

Final report: “Newly Qualified Teachers in Nordic countries - Working Conditions, Support and Professional Development”

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1. Introduction and disposition

This is the final Report on activities, impact and results of the project *Network: Newly Qualified Teachers in Nordic countries – Working Conditions, Support and Professional Development* financed 2005–2007 by the Swedish council for working life and social research (FAS) (dnr: 2005-1368).

Professor Christina Gustafsson has been the formal scientific leader of the project. The network has been, and still is, co-ordinated from the University of Gävle by the *Induction Research Group* (IRG) at the University of Gävle, Sweden. International co-ordinator has been Ph.D. Göran Fransson. The network’s webpage is: <http://www.hig.se/p-inst/nqtne/>

The Nordic network became from the very beginning wider than the intentions were in the application, as contacts in Estonia were invited to the very first formal meeting in Sweden (2005-04-21--22) when the formation of the network took place. The network was formalised as *Newly Qualified Teachers in Northern Europe – Research and Development Network* (NQTNE) with partners from University of Gävle (Sweden); University of Jyväskylä (Finland); CVU Storkøbenhavn University College (Denmark); University College of Telemark and University College of Oslo (Norway); Tallinn University and University of Tartu (Estonia).

The network is organized as an international committee with one to three participants from each country, who usually also represent a national research or developmental group. During 2005–2008 the international committee has been represented by: Christina Gustafsson, Göran Fransson, Åsa Morberg, University of Gävle (Sweden); Eva Bjerkholt, University College of Telemark (Norway); Wiebke Klages and (partly by) Sidsel Hauge, University College of Oslo (Norway); Hannu Jokinen and Hannu L.T. Heikkinen, University of Jyväskylä (Finland); Eve Eisenschmidt, Tallinn University (Estonia), Valdek Rohtma, University of Tartu (Estonia) and Egon Hedegaard Copenhagen University College (Denmark).

During 2005–2008, there have been 10 meetings in total with the entire group, and approx. five informal meetings where not participants from all countries have been present. The informal meetings have had a connection to the whole groups work. To these formal and informal meetings a number of cross-national working group meetings can be added, where members from two or three countries have been represented and focused on analysis of aspects of the induction phase as e.g. mentoring, systems promoting new teachers professional development, or newly qualified teachers’ experiences.

Disposition of the report

Section two of the report presents general remarks on the networking. Section three is an analysis of the outcomes in relation to the aims of the network as expressed in the application to FAS in 2005. In section four activities are presented in chronological order, while section five is an overview of publications and presentations with close connection to NQTNE.

2. General remarks

The discussions of the general remarks could be summarised in three T:s – time, terms, and teamwork. Co-operation in a network is a process over time, where it takes time to know each other and to get a grip of the different educational, cultural, social, economical and political contexts of the systems and activities each participant represents and describes. In this, the sense making of terms, issues and how to conceptualise systems (e.g. initial teacher training and the relations to any system of induction. How co-operation with municipalities could to be conceptualised in the different countries) has been a major process to handle during the years. As the network mainly has communicated in English that no one has as mother tongue, the use of terms and understanding of how terms is used and conceptualised has been a challenging process to overcome. However, this has also been an important process, making each other questioning ones own frames, understandings and ways of making sense. This means that it has not been just to start working with the issues, but a rather long journey to get mutual understandings of issues, frames, systems and terms as a base for activities. It has been a rather long but essential preparation for performing joint research. The co-operation during these years (2005-2008) has substantially shortened the process of initiating and implementing current and future co-operations.

Cross-national teamwork can also characterise the network, as it has been a collaborative “journey” during the years, elaborating the issues and the understandings. Presentations have often been made in a collaborative manner and the common book launched October 2008 (Eds. Fransson & Gustafsson, 2008) does have a comparative perspective involving authors from different countries in team works. The comparative perspective has permeated the NQTNE, both as objectives and as processes. However, as described above, this has been a challenging process, and a very fruitful perspective to visualise, analyse and interpret taken for granted aspects of particular educational systems. The comparative perspective has contributed to challenge perspectives, raise new kind of questions and construct new perspectives and new ways to conceptualise, think and act.

The kind of knowledge developed is often an “embodied knowledge”, not easy to fully disseminate in traditional ways with reports. This means that evaluation of outcomes and impact factors of this kind of longitudinal international networking also must take into account the embodied knowledge, and the other contexts and networks NQTNE-partners have brought and will bring this knowledge into their work in the future.

3. Outcomes in relation to the aims of the network

In this section, analysis of the outcomes is done in relation to the aims of the network as expressed in the application to FAS 2005. In the application to FAS in year 2005, eight goals were expressed. These goals could be concentrated into six main aims for the network, as below:

1. To co-operate and coordinate national networks and national researchers
2. To compare the research and the developing of systems for support and promotion of NQTs professional development in different countries
3. To stimulate and co-ordinate international co-operation in conducting joint research and developmental work

4. To facilitate transformation of research outcomes to implementation of support system for NQTs
5. To give inputs to improve the teacher education in each of the network countries
6. To co-operate and together become stronger in Research and Development, initial teacher training, and education in schools and pre-schools at the international arena

(1) To co-operate and coordinate national networks and national researchers.

On the national level, there have been different conditions and circumstances to initiate and co-ordinate national network. In some countries networks were already operating, as in Estonia, Norway and Sweden. In Estonia on national and local level, in Norway on national and local level, and in Sweden on a regional basis and with loose connections between researchers on national level. In Denmark and Finland, where there were no formal networks when NQTNE was established, NQTNE has played a more important role, especially in Denmark.

In Denmark, it has been a struggle to establish a formation of networks, mainly as the topic of induction of teachers not is in focus of public educational concern, while “poor” Pisa results and new initial teacher training program have been the main focus. However, initiatives in 2006 gave results, when an e-mail network was initiated (in dec. 2008 with 300 members). In the process to put the induction of new teachers on the agenda in Denmark, NQTNE-partners were main contributors of the conference *Network conference on new teachers: How do they get started in a good way?* in November 2007. The conference was an important step to develop a Danish national network.

In Estonia, the development of networks, both national and local, originates from the preparations for the induction year – the support program for novice teachers – started 2002, and the national Induction Year program that was implemented in 2004. The induction year centres established at the Tallinn University and the University of Tartu organize novice teachers support program, mentor training, networking, and collaborative seminars as well as provide counselling to educational institutions within the framework of the induction year program. Financial resources are provided by the Ministry of Education and Research to induction year activities and development. This lead to co-operation on different levels and between different networks before NQTNE was initiated. However, the NQTNE, as a network of experts, have been an important part of the process of improving the Induction Year, as bringing expertise, feedback, development ideas and questions.

In Finland, a national initiative to develop support for NQTs was made by the Finnish Institute for Educational Research (FIER) in the beginning of 2000’s. As a result, a project *Teachership – Lifelong Learning (TeLL)* was funded by Academy of Finland in 2002 - 06. In this project, support of newly qualified teachers in the induction phase through mentoring was systematically studied and developed in some municipalities for the first time in Finland. The collaboration with NQTNE was initiated within this TeLL project. In 2008, in collaboration with NQTNE, another national project to support newly qualified teachers, VERME project, was launched in Finