching.	Strongly disagree	3	4.23%	1	5.26%
	Disagree	2	2.82%	2	10.53%
	Agree	23	32.39%	8	42.11%
	Strongly agree	43	60.56%	8	42.11%
	Total	71	100%	19	100%
I know well in advance when my mentor will visit me for a classroom observation.	Strongly disagree	1	1.41%	0	--
	Disagree	0	0%	2	10.53%
	Agree	17	23.94%	8	42.11%
	Strongly agree	53	74.65%	9	47.37%
	Total	71	100%	19	100%
My mentoring conversations were rescheduled often.	Strongly disagree	22	30.99%	5	26.32%
	Disagree	22	30.99%	6	31.58%
	Agree	13	18.31%	6	31.58%
	Strongly agree	14	19.72%	2	10.53%
	Total	71	100%	19	100%

Table 90: Organisation of Mentoring (Novice Teachers' Perspective)—Belgium (Wallonia)

To what extent do you agree or disagree with the following statements about the organisation of your mentoring?		Intervention Group		Control Group	
		Absolute Frequency	**Relative Frequency**	**Absolute Frequency**	**Relative Frequency**
My mentor takes sufficient time for our mentoring conversations.	Strongly disagree	3	8.82%	7	15.22%
	Disagree	3	8.82%	5	10.87%
	Agree	21	61.76%	19	41.3%
	Strongly agree	7	20.59%	15	32.61%
	Total	*34*	*100%*	*46*	*100%*
My mentor takes sufficient time to observe my classroom teaching.	Strongly disagree	8	24.24%	17	38.64%
	Disagree	16	48.48%	14	31.82%
	Agree	8	24.24%	7	15.91%
	Strongly agree	1	3.03%	6	13.64%
	Total	*33*	*100%*	*44*	*100%*
I know well in advance when my mentor will visit me for a classroom observation.	Strongly disagree	9	26.47%	19	45.24%
	Disagree	8	23.53%	8	19.05%
	Agree	16	47.06%	8	19.05%
	Strongly agree	1	2.94%	7	16.67%
	Total	*34*	*100%*	*42*	*100%*
My mentoring conversations were rescheduled often.	Strongly disagree	13	38.24%	31	68.89%
	Disagree	11	32.35%	11	24.44%
	Agree	9	26.47%	3	6.67%
	Strongly agree	1	2.94%	0	--
	Total	*34*	*100%*	*45*	*100%*

Table 91: Organisation of Mentoring (Novice Teachers' Perspective)—Bulgaria

To what extent do you agree or disagree with the following statements about the organisation of your mentoring?		Intervention Group		Control Group	
		Absolute Frequency	**Relative Frequency**	**Absolute Frequency**	**Relative Frequency**
My mentor takes sufficient time for our mentoring conversations.	Strongly disagree	1	0.89%	1	3.57%
	disagree	3	2.68%	1	3.57%
	Agree	36	32.14%	17	60.71%
	Strongly agree	72	64.29%	9	32.14%
	Total	*112*	*100%*	*28*	*100%*
My mentor takes sufficient time to observe my classroom teaching.	Strongly disagree	0	0%	3	10.71%
	Disagree	7	6.36%	4	14.29%
	Agree	41	37.27%	14	50%
	Strongly agree	62	56.36%	7	25%
	Total	*110*	*100%*	*28*	*100%*
I know well in advance when my mentor will visit me for a classroom observation.	Strongly disagree	2	1.85%	0	--
	Disagree	6	5.56%	9	32.14%
	Agree	53	49.07%	14	50%
	Strongly agree	47	43.52%	5	17.86%
	Total	*108*	*100%*	*28*	*100%*
My mentoring conversations were rescheduled often.	Strongly disagree	55	50.93%	11	39.29%
	Disagree	42	38.89%	11	39.29%
	Agree	8	7.41%	5	17.86%
	Strongly agree	3	2.78%	1	3.57%
	Total	*108*	*100%*	*28*	*100%*

Table 92: Organisation of Mentoring (Novice Teachers' Perspective)—Romania

To what extent do you agree or disagree with the following statements about the organisation of your mentoring?		Intervention Group		Control Group	
		Absolute Frequency	**Relative Frequency**	**Absolute Frequency**	**Relative Frequency**
My mentor takes sufficient time for our mentoring conversations.	Strongly disagree	1	1.72%	1	11.11%
	Disagree	1	1.72%	0	--
	Agree	22	37.93%	7	77.78%
	Strongly agree	34	58.62%	1	11.11%
	Total	*58*	*100%*	*9*	*100%*
My mentor takes sufficient time to observe my classroom teaching.	Strongly disagree	1	1.72%	1	11.11%
	Disagree	1	1.72%	1	11.11%
	Agree	22	37.93%	6	66.67%
	Strongly agree	34	58.62%	1	11.11%
	Total	*58*	*100%*	*9*	*100%*
I know well in advance when my mentor will visit me for a classroom observation.	Strongly disagree	1	1.72%	1	11.11%
	Disagree	2	3.45%	2	22.22%
	Agree	23	39.66%	6	66.67%
	Strongly agree	32	55.17%	0	--
	Total	*58*	*100%*	*9*	*100%*
My mentoring conversations were rescheduled often.	Strongly disagree	15	25.86%	2	22.22%
	Disagree	26	44.83%	5	55.56%
	Agree	9	15.52%	2	22.22%
	Strongly agree	8	13.79%	0	--
	Total	*58*	*100%*	*9*	*100%*

Table 93: Organisation of Mentoring (Novice Teachers' Perspective)—Spain (Catalonia)

To what extent do you agree or disagree with the following statements about the organisation of your mentoring?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor takes sufficient time for our mentoring conversations.	Strongly disagree	0	--	1	3.03%
	Disagree	2	2.9%	9	27.27%
	Agree	20	28.99%	12	36.36%
	Strongly agree	47	68.12%	11	33.33%
	Total	69	100%	33	100%
My mentor takes sufficient time to observe my classroom teaching.	Strongly disagree	0	--	1	3.03%
	Disagree	3	4.35%	8	24.24%
	Agree	25	36.23%	14	42.42%
	Strongly agree	41	59.42%	10	30.3%
	Total	69	100%	33	100%
I know well in advance when my mentor will visit me for a classroom observation.	Strongly disagree	0	--	2	6.06%
	Disagree	0	--	4	12.12%
	Agree	12	17.39%	11	33.33%
	Strongly agree	57	82.61%	16	48.48%
	Total	69	100%	33	100%
My mentoring conversations were rescheduled often.	Strongly disagree	16	23.53%	6	18.18%
	Disagree	22	32.35%	13	39.39%
	Agree	19	27.94%	11	33.33%
	Strongly agree	11	16.18%	3	9.09%
	Total	68	100%	33	100%

Table 94: Organisation of Mentoring (Novice Teachers' Perspective)—Spain (Madrid)

To what extent do you agree or disagree with the following statements about the organisation of your mentoring?		Intervention Group		Control Group	
		Absolute Frequency	**Relative Frequency**	**Absolute Frequency**	**Relative Frequency**
My mentor takes sufficient time for our mentoring conversations.	Strongly disagree	1	1.41%	2	10.53%
	Disagree	4	5.63%	1	5.26%
	Agree	22	30.99%	8	42.11%
	Strongly agree	44	61.97%	8	42.11%
	Total	71	100%	19	100%
My mentor takes sufficient time to observe my classroom teaching.	Strongly disagree	3	4.23%	1	5.26%
	Disagree	2	2.82%	2	10.53%
	Agree	23	32.39%	8	42.11%
	Strongly agree	43	60.56%	8	42.11%
	Total	71	100%	19	100%
I know well in advance when my mentor will visit me for a classroom observation.	Strongly disagree	1	1.41%	0	--
	Disagree	0	0%	2	10.53%
	Agree	17	23.94%	8	42.11%
	Strongly agree	53	74.65%	9	47.37%
	Total	71	100%	19	100%
My mentoring conversations were rescheduled often.	Strongly disagree	22	30.99%	5	26.32%
	Disagree	22	30.99%	6	31.58%
	Agree	13	18.31%	6	31.58%
	Strongly agree	14	19.72%	2	10.53%
	Total	71	100%	19	100%

Table 95: Mentoring Focus (Novice Teachers' Perspective)—Belgium (Flanders)

To what extent did the mentoring you received focus on supporting you with...		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
...teaching students with learning difficulties?	Not at all	3	14.29%	1	10%
	To some extent	13	61.9%	8	80%
	Quite a bit	5	23.81%	1	10%
	Total	*21*	*100%*	*10*	*100%*
...teaching students with language barriers?	Not at all	6	28.57%	1	10%
	To some extent	10	47.62%	6	60%
	Quite a bit	4	19.05%	3	30%
	A Lot	1	4.76%	0	--
	Total	*21*	*100%*	*10*	*100%*
...teaching students with emotional and behavioural difficulties?	Not at All	2	9.52%	1	10%
	To some extent	12	57.14%	7	70%
	Quite a bit	7	33.33%	2	20%
	Total	*21*	*100%*	*10*	*100%*
...involving parents in the learning process of their children?	Not at all	9	42.86%	2	20%
	To some extent	10	47.62%	5	50%
	Quite a bit	2	9.52%	3	30%
	A lot	21	100%	10	100%
	Total	*9*	*42.86%*	*2*	*20%*

To what extent did the mentoring you received focus on supporting you with...		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
...managing a diverse classroom effectively?	Not at all	1	4.76%	0	--
	To some extent	12	57.14%	4	40%
	Quite a bit	7	33.33%	4	40%
	A Lot	1	4.76%	2	20%
	Total	*21*	*100%*	*10*	*100%*
...engaging hard-to-reach learners?	Not at all	1	4.76%	1	10%
	To some extent	11	52.38%	4	40%
	Quite a bit	7	33.33%	4	40%
	A lot	2	9.52%	1	10%
	Total	*21*	*100%*	*10*	*100%*

Table 96: Mentoring Focus (Novice Teachers' Perspective)—Belgium (Wallonia)

To what extent did the mentoring you received focus on supporting you to...		Intervention Group		Control Group	
		Absolute Frequency	**Relative Frequency**	**Absolute Frequency**	**Relative Frequency**
...teaching students with learning difficulties?	Not at all	9	26.47%	14	31.82%
	To some extent	8	23.53%	12	27.27%
	Quite a bit	11	32.35%	12	27.27%
	A lot	6	17.65%	6	13.64%
	Total	*34*	*100%*	*44*	*100%*
...teaching students with language barriers?	Not at all	21	61.76%	28	63.64%
	To some extent	8	23.53%	9	20.45%
	Quite a bit	4	11.76%	7	15.91%
	A lot	1	2.94%	0	--
	Total	*34*	*100%*	*44*	*100%*
...teaching students with emotional and behavioural difficulties?	Not at all	9	26.47%	12	27.27%
	To some extent	11	32.35%	16	36.36%
	Quite a bit	13	38.24%	10	22.73%
	A lot	1	2.94%	6	13.64%
	Total	*34*	*100%*	*44*	*100%*
...involving parents in the learning process of their children?	Not at all	18	54.55%	20	44.44%
	To some extent	9	27.27%	12	26.67%
	Quite a bit	5	15.15%	9	20%
	A lot	1	3.03%	4	8.89%
	Total	*33*	*100%*	*45*	*100%*

To what extent did the mentoring you received focus on supporting you to…		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
…managing a diverse classroom effectively?	Not at all	9	26.47%	11	24.44%
	To some extent	15	44.12%	13	28.89%
	Quite a bit	6	17.65%	12	26.67%
	A lot	4	11.76%	9	20%
	Total	34	100%	45	100%
…engaging hard-to-reach learners?	Not at all	12	35.29%	13	28.89%
	To some extent	11	32.35%	8	17.78%
	Quite a bit	9	26.47%	14	31.11%
	A lot	2	5.88%	10	22.22%
	Total	34	100%	45	100%

Table 97: Mentoring Focus (Novice Teachers' Perspective)—Bulgaria

To what extent did the mentoring you received focus on supporting you to...		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
...teaching students with learning difficulties?	Not at all	2	1.77%	5	16.67%
	To some extent	28	24.78%	9	30%
	Quite a bit	63	55.75%	11	36.67%
	A lot	20	17.7%	5	16.67%
	Total	*113*	*100%*	*30*	*100%*
...teaching students with language barriers?	Not at all	7	6.25%	5	16.67%
	To some extent	39	34.82%	9	30%
	Quite a bit	48	42.86%	11	36.67%
	A lot	18	16.07%	5	16.67%
	Total	*112*	*100%*	*30*	*100%*
...teaching students with emotional and behavioural difficulties?	Not at all	6	5.36%	2	6.67%
	To some extent	44	39.29%	9	30%
	Quite a bit	47	41.96%	12	40%
	A lot	15	13.39%	7	23.33%
	Total	*112*	*100%*	*30*	*100%*
...involving parents in the learning process of their children?	Not at all	10	8.93%	5	16.67%
	To some extent	49	43.75%	10	33.33%
	Quite a bit	44	39.29%	10	33.33%
	A lot	9	8.04%	5	16.67%
	Total	*112*	*100%*	*30*	*100%*

To what extent did the mentoring you received focus on supporting you to...		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
...managing a diverse classroom effectively?	Not at all	5	4.46%	4	13.33%
	To some extent	34	30.36%	9	30%
	Quite a bit	53	47.32%	11	36.67%
	A lot	20	17.86%	6	20%
	Total	*112*	*100%*	*30*	*100%*
...engaging hard-to-reach learners?	Not at all	4	3.57%	4	13.33%
	To some extent	27	24.11%	7	23.33%
	Quite a bit	54	48.21%	15	50%
	A lot	27	24.11%	4	13.33%
	Total	*112*	*100%*	*30*	*100%*

Table 98: Mentoring Focus (Novice Teachers' Perspective)—Romania

To what extent did the mentoring you received focus on supporting you to…		Intervention Group		Control Group	
		Absolute Frequency	**Relative Frequency**	**Absolute Frequency**	**Relative Frequency**
…teaching students with learning difficulties?	Not at all	5	8.62%	1	10%
	To some extent	19	32.76%	3	30%
	Quite a bit	16	27.59%	6	60%
	A lot	18	31.03%	0	--
	Total	*58*	*100%*	*10*	*100%*
…teaching students with language barriers?	Not at all	9	15.25%	1	10%
	To some extent	26	44.07%	5	50%
	Quite a bit	10	16.95%	2	20%
	A lot	14	23.73%	2	20%
	Total	*59*	*100%*	*10*	*100%*
…teaching students with emotional and behavioural difficulties?	Not at all	0	--	5	8.47%
	To some extent	2	20%	15	25.42%
	Quite a bit	6	60%	17	28.81%
	A lot	2	20%	22	37.29%
	Total	*10*	*100%*	*59*	*100%*
…involving parents in the learning process of their children?	Not at all	6	10.34%	0	--
	To some extent	9	15.52%	5	50%
	Quite a bit	20	34.48%	5	50%
	A lot	23	39.66%	0	--
	Total	*58*	*100%*	*10*	*100%*

To what extent did the mentoring you received focus on supporting you to...		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
...managing a diverse classroom effectively?	Not at all	2	3.39%	0	--
	To some extent	10	16.95%	4	40%
	Quite a bit	17	28.81%	4	40%
	A lot	30	50.85%	2	20%
	Total	59	100%	10	100%
...engaging hard-to-reach learners?	Not at all	4	6.78%	0	--
	To some extent	14	23.73%	4	40%
	Quite a bit	16	27.12%	4	40%
	A lot	25	42.37%	2	20%
	Total	59	100%	10	100%

Table 99: Mentoring Focus (Novice Teachers' Perspective)—Spain (Catalonia)

To what extent did the mentoring you received focus on supporting you to...		Intervention Group		Control Group	
		Absolute Frequency	**Relative Frequency**	**Absolute Frequency**	**Relative Frequency**
...teaching students with learning difficulties?	Not at all	10	14.93%	8	24.24%
	To some extent	36	53.73%	15	45.45%
	Quite a bit	14	20.9%	8	24.24%
	A lot	7	10.45%	2	6.06%
	Total	*67*	*100%*	*33*	*100%*
...teaching students with language barriers?	Not at all	24	35.29%	12	36.36%
	To some extent	24	35.29%	13	39.39%
	Quite a bit	15	22.06%	5	15.15%
	A lot	5	7.35%	3	9.09%
	Total	*68*	*100%*	*33*	*100%*
...teaching students with emotional and behavioural difficulties?	Not at all	13	19.12%	7	21.21%
	To some extent	22	32.35%	13	39.39%
	Quite a bit	20	29.41%	11	33.33%
	A lot	13	19.12%	2	6.06%
	Total	*68*	*100%*	*33*	*100%*
...involving parents in the learning process of their children?	Not at all	26	38.24%	15	45.45%
	To some extent	29	42.65%	10	30.3%
	Quite a bit	8	11.76%	7	21.21%
	A lot	5	7.35%	1	3.03%
	Total	*68*	*100%*	*33*	*100%*

To what extent did the mentoring you received focus on supporting you to...		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
...managing a diverse classroom effectively?	Not at all	1	1.47%	2	6.06%
	To some extent	20	29.41%	14	42.42%
	Quite a bit	24	35.29%	10	30.3%
	A lot	23	33.82%	7	21.21%
	Total	68	100%	33	100%
...engaging hard-to-reach learners?	Not at all	3	4.48%	5	15.63%
	To some extent	22	32.84%	15	46.88%
	Quite a bit	24	35.82%	9	28.13%
	A lot	18	26.87%	3	9.38%
	Total	67	100%	32	100%

Table 100: Mentoring Focus (Novice Teachers' Perspective)—Spain (Madrid)

To what extent did the mentoring you received focus on supporting you to...		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
...teaching students with learning difficulties?	Not at all	6	8.33%	6	31.58%
	To some extent	31	43.06%	7	36.84%
	Quite a bit	20	27.78%	5	26.32%
	A lot	15	20.83%	1	5.26%
	Total	72	100%	19	100%
...teaching students with language barriers?	Not at all	25	35.21%	10	55.56%
	To some extent	24	33.8%	6	33.33%
	Quite a bit	19	26.76%	2	11.11%
	A lot	3	4.23%		
	Total	71	100%	18	100%
...teaching students with emotional and behavioural difficulties?	Not at all	7	9.72%	2	10.53%
	To some extent	23	31.94%	10	52.63%
	Quite a bit	29	40.28%	6	31.58%
	A lot	13	18.06%	1	5.26%
	Total	72	100%	19	100%
...involving parents in the learning process of their children?	Not at all	25	35.21%	4	21.05%
	To some extent	28	39.44%	12	63.16%
	Quite a bit	13	18.31%	1	5.26%
	A lot	5	7.04%	2	10.53%
	Total	71	100%	19	100%

To what extent did the mentoring you received focus on supporting you to…		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
…managing a diverse classroom effectively?	Not at all	2	2.82%	4	21.05%
	To some extent	14	19.72%	6	31.58%
	Quite a bit	30	42.25%	6	31.58%
	A lot	25	35.21%	3	15.79%
	Total	*71*	*100%*	*19*	*100%*
…engaging hard-to-reach learners?	Not at all	3	4.23%	2	10.53%
	To some extent	18	25.35%	9	47.37%
	Quite a bit	30	42.25%	6	31.58%
	A lot	20	28.17%	2	10.53%
	Total	*71*	*100%*	*19*	*100%*

Table 101: Frequency of Use of Mentoring Practices (Novice Teachers' Perspective)—Belgium (Flanders)

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor starts a conversation with an open question.	Not often enough	0	--	0	--
	Exactly as often as I needed	21	100%	9	90%
	Too often	0	--	1	10%
	Total	*21*	*100%*	*10*	*100%*
My mentor asks clarifying questions.	Not often enough	0	--	0	--
	Exactly as often as I needed	21	100%	10	100%
	Too often	0	--	0	--
	Total	*21*	*100%*	*10*	*100%*
My mentor asks me to elaborate on my intentions and considerations for a lesson.	Not often enough	4	19.05%	2	20%
	Exactly as often as I needed	17	80.95%	7	70%
	Too often	0	--	1	10%
	Total	*21*	*100%*	*10*	*100%*
My mentor uses active listening skills during our mentoring conversations.	Not often enough	0	--	1	10%
	Exactly as often as I needed	20	100%	8	80%
	Too often	0	--	1	10%
	Total	*20*	*100%*	*10*	*100%*
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons.	Not often enough	3	14.29%	1	10%
	Exactly as often as I needed	18	85.71%	9	90%
	Too often	0	--	0	--
	Total	*21*	*100%*	*10*	*100%*
My mentor uses concrete examples from my lessons during our conversations.	Not often enough	2	10%	1	10%
	Exactly as often as I needed	18	90%	9	90%
	Too often	0	--	0	--
	Total	*20*	*100%*	*10*	*100%*
My mentor instructs me on how to structure my teaching.	Not often enough	3	14.29%	1	10%
	Exactly as often as I needed	18	85.71%	9	90%
	Too often	0	--	0	--
	Total	*21*	*100%*	*10*	*100%*

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor helps me to make my implicit statements explicit.	Not often enough	5	23.81%	1	10%
	Exactly as often as I needed	16	76.19%	9	90%
	Too often	0	--	0	--
	Total	*21*	*100%*	*10*	*100%*
My mentor asks for alternatives to the teaching I implemented.	Not often enough	3	14.29%	0	--
	Exactly as often as I needed	18	85.71%	10	100%
	Too often	0	--	0	--
	Total	*21*	*100%*	*10*	*100%*
My mentor provides me with additional information on instruction.	Not often enough	2	9.52%	0	--
	Exactly as often as I needed	19	90.48%	9	90%
	Too often	0	--	1	10%
	Total	*21*	*100%*	*10*	*100%*
My mentor assesses the quality of my teaching skills.	Not often enough	2	9.52%	1	10%
	Exactly as often as I needed	19	90.48%	9	90%
	Too often	0	--	0	--
	Total	*21*	*100%*	*10*	*100%*
My mentor provides direct advice on how to improve my teaching.	Not often enough	2	9.52%	1	10%
	Exactly as often as I needed	19	90.48%	9	90%
	Too often	0	--	0	--
	Total	*21*	*100%*	*10*	*100%*
My mentor gives examples of best practice from his/her own experience.	Not often enough	5	23.81%	0	--
	Exactly as often as I needed	16	76.19%	10	100%
	Too often	0	--	0	--
	Total	*21*	*100%*	*10*	*100%*
My mentor lets me discover the principles behind a good lesson on my own.	Not often enough	1	5%	0	--
	Exactly as often as I needed	17	85%	10	100%
	Too often	2	10%	0	--
	Total	*20*	*100%*	*10*	*100%*

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor gives me impulses to reflect continuously on my professional development.	Not often enough	2	9.52%	0	--
	Exactly as often as I needed	19	90.48%	10	100%
	Too often	0	--	0	--
	Total	21	100%	10	100%
At the end of a mentoring conversation. my mentor summarises the content that we discussed.	Not often enough	1	4.76%	0	--
	Exactly as often as I needed	20	95.24%	9	90%
	Too often	0	--	1	10%
	Total	21	100%	10	100%
My mentor provides guidance on further professional development opportunities.	Not often enough	3	14.29%	0	--
	Exactly as often as I needed	18	85.71%	10	100%
	Too often	0	--	0	--
	Total	21	100%	10	100%
My mentor has concrete ideas about how I should teach the subject matter.	Not often enough	7	33.33%	0	--
	Exactly as often as I needed	14	66.67%	9	100%
	Too often	0	--	0	--
	Total	21	100%	9	100%
My mentor supports me in trying out different teaching methods.	Not often enough	5	23.81%	0	--
	Exactly as often as I needed	16	76.19%	10	100%
	Too often	0	--	0	--
	Total	21	100%	10	100%
My mentor gives me the opportunity to draw my own conclusions.	Not often enough	0	--	0	--
	Exactly as often as I needed	20	95.24%	10	100%
	Too often	1	4.76%	0	--
	Total	21	100%	10	100%

Table 102: Frequency of Use of Mentoring Practices (Novice Teachers' Perspective)—Belgium (Wallonia)

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor starts a conversation with an open question.	Not often enough	6	17.65%	8	18.6%
	Exactly as often as I needed	27	79.41%	35	81.4%
	Too often	1	2.94%	0	--
	Total	*34*	*100%*	*43*	*100%*
My mentor asks clarifying questions.	Not often enough	6	17.65%	13	29.55%
	Exactly as often as I needed	27	79.41%	30	68.18%
	Too often	1	2.94%	1	2.27%
	Total	*34*	*100%*	*44*	*100%*
My mentor asks me to elaborate on my intentions and considerations for a lesson.	Not often enough	13	38.24%	19	43.18%
	Exactly as often as I needed	20	58.82%	22	50%
	Too often	1	2.94%	3	6.82%
	Total	*34*	*100%*	*44*	*100%*
My mentor uses active listening skills during our mentoring conversations.	Not often enough	4	11.76%	8	18.18%
	Exactly as often as I needed	28	82.35%	34	77.27%
	Too often	2	5.88%	2	4.55%
	Total	*34*	*100%*	*44*	*100%*
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons.	Not often enough	10	30.3%	16	37.21%
	Exactly as often as I needed	23	69.7%	25	58.14%
	Too often	0	--	2	4.65%
	Total	*33*	*100%*	*43*	*100%*
My mentor uses concrete examples from my lessons during our conversations.	Not often enough	13	39.39%	17	39.53%
	Exactly as often as I needed	20	60.61%	24	55.81%
	Too often	0	--	2	4.65%
	Total	*33*	*100%*	*43*	*100%*

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor instructs me on how to structure my teaching.	Not often enough	12	36.36%	22	52.38%
	Exactly as often as I needed	21	63.64%	17	40.48%
	Too often	0	--	3	7.14%
	Total	33	100%	42	100%
My mentor helps me to make my implicit statements explicit.	Not often enough	10	31.25%	14	33.33%
	Exactly as often as I needed	22	68.75%	26	61.9%
	Too often	0	--	2	4.76%
	Total	32	100%	42	100%
My mentor asks for alternatives to the teaching I implemented.	Not often enough	9	27.27%	16	37.21%
	Exactly as often as I needed	23	69.7%	26	60.47%
	Too often	1	3.03%	1	2.33%
	Total	33	100%	43	100%
My mentor provides me with additional information on instruction.	Not often enough	8	24.24%	12	27.91%
	Exactly as often as I needed	25	75.76%	29	67.44%
	Too often	0	--	2	4.65%
	Total	33	100%	43	100%
My mentor assesses the quality of my teaching skills.	Not often enough	14	46.67%	21	50%
	Exactly as often as I needed	16	53.33%	20	47.62%
	Too often	0	--	1	2.38%
	Total	30	100%	42	100%
My mentor provides direct advice on how to improve my teaching.	Not often enough	9	28.13%	12	28.57%
	Exactly as often as I needed	22	68.75%	28	66.67%
	Too often	1	3.13%	2	4.76%
	Total	32	100%	42	100%
My mentor gives examples of best practice from his/her own experience.	Not often enough	5	14.71%	10	23.26%
	Exactly as often as I needed	28	82.35%	30	69.77%
	Too often	1	2.94%	3	6.98%
	Total	34	100%	43	100%

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor lets me discover the principles behind a good lesson on my own.	Not often enough	5	15.15%	12	28.57%
	Exactly as often as I needed	28	84.85%	26	61.9%
	Too often	0	--	4	9.52%
	Total	33	100%	42	100%
My mentor gives me impulses to reflect continuously on my professional development.	Not often enough	9	26.47%	15	34.88%
	Exactly as often as I needed	25	73.53%	26	60.47%
	Too often	0	--	2	4.65%
	Total	34	100%	43	100%
At the end of a mentoring conversation. my mentor summarises the content that we discussed.	Not often enough	10	29.41%	16	37.21%
	Exactly as often as I needed	23	67.65%	25	58.14%
	Too often	1	2.94%	2	4.65%
	Total	34	100%	43	100%
My mentor provides guidance on further professional development opportunities.	Not often enough	11	33.33%	18	42.86%
	Exactly as often as I needed	21	63.64%	21	50%
	Too often	1	3.03%	3	7.14%
	Total	33	100%	42	100%
My mentor has concrete ideas about how I should teach the subject matter.	Not often enough	15	45.45%	16	38.1%
	Exactly as often as I needed	17	51.52%	22	52.38%
	Too often	1	3.03%	4	9.52%
	Total	33	100%	42	100%
My mentor supports me in trying out different teaching methods.	Not often enough	15	45.45%	18	42.86%
	Exactly as often as I needed	17	51.52%	23	54.76%
	Too often	1	3.03%	1	2.38%
	Total	33	100%	42	100%
My mentor gives me the opportunity to draw my own conclusions.	Not often enough	6	18.18%	9	20.93%
	Exactly as often as I needed	25	75.76%	30	69.77%
	Too often	2	6.06%	4	9.3%
	Total	33	100%	43	100%

Table 103: Frequency of Use of Mentoring Practices (Novice Teachers' Perspective)—Bulgaria

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor starts a conversation with an open question.	Not often enough	5	4.46%	4	13.33%
	Exactly as often as I needed	102	91.07%	22	73.33%
	Too often	5	4.46%	4	13.33%
	Total	*112*	*100%*	*30*	*100%*
My mentor asks clarifying questions.	Not often enough	3	2.68%	4	13.33%
	Exactly as often as I needed	94	83.93%	20	66.67%
	Too often	15	13.39%	6	20%
	Total	*112*	*100%*	*30*	*100%*
My mentor asks me to elaborate on my intentions and considerations for a lesson.	Not often enough	3	2.68%	6	20%
	Exactly as often as I needed	88	78.57%	18	60%
	Too often	21	18.75%	6	20%
	Total	*112*	*100%*	*30*	*100%*
My mentor uses active listening skills during our mentoring conversations.	Not often enough	3	2.68%	3	10%
	Exactly as often as I needed	83	74.11%	15	50%
	Too often	26	23.21%	12	40%
	Total	*112*	*100%*	*30*	*100%*
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons.	Not often enough	2	1.79%	6	20%
	Exactly as often as I needed	87	77.68%	16	53.33%
	Too often	23	20.54%	8	26.67%
	Total	*112*	*100%*	*30*	*100%*
My mentor uses concrete examples from my lessons during our conversations.	Not often enough	5	4.46%	6	20%
	Exactly as often as I needed	87	77.68%	17	56.67%
	Too often	20	17.86%	7	23.33%
	Total	*112*	*100%*	*30*	*100%*

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor instructs me on how to structure my teaching.	Not often enough	5	4.46%	5	16.67%
	Exactly as often as I needed	92	82.14%	18	60%
	Too often	15	13.39%	7	23.33%
	Total	*112*	*100%*	*30*	*100%*
My mentor helps me to make my implicit statements explicit.	Not often enough	5	4.42%	3	10%
	Exactly as often as I needed	98	86.73%	21	70%
	Too often	10	8.85%	6	20%
	Total	*113*	*100%*	*30*	*100%*
My mentor asks for alternatives to the teaching I implemented.	Not often enough	5	4.42%	2	6.67%
	Exactly as often as I needed	97	85.84%	22	73.33%
	Too often	11	9.73%	6	20%
	Total	*113*	*100%*	*30*	*100%*
My mentor provides me with additional information on instruction.	Not often enough	9	7.96%	4	13.79%
	Exactly as often as I needed	82	72.57%	18	62.07%
	Too often	22	19.47%	7	24.14%
	Total	*113*	*100%*	*29*	*100%*
My mentor assesses the quality of my teaching skills.	Not often enough	3	2.65%	4	13.33%
	Exactly as often as I needed	88	77.88%	20	66.67%
	Too often	22	19.47%	6	20%
	Total	*113*	*100%*	*30*	*100%*
My mentor provides direct advice on how to improve my teaching.	Not often enough	2	1.79%	4	13.33%
	Exactly as often as I needed	88	78.57%	20	66.67%
	Too often	22	19.64%	6	20%
	Total	*112*	*100%*	*30*	*100%*
My mentor gives examples of best practice from his/her own experience.	Not often enough	7	6.19%	3	10%
	Exactly as often as I needed	80	70.8%	16	53.33%
	Too often	26	23.01%	11	36.67%
	Total	*113*	*100%*	*30*	*100%*

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor lets me discover the principles behind a good lesson on my own.	Not often enough	1	0.89%	0	--
	Exactly as often as I needed	98	87.5%	19	63.33%
	Too often	13	11.61%	11	36.67%
	Total	*112*	*100%*	*30*	*100%*
My mentor gives me impulses to reflect continuously on my professional development.	Not often enough	4	3.54%	5	16.67%
	Exactly as often as I needed	85	75.22%	17	56.67%
	Too often	24	21.24%	8	26.67%
	Total	*113*	*100%*	*30*	*100%*
At the end of a mentoring conversation. my mentor summarises the content that we discussed.	Not often enough	2	1.77%	6	20%
	Exactly as often as I needed	88	77.88%	15	50%
	Too often	23	20.35%	9	30%
	Total	*113*	*100%*	*30*	*100%*
My mentor provides guidance on further professional development opportunities.	Not often enough	5	4.46%	6	20.69%
	Exactly as often as I needed	90	80.36%	17	58.62%
	Too often	17	15.18%	6	20.69%
	Total	*112*	*100%*	*29*	*100%*
My mentor has concrete ideas about how I should teach the subject matter.	Not often enough	3	2.65%	6	20%
	Exactly as often as I needed	92	81.42%	18	60%
	Too often	18	15.93%	6	20%
	Total	*113*	*100%*	*30*	*100%*
My mentor supports me in trying out different teaching methods.	Not often enough	3	2.65%	3	10%
	Exactly as often as I needed	82	72.57%	18	60%
	Too often	28	24.78%	9	30%
	Total	*113*	*100%*	*30*	*100%*
My mentor gives me the opportunity to draw my own conclusions.	Not often enough	1	0.89%	1	3.33%
	Exactly as often as I needed	91	81.25%	18	60%
	Too often	20	17.86%	11	36.67%
	Total	*112*	*100%*	*30*	*100%*

Table 104: Frequency of Use of Mentoring Practices (Novice Teachers' Perspective)—Spain (Catalonia)

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	**Relative Frequency**	**Absolute Frequency**	**Relative Frequency**
My mentor starts a conversation with an open question.	Not often enough	1	1.45%	11	33.33%
	Exactly as often as I needed	67	97.1%	22	66.67%
	Too often	1	1.45%	0	--
	Total	*69*	*100%*	*33*	*100%*
My mentor asks clarifying questions.	Not often enough	0	--	4	12.12%
	Exactly as often as I needed	67	97.1%	29	87.88%
	Too often	2	2.9%	0	--
	Total	*69*	*100%*	*33*	*100%*
My mentor asks me to elaborate on my intentions and considerations for a lesson.	Not often enough	0	--	7	21.21%
	Exactly as often as I needed	62	91.18%	25	75.76%
	Too often	6	8.82%	1	3.03%
	Total	*68*	*100%*	*33*	*100%*
My mentor uses active listening skills during our mentoring conversations.	Not often enough	2	2.94%	5	15.63%
	Exactly as often as I needed	64	94.12%	27	84.38%
	Too often	2	2.94%	0	--
	Total	*68*	*100%*	*32*	*100%*
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons.	Not often enough	13	18.84%	6	18.75%
	Exactly as often as I needed	56	81.16%	23	71.88%
	Too often	0	--	3	9.38%
	Total	*69*	*100%*	*32*	*100%*
My mentor uses concrete examples from my lessons during our conversations.	Not often enough	2	2.9%	8	24.24%
	Exactly as often as I needed	65	94.2%	23	69.7%
	Too often	2	2.9%	2	6.06%
	Total	*69*	*100%*	*33*	*100%*

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor instructs me on how to structure my teaching.	Not often enough	13	18.84%	6	18.18%
	Exactly as often as I needed	55	79.71%	27	81.82%
	Too often	1	1.45%	0	--
	Total	*69*	*100%*	*33*	*100%*
My mentor helps me to make my implicit statements explicit.	Not often enough	1	1.47%	8	24.24%
	Exactly as often as I needed	64	94.12%	24	72.73%
	Too often	3	4.41%	1	3.03%
	Total	*68*	*100%*	*33*	*100%*
My mentor asks for alternatives to the teaching I implemented.	Not often enough	3	4.48%	11	33.33%
	Exactly as often as I needed	64	95.52%	19	57.58%
	Too often	0	--	3	9.09%
	Total	*67*	*100%*	*33*	*100%*
My mentor provides me with additional information on instruction.	Not often enough	14	20.59%	9	27.27%
	Exactly as often as I needed	54	79.41%	21	63.64%
	Too often	0	--	3	9.09%
	Total	*68*	*100%*	*33*	*100%*
My mentor assesses the quality of my teaching skills.	Not often enough	6	8.82%	4	12.12%
	Exactly as often as I needed	62	91.18%	27	81.82%
	Too often	0	--	2	6.06%
	Total	*68*	*100%*	*33*	*100%*
My mentor provides direct advice on how to improve my teaching.	Not often enough	6	8.7%	6	18.18%
	Exactly as often as I needed	63	91.3%	25	75.76%
	Too often	0	--	2	6.06%
	Total	*69*	*100%*	*33*	*100%*
My mentor gives examples of best practice from his/her own experience.	Not often enough	6	8.7%	8	24.24%
	Exactly as often as I needed	62	89.86%	20	60.61%
	Too often	1	1.45%	5	15.15%
	Total	*69*	*100%*	*33*	*100%*

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor lets me discover the principles behind a good lesson on my own.	Not often enough	6	8.82%	5	15.15%
	Exactly as often as I needed	59	86.76%	24	72.73%
	Too often	3	4.41%	4	12.12%
	Total	68	100%	33	100%
My mentor gives me impulses to reflect continuously on my professional development.	Not often enough	4	5.97%	5	15.15%
	Exactly as often as I needed	61	91.04%	26	78.79%
	Too often	2	2.99%	2	6.06%
	Total	67	100%	33	100%
At the end of a mentoring conversation. my mentor summarises the content that we discussed.	Not often enough	4	5.97%	11	33.33%
	Exactly as often as I needed	61	91.04%	21	63.64%
	Too often	2	2.99%	1	3.03%
	Total	67	100%	33	100%
My mentor provides guidance on further professional development opportunities.	Not often enough	13	19.12%	11	33.33%
	Exactly as often as I needed	55	80.88%	22	66.67%
	Too often	0	--	0	--
	Total	68	100%	33	100%
My mentor has concrete ideas about how I should teach the subject matter.	Not often enough	12	17.65%	5	15.15%
	Exactly as often as I needed	55	80.88%	25	75.76%
	Too often	1	1.47%	3	9.09%
	Total	68	100%	33	100%
My mentor supports me in trying out different teaching methods.	Not often enough	2	2.99%	6	18.18%
	Exactly as often as I needed	65	97.01%	25	75.76%
	Too often	0	--	2	6.06%
	Total	67	100%	33	100%
My mentor gives me the opportunity to draw my own conclusions.	Not often enough	1	1.45%	4	12.12%
	Exactly as often as I needed	64	92.75%	26	78.79%
	Too often	4	5.8%	3	9.09%
	Total	69	100%	33	100%

Table 105: Frequency of Use of Mentoring Practices (Novice Teachers' Perspective)—Spain (Madrid)

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor starts a conversation with an open question.	Not often enough	2	2.78%	3	15.79%
	Exactly as often as I needed	64	88.89%	16	84.21%
	Too often	6	8.33%	0	--
	Total	*72*	*100%*	*19*	*100%*
My mentor asks clarifying questions.	Not often enough	1	1.39%	3	15.79%
	Exactly as often as I needed	67	93.06%	16	84.21%
	Too often	4	5.56%	0	--
	Total	*72*	*100%*	*19*	*100%*
My mentor asks me to elaborate on my intentions and considerations for a lesson.	Not often enough	2	2.78%	3	15.79%
	Exactly as often as I needed	63	87.5%	16	84.21%
	Too often	7	9.72%	0	--
	Total	*72*	*100%*	*19*	*100%*
My mentor uses active listening skills during our mentoring conversations.	Not often enough	2	2.78%	4	21.05%
	Exactly as often as I needed	63	87.5%	14	73.68%
	Too often	7	9.72%	1	5.26%
	Total	*72*	*100%*	*19*	*100%*
My mentor confronts me during our mentoring conversations with mistakes I made in my lessons.	Not often enough	10	14.29%	5	26.32%
	Exactly as often as I needed	58	82.86%	14	73.68%
	Too often	2	2.86%	0	--
	Total	*70*	*100%*	*19*	*100%*
My mentor uses concrete examples from my lessons during our conversations.	Not often enough	1	1.41%	5	26.32%
	Exactly as often as I needed	68	95.77%	14	73.68%
	Too often	2	2.82%	0	--
	Total	*71*	*100%*	*19*	*100%*

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor instructs me on how to structure my teaching.	Not often enough	6	8.33%	4	21.05%
	Exactly as often as I needed	65	90.28%	15	78.95%
	Too often	1	1.39%	0	--
	Total	*72*	*100%*	*19*	*100%*
My mentor helps me to make my implicit statements explicit.	Not often enough	4	5.63%	4	21.05%
	Exactly as often as I needed	63	88.73%	15	78.95%
	Too often	4	5.63%	0	--
	Total	*71*	*100%*	*19*	*100%*
My mentor asks for alternatives to the teaching I implemented.	Not often enough	2	2.78%	5	26.32%
	Exactly as often as I needed	66	91.67%	13	68.42%
	Too often	4	5.56%	1	5.26%
	Total	*72*	*100%*	*19*	*100%*
My mentor provides me with additional information on instruction.	Not often enough	7	9.72%	3	15.79%
	Exactly as often as I needed	61	84.72%	15	78.95%
	Too often	4	5.56%	1	5.26%
	Total	*72*	*100%*	*19*	*100%*
My mentor assesses the quality of my teaching skills.	Not often enough	4	5.56%	3	15.79%
	Exactly as often as I needed	64	88.89%	13	68.42%
	Too often	4	5.56%	3	15.79%
	Total	*72*	*100%*	*19*	*100%*
My mentor provides direct advice on how to improve my teaching.	Not often enough	7	9.72%	3	16.67%
	Exactly as often as I needed	62	86.11%	13	72.22%
	Too often	3	4.17%	2	11.11%
	Total	*72*	*100%*	*18*	*100%*
My mentor gives examples of best practice from his/her own experience.	Not often enough	12	16.67%	2	10.53%
	Exactly as often as I needed	57	79.17%	16	84.21%
	Too often	3	4.17%	1	5.26%
	Total	*72*	*100%*	*19*	*100%*

Please indicate how satisfied you are with the frequency with which your mentor used the following practices.		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor lets me discover the principles behind a good lesson on my own.	Not often enough	4	5.63%	4	21.05%
	Exactly as often as I needed	60	84.51%	15	78.95%
	Too often	7	9.86%	0	--
	Total	*71*	*100%*	*19*	*100%*
My mentor gives me impulses to reflect continuously on my professional development.	Not often enough	2	2.82%	4	21.05%
	Exactly as often as I needed	62	87.32%	15	78.95%
	Too often	7	9.86%	0	--
	Total	*71*	*100%*	*19*	*100%*
At the end of a mentoring conversation. my mentor summarises the content that we discussed.	Not often enough	2	2.78%	8	42.11%
	Exactly as often as I needed	66	91.67%	11	57.89%
	Too often	4	5.56%	0	--
	Total	*72*	*100%*	*19*	*100%*
My mentor provides guidance on further professional development opportunities.	Not often enough	8	11.27%	4	21.05%
	Exactly as often as I needed	59	83.1%	15	78.95%
	Too often	4	5.63%	0	--
	Total	*71*	*100%*	*19*	*100%*
My mentor has concrete ideas about how I should teach the subject matter.	Not often enough	4	5.63%	4	21.05%
	Exactly as often as I needed	65	91.55%	14	73.68%
	Too often	2	2.82%	1	5.26%
	Total	*71*	*100%*	*19*	*100%*
My mentor supports me in trying out different teaching methods.	Not often enough	3	4.17%	2	10.53%
	Exactly as often as I needed	65	90.28%	16	84.21%
	Too often	4	5.56%	1	5.26%
	Total	*72*	*100%*	*19*	*100%*
My mentor gives me the opportunity to draw my own conclusions.	Not often enough	0	--	0	--
	Exactly as often as I needed	69	95.83%	18	94.74%
	Too often	3	4.17%	1	5.26%
	Total	*72*	*100%*	*19*	*100%*

Table 106: Assessment of Mentors' Mentoring Competences (Novice Teachers' Perspective)—Belgium (Flanders)

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor works on building a supportive relationship with me as mentee.	Strongly disagree	0	--	0	--
	Disagree	1	4.76%	0	--
	Agree	11	52.38%	7	70%
	Strongly agree	9	42.86%	3	30%
	Total	21	100%	10	100%
My mentor encourages me to perceive my school as a professional learning environment.	Strongly disagree	0	--	0	--
	Disagree	1	4.76%	1	10%
	Agree	14	66.67%	7	70%
	Strongly agree	6	28.57%	2	20%
	Total	21	100%	10	100%
My mentor helps me to develop professional resilience.	Strongly disagree	0	--	0	--
	Disagree	2	10%	0	--
	Agree	14	70%	7	70%
	Strongly agree	4	20%	3	30%
	Total	20	100%	10	100%
My mentor advises me on how to structure my teaching.	Strongly disagree	0	--	0	--
	Disagree	2	9.52%	1	10%
	Agree	15	71.43%	5	50%
	Strongly agree	4	19.05%	4	40%
	Total	21	100%	10	100%
My mentor professionally assesses the quality of my teaching skills.	Strongly disagree	0	--	0	--
	Disagree	2	9.52%	1	10%
	Agree	11	52.38%	7	70%
	Strongly agree	8	38.1%	2	20%
	Total	21	100%	10	100%

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor addresses my feelings in a professional way.	Strongly disagree	0	--	0	--
	Disagree	0	--	0	--
	Agree	9	42.86%	7	70%
	Strongly agree	12	57.14%	3	30%
	Total	21	100%	10	100%
My mentor gives me constructive feedback.	Strongly disagree	0	--	0	--
	Disagree	0	--	0	--
	Agree	9	42.86%	5	50%
	Strongly agree	12	57.14%	5	50%
	Total	21	100%	10	100%
My mentor uses active listening as a strategy.	Strongly disagree	0	--	0	--
	Disagree	0	--	0	--
	Agree	9	42.86%	7	70%
	Strongly agree	12	57.14%	3	30%
	Total	21	100%	10	100%
My mentor analyses my professional development needs.	Strongly disagree	0	--	0	--
	Disagree	2	10%	1	10%
	Agree	10	50%	6	60%
	Strongly agree	8	40%	3	30%
	Total	20	100%	10	100%
My mentor prompts me to reflect on my teaching.	Strongly disagree	0	--	0	--
	Disagree	0	--	1	10%
	Agree	14	70%	5	50%
	Strongly agree	6	30%	4	40%
	Total	20	100%	10	100%
My mentor relates to professional teaching standards.	Strongly disagree	0	--	0	--
	Disagree	1	5.26%	0	--
	Agree	13	68.42%	8	80%
	Strongly agree	5	26.32%	2	20%
	Total	19	100%	10	100%

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor deals with my mistakes in a constructive way.	Strongly disagree	0	--	0	--
	Disagree	0	--	1	10%
	Agree	15	75%	5	50%
	Strongly agree	5	25%	4	40%
	Total	20	100%	10	100%

Table 107: Assessment of Mentors' Mentoring Competences (Novice Teachers' Perspective)—Belgium (Wallonia)

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor works on building a supportive relationship with me as mentee.	Strongly disagree	4	11.43%	1	2.13%
	Disagree	3	8.57%	7	14.89%
	Agree	14	40%	18	38.3%
	Strongly agree	14	40%	21	44.68%
	Total	35	100%	47	100%
My mentor encourages me to perceive my school as a professional learning environment.	Strongly disagree	3	8.57%	2	4.26%
	Disagree	1	2.86%	3	6.38%
	Agree	22	62.86%	27	57.45%
	Strongly agree	9	25.71%	15	31.91%
	Total	35	100%	47	100%
My mentor helps me to develop professional resilience.	Strongly disagree	4	11.43%	1	2.17%
	Disagree	5	14.29%	11	23.91%
	Agree	20	57.14%	26	56.52%
	Strongly agree	6	17.14%	8	17.39%
	Total	35	100%	46	100%
My mentor advises me on how to structure my teaching.	Strongly disagree	3	8.82%	4	8.51%
	Disagree	14	41.18%	15	31.91%
	Agree	12	35.29%	19	40.43%
	Strongly agree	5	14.71%	9	19.15%
	Total	34	100%	47	100%

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor professionally assesses the quality of my teaching skills.	Strongly disagree	12	34.29%	11	23.4%
	Disagree	15	42.86%	17	36.17%
	Agree	7	20%	12	25.53%
	Strongly agree	1	2.86%	7	14.89%
	Total	*35*	*100%*	*47*	*100%*
My mentor addresses my feelings in a professional way.	Strongly disagree	2	5.71%	3	6.52%
	Disagree	6	17.14%	6	13.04%
	Agree	24	68.57%	24	52.17%
	Strongly agree	3	8.57%	13	28.26%
	Total	*35*	*100%*	*46*	*100%*
My mentor gives me constructive feedback.	Strongly disagree	2	6.06%	5	10.87%
	Disagree	6	18.18%	8	17.39%
	Agree	20	60.61%	17	36.96%
	Strongly agree	5	15.15%	16	34.78%
	Total	*33*	*100%*	*46*	*100%*
My mentor uses active listening as a strategy.	Strongly disagree	2	5.88%	3	6.67%
	Disagree	4	11.76%	11	24.44%
	Agree	20	58.82%	17	37.78%
	Strongly agree	8	23.53%	14	31.11%
	Total	*34*	*100%*	*45*	*100%*
My mentor analyses my professional development needs.	Strongly disagree	3	8.57%	5	10.64%
	Disagree	13	37.14%	12	25.53%
	Agree	17	48.57%	20	42.55%
	Strongly agree	2	5.71%	10	21.28%
	Total	*35*	*100%*	*47*	*100%*
My mentor prompts me to reflect on my teaching.	Strongly disagree	3	8.82%	4	8.51%
	Disagree	10	29.41%	11	23.4%
	Agree	19	55.88%	22	46.81%
	Strongly agree	2	5.88%	10	21.28%
	Total	*34*	*100%*	*47*	*100%*

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor relates to professional teaching standards.	Strongly disagree	3	8.57%	3	6.52%
	Disagree	4	11.43%	4	8.7%
	Agree	25	71.43%	22	47.83%
	Strongly agree	3	8.57%	17	36.96%
	Total	35	100%	46	100%
My mentor deals with my mistakes in a constructive way.	Strongly disagree	2	5.71%	4	8.51%
	Disagree	3	8.57%	8	17.02%
	Agree	23	65.71%	20	42.55%
	Strongly agree	7	20%	15	31.91%
	Total	35	100%	47	100%

Table 108: Assessment of Mentors' Mentoring Competences (Novice Teachers' Perspective)—Bulgaria

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor works on building a supportive relationship with me as mentee.	Strongly disagree	0	--	0	--
	Disagree	0	--	1	3.57%
	Agree	28	25%	9	32.14%
	Strongly agree	84	75%	18	64.29%
	Total	*112*	*100%*	*28*	*100%*
My mentor encourages me to perceive my school as a professional learning environment.	Strongly disagree	0	--	1	3.45%
	Disagree	2	1.77%	5	17.24%
	Agree	33	29.2%	9	31.03%
	Strongly agree	78	69.03%	14	48.28%
	Total	*113*	*100%*	*29*	*100%*
My mentor helps me to develop professional resilience.	Strongly disagree	0	--	0	--
	Disagree	0	--	3	10%
	Agree	36	32.43%	10	33.33%
	Strongly agree	75	67.57%	17	56.67%
	Total	*111*	*100%*	*30*	*100%*
My mentor advises me on how to structure my teaching.	Strongly disagree	0	--	1	3.45%
	Disagree	2	1.77%	3	10.34%
	Agree	41	36.28%	12	41.38%
	Strongly agree	70	61.95%	13	44.83%
	Total	*113*	*100%*	*29*	*100%*
My mentor professionally assesses the quality of my teaching skills.	Strongly disagree	0	--	1	3.33%
	Disagree	2	1.8%	4	13.33%
	Agree	38	34.23%	15	50%
	Strongly agree	71	63.96%	10	33.33%
	Total	*111*	*100%*	*30*	*100%*

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	**Relative Frequency**	**Absolute Frequency**	**Relative Frequency**
My mentor addresses my feelings in a professional way.	Strongly disagree	0	--	0	--
	Disagree	1	0.89%	3	10.34%
	Agree	38	33.93%	16	55.17%
	Strongly agree	73	65.18%	10	34.48%
	Total	*112*	*100%*	*29*	*100%*
My mentor gives me constructive feedback.	Strongly disagree	0	--	0	--
	Disagree	1	0.88%	1	3.57%
	Agree	40	35.4%	11	39.29%
	Strongly agree	72	63.72%	16	57.14%
	Total	*113*	*100%*	*28*	*100%*
My mentor uses active listening as a strategy.	Strongly disagree	0	--	0	--
	Disagree	1	0.89%	2	7.14%
	Agree	36	32.14%	12	42.86%
	Strongly agree	75	66.96%	14	50%
	Total	*112*	*100%*	*28*	*100%*
My mentor analyses my professional development needs.	Strongly disagree	0	--	0	--
	Disagree	4	3.54%	7	24.14%
	Agree	40	35.4%	12	41.38%
	Strongly agree	69	61.06%	10	34.48%
	Total	*113*	*100%*	*29*	*100%*
My mentor prompts me to reflect on my teaching.	Strongly disagree	0	--	0	--
	Disagree	1	0.88%	6	20.69%
	Agree	45	39.47%	11	37.93%
	Strongly agree	68	59.65%	12	41.38%
	Total	*114*	*100%*	*29*	*100%*
My mentor relates to professional teaching standards.	Strongly disagree	2	1.75%	1	3.45%
	Disagree	4	3.51%	3	10.34%
	Agree	50	43.86%	11	37.93%
	Strongly agree	58	50.88%	14	48.28%
	Total	*114*	*100%*	*29*	*100%*

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	**Relative Frequency**	**Absolute Frequency**	**Relative Frequency**
My mentor deals with my mistakes in a constructive way.	Strongly disagree	0	--	0	--
	Disagree	3	2.65%	5	17.24%
	Agree	46	40.71%	12	41.38%
	Strongly agree	64	56.64%	12	41.38%
	Total	*113*	*100%*	*29*	*100%*

Table 109: Assessment of Mentors' Mentoring Competences (Novice Teachers' Perspective)—Romania

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor works on building a supportive relationship with me as mentee.	Strongly disagree	0	--	0	--
	Disagree	2	3.39%	0	--
	Agree	20	33.9%	8	80%
	Strongly agree	37	62.71%	2	20%
	Total	*59*	*100%*	*10*	*100%*
My mentor encourages me to perceive my school as a professional learning environment.	Strongly disagree	0	--	0	--
	Disagree	1	1.72%	0	--
	Agree	23	39.66%	9	90%
	Strongly agree	34	58.62%	1	10%
	Total	*58*	*100%*	*10*	*100%*
My mentor helps me to develop professional resilience.	Strongly disagree	0	--	0	--
	Disagree	2	3.39%	0	--
	Agree	25	42.37%	7	70%
	Strongly agree	32	54.24%	3	30%
	Total	*59*	*100%*	*10*	*100%*
My mentor advises me on how to structure my teaching.	Strongly disagree	0	--	0	--
	Disagree	2	3.39%	1	10%
	Agree	25	42.37%	8	80%
	Strongly agree	32	54.24%	1	10%
	Total	*59*	*100%*	*10*	*100%*
My mentor professionally assesses the quality of my teaching skills.	Strongly disagree	1	1.69%	1	11.11%
	Disagree	2	3.39%	1	11.11%
	Agree	20	33.9%	6	66.67%
	Strongly agree	36	61.02%	1	11.11%
	Total	*59*	*100%*	*9*	*100%*

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor addresses my feelings in a professional way.	Strongly disagree	2	3.45%	0	--
	Disagree	3	5.17%	0	--
	Agree	20	34.48%	8	80%
	Strongly agree	33	56.9%	2	20%
	Total	58	100%	10	100%
My mentor gives me constructive feedback.	Strongly disagree	0	--	0	--
	Disagree	1	1.69%	0	--
	Agree	18	30.51%	6	60%
	Strongly agree	40	67.8%	4	40%
	Total	59	100%	10	100%
My mentor uses active listening as a strategy.	Strongly disagree	1	1.69%	0	--
	Disagree	2	3.39%	0	--
	Agree	22	37.29%	10	100%
	Strongly agree	34	57.63%	0	--
	Total	59	100%	10	100%
My mentor analyses my professional development needs.	Strongly disagree	1	1.72%	0	--
	Disagree	3	5.17%	0	--
	Agree	21	36.21%	8	88.89%
	Strongly agree	33	56.9%	1	11.11%
	Total	58	100%	9	100%
My mentor prompts me to reflect on my teaching.	Strongly disagree	0	--	0	--
	Disagree	2	3.51%	1	11.11%
	Agree	21	36.84%	7	77.78%
	Strongly agree	34	59.65%	1	11.11%
	Total	57	100%	9	100%
My mentor relates to professional teaching standards.	Strongly disagree	1	1.69%	0	--
	Disagree	2	3.39%	0	--
	Agree	22	37.29%	8	88.89%
	Strongly agree	34	57.63%	1	11.11%
	Total	59	100%	9	100%

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor deals with my mistakes in a constructive way.	Strongly disagree	0	--	0	--
	Disagree	1	1.69%	0	--
	Agree	23	38.98%	9	90%
	Strongly agree	35	59.32%	1	10%
	Total	*59*	*100%*	*10*	*100%*

Table 110: Assessment of Mentors' Mentoring Competences (Novice Teachers' Perspective)—Spain (Catalonia)

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor works on building a supportive relationship with me as mentee.	Strongly disagree	1	1.45%	0	--
	Disagree	2	2.9%	4	12.12%
	Agree	23	33.33%	16	48.48%
	Strongly agree	43	62.32%	13	39.39%
	Total	*69*	*100%*	*33*	*100%*
My mentor encourages me to perceive my school as a professional learning environment.	Strongly disagree	1	1.45%	0	--
	Disagree	1	1.45%	3	9.09%
	Agree	22	31.88%	17	51.52%
	Strongly agree	45	65.22%	13	39.39%
	Total	*69*	*100%*	*33*	*100%*
My mentor helps me to develop professional resilience.	Strongly disagree	2	2.99%	0	--
	Disagree	2	2.99%	2	6.06%
	Agree	26	38.81%	19	57.58%
	Strongly agree	37	55.22%	12	36.36%
	Total	*67*	*100%*	*33*	*100%*
My mentor advises me on how to structure my teaching.	Strongly disagree	1	1.49%	1	3.03%
	Disagree	4	5.97%	4	12.12%
	Agree	31	46.27%	17	51.52%
	Strongly agree	31	46.27%	11	33.33%
	Total	*67*	*100%*	*33*	*100%*
My mentor professionally assesses the quality of my teaching skills.	Strongly disagree	0	--	1	3.03%
	Disagree	6	8.82%	4	12.12%
	Agree	28	41.18%	17	51.52%
	Strongly agree	34	50%	11	33.33%
	Total	*68*	*100%*	*33*	*100%*

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor addresses my feelings in a professional way.	Strongly disagree	0	--	1	3.03%
	Disagree	4	6.06%	6	18.18%
	Agree	24	36.36%	16	48.48%
	Strongly agree	38	57.58%	10	30.3%
	Total	*66*	*100%*	*33*	*100%*
My mentor gives me constructive feedback.	Strongly disagree	0	--	0	--
	Disagree	1	1.49%	1	3.03%
	Agree	11	16.42%	17	51.52%
	Strongly agree	55	82.09%	15	45.45%
	Total	*67*	*100%*	*33*	*100%*
My mentor uses active listening as a strategy.	Strongly disagree	0	--	0	--
	Disagree	1	1.54%	3	9.09%
	Agree	20	30.77%	16	48.48%
	Strongly agree	44	67.69%	14	42.42%
	Total	*65*	*100%*	*33*	*100%*
My mentor analyses my professional development needs.	Strongly disagree	0	--	1	3.03%
	Disagree	3	4.35%	4	12.12%
	Agree	31	44.93%	20	60.61%
	Strongly agree	35	50.72%	8	24.24%
	Total	*69*	*100%*	*33*	*100%*
My mentor prompts me to reflect on my teaching.	Strongly disagree	0	--	1	3.03%
	Disagree	3	4.48%	7	21.21%
	Agree	19	28.36%	15	45.45%
	Strongly agree	45	67.16%	10	30.3%
	Total	*67*	*100%*	*33*	*100%*
My mentor relates to professional teaching standards.	Strongly disagree	0	--	0	--
	Disagree	4	5.88%	2	6.06%
	Agree	27	39.71%	17	51.52%
	Strongly agree	37	54.41%	14	42.42%
	Total	*68*	*100%*	*33*	*100%*

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor deals with my mistakes in a constructive way.	Strongly disagree	0	--	0	--
	Disagree	1	1.45%	2	6.06%
	Agree	18	26.09%	16	48.48%
	Strongly agree	50	72.46%	15	45.45%
	Total	69	100%	33	100%

Table 111: Assessment of Mentors' Mentoring Competences (Novice Teachers' Perspective)—Spain (Madrid)

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor works on building a supportive relationship with me as mentee.	Strongly disagree	2	2.78%	2	10.53%
	Disagree	4	5.56%	1	5.26%
	Agree	23	31.94%	8	42.11%
	Strongly agree	43	59.72%	8	42.11%
	Total	*72*	*100%*	*19*	*100%*
My mentor encourages me to perceive my school as a professional learning environment.	Strongly disagree	2	2.82%	1	5.26%
	Disagree	3	4.23%	1	5.26%
	Agree	25	35.21%	8	42.11%
	Strongly agree	41	57.75%	9	47.37%
	Total	*71*	*100%*	*19*	*100%*
My mentor helps me to develop professional resilience.	Strongly disagree	1	1.43%	2	10.53%
	Disagree	5	7.14%	3	15.79%
	Agree	26	37.14%	5	26.32%
	Strongly agree	38	54.29%	9	47.37%
	Total	*70*	*100%*	*19*	*100%*
My mentor advises me on how to structure my teaching.	Strongly disagree	1	1.39%	3	15.79%
	Disagree	6	8.33%	2	10.53%
	Agree	22	30.56%	7	36.84%
	Strongly agree	43	59.72%	7	36.84%
	Total	*72*	*100%*	*19*	*100%*
My mentor professionally assesses the quality of my teaching skills.	Strongly disagree	1	1.41%	4	21.05%
	Disagree	2	2.82%	1	5.26%
	Agree	22	30.99%	7	36.84%
	Strongly agree	46	64.79%	7	36.84%
	Total	*71*	*100%*	*19*	*100%*
My mentor addresses my feelings in a professional way.	Strongly disagree	1	1.39%	2	10.53%
	Disagree	4	5.56%	1	5.26%
	Agree	32	44.44%	12	63.16%
	Strongly agree	35	48.61%	4	21.05%
	Total	*72*	*100%*	*19*	*100%*

To what extent do you agree with the following statements about your mentor?		Intervention Group		Control Group	
		Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
My mentor gives me constructive feedback.	Strongly disagree	1	1.39%	0	--
	Disagree	0	--	0	--
	Agree	18	25%	6	33.33%
	Strongly agree	53	73.61%	12	66.67%
	Total	*72*	*100%*	*18*	*100%*
My mentor uses active listening as a strategy.	Strongly disagree	1	1.43%	0	--
	Disagree	2	2.86%	0	--
	Agree	21	30%	9	50%
	Strongly agree	46	65.71%	9	50%
	Total	*70*	*100%*	*18*	*100%*
My mentor analyses my professional development needs.	Strongly disagree	2	2.78%	1	5.88%
	Disagree	4	5.56%	2	11.76%
	Agree	28	38.89%	9	52.94%
	Strongly agree	38	52.78%	5	29.41%
	Total	*72*	*100%*	*17*	*100%*
My mentor prompts me to reflect on my teaching.	Strongly disagree	1	1.41%	2	10.53%
	Disagree	1	1.41%	2	10.53%
	Agree	19	26.76%	11	57.89%
	Strongly agree	50	70.42%	4	21.05%
	Total	*71*	*100%*	*19*	*100%*
My mentor relates to professional teaching standards.	Strongly disagree	1	1.41%	0	--
	Disagree	1	1.41%	3	15.79%
	Agree	28	39.44%	10	52.63%
	Strongly agree	41	57.75%	6	31.58%
	Total	*71*	*100%*	*19*	*100%*
My mentor deals with my mistakes in a constructive way.	Strongly disagree	1	1.39%	0	--
	Disagree	0	--	1	5.26%
	Agree	19	26.39%	8	42.11%
	Strongly agree	52	72.22%	10	52.63%
	Total	*72*	*100%*	*19*	*100%*

Table 112: Development of Teacher Needs Regarding Inclusion—Belgium (Flanders)

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more support regarding relationship building with hard-to-reach learners.	2.79	0.78	2.91	0.73	2.5	0.71	2.5	0.71
I would like more strategies on how to raise self-confidence and ambitions in students.	3	0.78	3.3	0.76	2.7	0.82	2.8	0.42
I would like more examples of culturally sensitive teaching.	2.71	0.75	2.74	0.75	2.9	1.1	2.8	0.92
I would like more information on how to integrate students from diverse cultural backgrounds.	2.88	0.85	2.65	0.88	3.1	0.74	2.9	0.32
I would like more examples of how to improve students' language competences.	3.21	0.78	2.91	0.73	3.4	0.7	3	0.5
*N*_{min}	23				9			

Table 113: Development of Teacher Needs Regarding Professional Exchange—Belgium (Flanders)

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey	
	M	SD	M	SD	M	SD	M	SD
I would like more opportunities to observe others while teaching.	2.96	0.81	3.13	0.87	3.4	0.52	2.9	0.74
I would like to be observed more often while teaching and get feedback.	2.67	0.82	2.7	0.93	2.4	1.17	2.4	0.7
I would like more opportunities to reflect on my teaching performance with others.	2.75	0.68	3.04	0.77	2.5	0.76	2.9	0.57
I would like more opportunities to share experiences about situations of conflict with others.	3.21	0.59	3.04	0.71	3	0.82	2.6	0.52
N_{min}	23				10			

Table 114: Development of Teacher Needs Regarding Inclusion—Belgium (Wallonia)

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more support regarding relationship building with hard-to-reach learners.	2.91	0.62	2.89	0.63	2.63	0.76	2.54	0.91	2.68	0.79	2.81	0.75
I would like more strategies on how to raise self-confidence and ambitions in students.	3.14	0.49	3.26	0.51	2.83	0.69	2.96	0.76	2.97	0.48	3.03	0.85
I would like more examples of culturally sensitive teaching.	2.89	0.53	2.89	0.8	2.83	0.75	2.81	0.71	2.73	0.83	2.42	0.72
I would like more information on how to integrate students from diverse cultural backgrounds.	2.91	0.56	2.85	0.74	2.88	0.67	2.94	0.7	2.77	0.84	2.67	0.92
I would like more examples of how to improve students' language competences.	2.69	0.87	2.66	0.94	2.68	0.75	2.98	0.77	2.9	0.88	2.71	1.01
N_min	34				46				30			

Table 115: Development of Teacher Needs Regarding Professional Exchange—Belgium (Wallonia)

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more opportunities to observe others while teaching.	2.97	0.86	2.86	1.12	2.74	0.87	2.91	0.97	2.71	0.94	2.84	1
I would like to be observed more often while teaching and get feedback.	2.34	0.87	2.24	0.89	2.02	0.77	2.28	0.99	2.29	0.82	2.47	0.9
I would like more opportunities to reflect on my teaching performance with others.	2.88	0.59	2.74	0.85	2.77	0.81	2.83	0.84	2.87	0.72	3.07	0.74
I would like more opportunities to share experiences about situations of conflict with others.	3	0.54	3	0.84	2.91	0.83	2.93	0.83	3.1	0.54	3.06	0.68
N_{min}	34				46				30			

Table 116: Development of Teacher Needs Regarding Inclusion—Bulgaria

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more support regarding relationship building with hard-to-reach learners.	3.13	0.59	2.87	0.75	2.76	0.69	2.67	0.84	2.69	0.78	2.78	0.76
I would like more strategies on how to raise self-confidence and ambitions in students.	3.27	0.54	3.12	0.72	3.21	0.56	2.97	0.85	2.97	0.68	3.17	0.71
I would like more examples of culturally sensitive teaching.	3.15	0.6	3.03	0.69	3.1	0.56	3.03	0.61	2.88	0.67	3.02	0.69
I would like more information on how to integrate students from diverse cultural backgrounds.	3.31	0.57	3.04	0.65	3	0.53	3.03	0.76	2.92	0.72	2.94	0.75
I would like more examples of how to improve students' language competences.	3.27	0.55	3.08	0.68	3.24	0.51	3.17	0.71	2.99	0.66	3.09	0.69
N_{min}	110				29				172			

Table 117: Development of Teacher Needs Regarding Professional Exchange—Bulgaria

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more opportunities to observe others while teaching.	3.06	0.61	3.1	0.73	2.96	0.74	2.9	0.8	2.99	0.71	2.94	0.77
I would like to be observed more often while teaching and get feedback.	2.58	0.78	2.6	0.81	2.59	0.78	2.53	0.97	2.55	0.73	2.62	0.75
I would like more opportunities to reflect on my teaching performance with others.	2.83	0.7	2.81	0.77	2.93	0.46	2.87	0.86	2.82	0.67	2.86	0.68
I would like more opportunities to share experiences about situations of conflict with others.	3.21	0.55	3.04	0.65	3.07	0.65	3	0.79	3.05	0.61	3.09	0.67
N_{min}	107				28				170			

Table 118: Development of Teacher Needs Regarding Inclusion—Romania

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more support regarding relationship building with hard-to-reach learners.	3.41	0.65	3.17	0.62	3.3	0.48	3	0.47	3.18	0.6	3.32	0.57
I would like more strategies on how to raise self-confidence and ambitions in students.	3.54	0.5	3.25	0.6	3.4	0.52	3.2	0.79	3.34	0.53	3.41	0.5
I would like more examples of culturally sensitive teaching.	3.24	0.7	3.12	0.63	3.1	0.57	3.1	0.32	3.18	0.45	3.21	0.58
I would like more information on how to integrate students from diverse cultural backgrounds.	3.37	0.52	3.27	0.68	3.4	0.52	3.1	0.32	3.18	0.56	3.22	0.58
I would like more examples of how to improve students' language competences.	3.42	0.56	3.33	0.63	3.56	0.53	2.9	0.57	3.28	0.6	3.32	0.62
N_{min}	55				9				37			

Table 119: Development of Teacher Needs Regarding Professional Exchange—Romania

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more opportunities to observe others while teaching.	3.29	0.71	3.38	0.64	3.3	0.67	3.5	0.53	3.29	0.52	3.38	0.55
I would like to be observed more often while teaching and get feedback.	2.82	0.8	3	0.77	3.1	0.74	3	0.67	2.95	0.61	2.92	0.8
I would like more opportunities to reflect on my teaching performance with others.	3.16	0.57	3.22	0.56	3.3	0.48	3.3	0.48	3.16	0.55	3	0.85
I would like more opportunities to share experiences about situations of conflict with others.	3.18	0.61	3.3	0.6	3.2	0.79	3.4	0.52	3.19	0.46	3.19	0.52
N_{min}	55				10				37			

Table 120: Development of Teacher Needs Regarding Inclusion—Spain (Catalonia)

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more support regarding relationship building with hard-to-reach learners.	3.06	0.76	3.06	0.69	3.48	0.62	3.45	0.56	3.19	0.76	3.15	0.68
I would like more strategies on how to raise self-confidence and ambitions in students.	3.19	0.77	3.29	0.62	3.45	0.62	3.61	0.56	3.23	0.66	3.25	0.73
I would like more examples of culturally sensitive teaching.	3.07	0.55	3.16	0.61	3.42	0.61	3.48	0.57	3.25	0.7	3.17	0.69
I would like more information on how to integrate students from diverse cultural backgrounds.	3.14	0.6	3.15	0.72	3.52	0.62	3.55	0.51	3.33	0.69	3.35	0.7
I would like more examples of how to improve students' language competences.	3.27	0.7	3.26	0.72	3.52	0.57	3.42	0.75	3.25	0.64	3.15	0.77
N_{min}	67				33				48			

Table 121: Development of Teacher Needs Regarding Professional Exchange—Spain (Catalonia)

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more opportunities to observe others while teaching.	3.16	0.7	3.41	0.63	3.55	0.56	3.52	0.62	3.4	0.64	3.44	0.68
I would like to be observed more often while teaching and get feedback.	2.83	0.77	3.01	0.74	3.15	0.51	2.94	0.75	2.98	0.67	3.08	0.82
I would like more opportunities to reflect on my teaching performance with others.	3.17	0.57	3.38	0.6	3.21	0.55	3.33	0.54	3.23	0.59	3.25	0.79
I would like more opportunities to share experiences about situations of conflict with others.	3.38	0.6	3.3	0.67	3.42	0.66	3.39	0.56	3.44	0.58	3.27	0.76
N_{min}	67				33				48			

Table 122: Development of Teacher Needs Regarding Inclusion—Spain (Madrid)

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more support regarding relationship building with hard-to-reach learners.	3.11	0.59	3.04	0.77	3.26	0.73	3.16	1.01	3.3	0.8	3.31	0.73
I would like more strategies on how to raise self-confidence and ambitions in students.	3.19	0.54	3.22	0.62	3.47	0.51	3.32	0.82	3.42	0.69	3.51	0.58
I would like more examples of culturally sensitive teaching.	3.06	0.53	3.13	0.62	3.26	0.56	3.32	0.58	3.29	0.74	3.35	0.7
I would like more information on how to integrate students from diverse cultural backgrounds.	3.1	0.56	3.14	0.65	3.32	0.58	3.21	0.54	3.3	0.74	3.36	0.7
I would like more examples of how to improve students' language competences.	3.1	0.61	3	0.71	3.21	0.63	2.95	0.71	3.41	0.65	3.41	0.71
N$_{min}$	69				19				70			

Table 123: Development of Teacher Needs Regarding Professional Exchange—Spain (Madrid)

If you think about your current situation at school. to what extent do you agree or disagree with the following statements about your needs? 1 = *strongly disagree;* 4 = *strongly agree*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
I would like more opportunities to observe others while teaching.	3.14	0.54	3.39	0.64	3.37	0.5	3.32	0.82	3.44	0.73	3.43	0.69
I would like to be observed more often while teaching and get feedback.	2.97	0.58	2.91	0.78	3	0.58	2.79	0.92	2.93	0.85	3.04	0.77
I would like more opportunities to reflect on my teaching performance with others.	3.11	0.49	3.1	0.71	3.26	0.56	3.32	0.82	3.2	0.58	3.24	0.75
I would like more opportunities to share experiences about situations of conflict with others.	3.1	0.56	3.19	0.69	3.32	0.58	3.53	0.51	3.46	0.61	3.4	0.71
N_{min}	69				19				70			

Table 124: Development of Teacher Competences Regarding Parent Support—Belgium (Flanders)

Please assess your competences (current proficiency) regarding the different tasks of a teacher. 1 = *no ability;* 6 = *very high ability*	Intervention Group				Control Group With Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Referring parents to specialised professional support when they struggle with their child's educational problems.	2.96	1.22	2.9	1.22	3.13	0.83	3.1	1.29
Advising parents how they can influence their child's learning environment.	3.35	1.19	3.19	1.17	4	0.71	3.6	1.51
Showing parents how they can positively influence their child's education.	3.17	1.4	2.67	1.2	4.11	0.93	3.5	1.58
Dealing with conflict in parent-teacher interactions in a professional way.	3.43	1.27	3.19	0.98	4.33	0.71	4	1.83
N$_{min}$	21				10			

Table 125: Development of General Teaching Competences—Belgium (Flanders)

Please assess your competences (current proficiency) regarding the different tasks of a teacher. 1 = no ability; 6 = very high ability	Intervention Group				Control Group With Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey	
	M	SD	M	SD	M	SD	M	SD
Activating students' prior knowledge during the lesson.	4.17	0.92	4.3	0.7	4.3	1.25	3.6	1.35
Considering students' realities when preparing lessons.	4.29	1.04	4.22	0.95	4.2	0.79	4.6	0.84
Giving feedback in a way that enhances students' learning motivation.	4.46	0.83	4.26	0.81	4.4	0.7	4.2	0.79
Discussing students' misconceptions in such a way that they can benefit from the discussion.	4.46	0.78	4.43	0.79	4.2	1.14	4.5	0.71
Helping students to acquire learning strategies for their future learning.	4.04	0.86	4.09	0.73	4.5	0.97	4.4	0.97
Showing students how they can control their learning process.	3.87	0.92	3.87	1.01	4.6	0.97	4.1	1.1
Assessing students' learning progress with different instruments.	3.83	0.98	3.87	0.87	4	0.94	4	0.67
Fostering self-determined learning during the lesson.	4.13	0.8	4.39	0.84	4.2	1.14	4.56	1.01
Individualising instruction and support for low-achieving students.	4.33	0.92	4.61	0.72	5.1	0.57	4.8	0.79
Purposefully fostering my students' strengths.	4.38	0.71	4.7	0.88	4.7	0.67	4.6	0.84
Supporting students who have experienced failure in class.	3.96	0.86	4.3	0.82	4.7	0.95	4.5	0.85
N_{min}	23				9			

Table 126: Development of Teacher Competences Regarding Parent Support—Belgium (Wallonia)

Please assess your competences (current proficiency) regarding the different tasks of a teacher. *1 = no ability;* *6 = very high ability*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Referring parents to specialised professional support when they struggle with their child's educational problems.	2.54	1.15	2.86	1.48	2.88	1.27	3.04	1.13	2.65	1.31	2.6	1.25
Advising parents how they can influence their child's learning environment.	2.86	1.31	2.97	1.27	2.9	1.06	3.3	0.94	3.26	1.24	3.07	1.17
Showing parents how they can positively influence their child's education.	2.89	1.39	3.11	1.35	2.96	1.07	3.24	0.92	3.1	1.27	3	1.11
Dealing with conflict in parent-teacher interactions in a professional way.	2.86	1.42	2.54	1.4	3	1.22	3	1	3	1.26	2.73	1.08
N_{min}	35				45				30			

Table 127: Development of General Teaching Competences—Belgium (Wallonia)

Please assess your competences (current proficiency) regarding the different tasks of a teacher. 1 = *no ability;* 6 = *very high ability*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Activating students' prior knowledge during the lesson.	4.21	0.98	4.31	0.99	4.38	0.96	4.5	0.91	4.23	1.14	4.33	0.92
Considering students' realities when preparing lessons.	4.11	1.05	4.09	1.07	4.29	1.05	4.13	1.07	4.16	1.04	4.23	0.94
Giving feedback in a way that enhances students' learning motivation.	4.31	0.99	4.26	0.98	4.66	0.94	4.46	1.05	4.55	0.96	4.03	0.96
Discussing students' misconceptions in such a way that they can benefit from the discussion.	4.43	1.17	4.41	0.96	4.56	1.05	4.54	0.89	4.39	1.12	4.23	1.01
Helping students to acquire learning strategies for their future learning.	4.35	1.01	4.31	1.02	4.27	0.98	4.09	0.94	4.16	0.97	3.97	0.78
Showing students how they can control their learning process.	3.44	0.96	3.77	1.09	3.69	0.99	3.74	1.02	3.87	1.12	3.53	1.01
Assessing students' learning progress with different instruments.	3.46	1.34	3.69	1.25	3.69	0.78	3.76	0.87	3.5	1.22	3.32	0.9
Fostering self-determined learning during the lesson.	3.26	1.24	3.6	1.09	3.58	0.87	3.49	1.14	3.1	1.14	3.18	1.28
Individualising instruction and support for low-achieving students.	3.49	1.31	3.68	1.25	3.96	1.01	3.71	1.04	3.58	1.36	3.4	1.22
Purposefully fostering my students' strengths.	4.33	1.11	3.97	0.95	4.34	0.94	4.09	0.91	3.68	1.17	3.83	1.2

| Supporting students who have experienced failure in class. | 4.56 | 1.26 | 4.4 | 1.01 | 4.73 | 0.92 | 4.37 | 0.95 | 4.52 | 1.12 | 4.2 | 1.21 |
| N_{min} | 33 | | | | 43 | | | | 28 | | | |

Table 128: Development of Teacher Competences Regarding Parent Support—Bulgaria

Please assess your competences (current proficiency) regarding the different tasks of a teacher. 1 = no ability; 6 = very high ability	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Referring parents to specialised professional support when they struggle with their child's educational problems.	3.65	1.08	3.93	1.04	3.7	1.32	3.93	1.26	3.87	1.13	3.95	1.07
Advising parents how they can influence their child's learning environment.	3.87	1.06	4.14	0.94	3.93	1.2	3.93	1.26	4.15	1.01	4.11	1.01
Showing parents how they can positively influence their child's education.	3.81	1.12	4.19	0.93	3.77	1.33	3.9	1.16	4.17	1.02	4.17	1.02
Dealing with conflict in parent-teacher interactions in a professional way.	4.04	1.21	4.27	0.86	4.03	1.4	3.77	1.28	4.36	1.07	4.29	1.04
N_{min}	106				30				169			

Table 129: Development of General Teaching Competences—Bulgaria

Please assess your competences (current proficiency) regarding the different tasks of a teacher. 1 = no ability; 6 = very high ability	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Activating students' prior knowledge during the lesson.	4.37	0.85	4.45	0.73	4.77	0.82	4.8	0.71	4.68	0.84	4.57	0.83
Considering students' realities when preparing lessons.	4.21	1	4.46	0.91	4.2	1.1	4.53	0.94	4.49	0.96	4.55	0.96
Giving feedback in a way that enhances students' learning motivation.	4.59	0.87	4.61	0.79	4.93	0.91	4.8	0.92	4.79	0.79	4.65	0.9
Discussing students' misconceptions in such a way that they can benefit from the discussion.	4.74	0.89	4.7	0.72	5.07	0.69	4.9	0.88	4.95	0.81	4.63	0.81
Helping students to acquire learning strategies for their future learning.	4.52	0.96	4.51	0.78	4.8	1.03	4.57	1.1	4.56	0.85	4.49	0.81
Showing students how they can control their learning process.	4.31	0.91	4.41	0.77	4.66	0.86	4.7	1.12	4.49	0.84	4.42	0.88
Assessing students' learning progress with different instruments.	4.14	0.94	4.24	0.89	4.53	0.97	4.5	0.94	4.4	0.95	4.27	0.9
Fostering self-determined learning during the lesson.	4.03	0.99	4.31	0.87	4.28	1.03	4.53	1.01	4.22	1.04	4.26	1.01
Individualising instruction and support for low-achieving students.	4.19	0.99	4.29	0.77	4.5	0.9	4.33	0.8	4.51	0.91	4.35	0.83
Purposefully fostering my students' strengths.	4.59	1.01	4.61	0.8	5.07	0.58	4.77	0.94	4.96	0.78	4.68	0.79

Supporting students who have experienced failure in class.	4.47	0.9	4.51	0.79	4.93	0.74	4.4	1.28	4.82	0.87	4.55	0.82
N_{min}	109				29				167			

Table 130: Development of Teacher Competences Regarding Parent Support—Romania

Please assess your competences (current proficiency) regarding the different tasks of a teacher. *1 = no ability;* *6 = very high ability*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Referring parents to specialised professional support when they struggle with their child's educational problems.	3.86	1.44	4.02	1.32	3.78	0.83	3.78	0.97	3.49	1.47	3.89	1.29
Advising parents how they can influence their child's learning environment.	3.9	1.45	4.17	1.16	4	1.22	4.33	1.12	3.58	1.5	4.05	1.22
Showing parents how they can positively influence their child's education.	3.88	1.38	4.19	1.29	3.89	1.27	4.78	0.83	3.63	1.58	3.89	1.05
Dealing with conflict in parent-teacher interactions in a professional way.	3.71	1.48	4.14	1.16	3.89	1.36	4	1.58	3.9	1.5	4	1.07
N_min	57				9				37			

Table 131: Development of General Teaching Competences—Romania

Please assess your competences (current proficiency) regarding the different tasks of a teacher. 1 = no ability; 6 = very high ability	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Activating students' prior knowledge during the lesson.	4.71	0.85	4.71	0.93	4.9	0.88	4.7	1.06	4.61	0.89	4.66	0.94
Considering students' realities when preparing lessons.	4.78	1.02	4.93	0.79	4.8	1.14	4.9	0.74	4.76	1.05	4.74	0.98
Giving feedback in a way that enhances students' learning motivation.	4.61	1.08	4.8	0.98	4.7	1.16	4.9	0.74	4.68	1.14	4.68	0.99
Discussing students' misconceptions in such a way that they can benefit from the discussion.	4.47	1.16	4.52	0.9	4.5	1.18	4.56	0.53	4.34	1.07	4.68	0.87
Helping students to acquire learning strategies for their future learning.	4.46	0.93	4.66	0.9	4.33	1.22	4.89	0.78	4.28	1.17	4.55	0.98
Showing students how they can control their learning process.	4.17	1.05	4.47	0.86	4.22	1.2	4.56	0.73	4.33	1.2	4.4	1.12
Assessing students' learning progress with different instruments.	4.2	1.11	4.46	1	4.5	0.71	4.7	0.82	4.5	1.11	4.41	1.14
Fostering self-determined learning during the lesson.	4.03	1.04	4.21	0.89	4.5	0.71	4	1.05	4.16	1.24	4.24	1.1
Individualising instruction and support for low-achieving students.	3.95	1.25	4.22	1.05	4.5	0.85	4.1	0.99	4.18	1.27	4.26	0.92
Purposefully fostering my students' strengths.	4.41	1.08	4.78	0.89	4.6	1.07	4.6	0.7	4.46	1.12	4.78	0.89

Supporting students who have experienced failure in class.	4.51	0.94	4.59	1.07	4.8	1.03	4.9	0.99	4.68	1.07	4.74	0.98
N_{min}	57				9				35			

Table 132: Development of Teacher Competences Regarding Parent Support—Spain (Catalonia)

Please assess your competences (current proficiency) regarding the different tasks of a teacher. 1 = no ability; 6 = very high ability	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Referring parents to specialised professional support when they struggle with their child's educational problems.	3.68	1.31	3.58	1.21	2.79	1.11	2.82	1.4	3.44	1.51	3.15	1.13
Advising parents how they can influence their child's learning environment.	3.66	1.18	3.8	1.2	3	1.17	3.18	1.42	3.58	1.49	3.33	1.28
Showing parents how they can positively influence their child's education.	3.54	1.26	3.8	1.18	3.15	1.2	3.24	1.37	3.44	1.44	3.44	1.32
Dealing with conflict in parent-teacher interactions in a professional way.	3.47	1.23	3.7	1.26	3	1.2	3.03	1.29	3.28	1.33	3.31	1.29
N_{min}	68				33				47			

Table 133: Development of General Teaching Competences—Spain (Catalonia)

Please assess your competences (current proficiency) regarding the different tasks of a teacher. 1 = *no ability;* 6 = *very high ability*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Activating students' prior knowledge during the lesson.	4.39	0.89	4.56	0.77	4.15	1.03	4.45	0.75	4.06	0.91	4	1.03
Considering students' realities when preparing lessons.	4.45	0.88	4.47	0.85	4.3	1.13	4.15	1.15	4.42	0.94	4.19	1.1
Giving feedback in a way that enhances students' learning motivation.	4.48	0.85	4.5	1.05	4.27	1.1	4.21	0.96	4.67	0.86	4.08	1.01
Discussing students' misconceptions in such a way that they can benefit from the discussion.	4.49	0.97	4.53	0.88	4.24	0.94	4.33	0.89	4.44	0.92	4.19	1.14
Helping students to acquire learning strategies for their future learning.	4.36	0.83	4.52	0.82	4	0.94	4	0.94	4.1	0.9	3.94	0.84
Showing students how they can control their learning process.	3.99	0.98	4.06	0.81	3.85	1.03	3.91	0.82	3.84	1.13	3.57	0.97
Assessing students' learning progress with different instruments.	4.23	0.94	4.22	0.86	4.15	0.91	4.59	0.8	4.21	1.12	4.16	0.9
Fostering self-determined learning during the lesson.	4.45	0.96	4.47	0.84	3.88	1.1	4.36	0.9	4.15	1.01	4.09	0.95
Individualising instruction and support for low-achieving students.	3.87	1.14	4.09	1.07	3.36	1.08	3.75	1.02	3.73	1.07	3.74	0.99
Purposefully fostering my students' strengths.	4.2	1.04	4.41	1	4.12	1.08	4.24	1.03	4.35	1.04	4.15	0.95

Supporting students who have experienced failure in class.	4.38	1.11	4.39	1.04	4.27	1.04	4.09	1.07	4.29	1.05	4	1.11
N_{min}	67				32				45			

Table 134: Development of Teacher Competences Regarding Parent Support—Spain (Madrid)

Please assess your competences (current proficiency) regarding the different tasks of a teacher. 1 = *no ability;* 6 = *very high ability*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Referring parents to specialised professional support when they struggle with their child's educational problems.	3.36	1.12	3.75	0.92	3.42	1.39	3.37	1.3	3.83	1.09	3.93	1.18
Advising parents how they can influence their child's learning environment.	3.51	1.12	3.85	0.9	3.68	1.2	3.68	1.45	4.06	1.09	4.14	1.06
Showing parents how they can positively influence their child's education.	3.52	1.04	3.88	0.76	3.79	1.13	3.63	1.26	4.06	1.14	4.01	1.15
Dealing with conflict in parent-teacher interactions in a professional way.	3.35	1.1	3.85	0.97	3.63	1.12	3.63	1.34	3.81	1.11	3.92	1.07
N_{min}	68				19				70			

Table 135: Development of General Teaching Competences—Spain (Madrid)

Please assess your competences (current proficiency) regarding the different tasks of a teacher. 1 = *no ability;* 6 = *very high ability*	Intervention Group				Control Group With Mentor Support				Control Group Without Mentor Support			
	First Survey		Second Survey		First Survey		Second Survey		First Survey		Second Survey	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Activating students' prior knowledge during the lesson.	4.27	0.85	4.38	0.82	4.58	0.84	4.68	0.82	4.44	1.12	4.54	0.86
Considering students' realities when preparing lessons.	4.26	0.94	4.41	0.91	4.05	0.85	4.37	0.83	4.58	0.95	4.42	0.92
Giving feedback in a way that enhances students' learning motivation.	4.26	0.84	4.34	0.82	4.58	0.96	4.16	0.6	4.54	0.91	4.41	0.87
Discussing students' misconceptions in such a way that they can benefit from the discussion.	4.33	0.92	4.42	0.79	4.26	1.05	4.53	0.7	4.45	1	4.54	0.88
Helping students to acquire learning strategies for their future learning.	4.27	0.85	4.44	0.7	4.47	0.84	4.53	0.77	4.61	0.96	4.44	0.98
Showing students how they can control their learning process.	3.96	0.89	4.2	0.74	4	1	4.11	0.66	4.08	1.09	4.09	0.89
Assessing students' learning progress with different instruments.	3.89	0.96	4.4	0.83	4.37	1.07	4.58	0.77	4.48	0.9	4.5	0.76
Fostering self-determined learning during the lesson.	3.92	0.97	4.15	0.72	4.26	0.87	3.79	0.92	4.01	1.1	4.04	0.81
Individualising instruction and support for low-achieving students.	3.89	1.03	4.15	0.85	3.63	0.96	3.58	1.12	4	1	4.01	1.09
Purposefully fostering my students' strengths.	4.26	0.9	4.49	0.82	4.11	0.94	4.26	0.87	4.51	0.84	4.51	0.83

Supporting students who have experienced failure in class.	4.32	1.08	4.45	0.93	4.37	1.07	3.89	1.24	4.59	0.82	4.54	0.89
N_{min}	67				19				68			

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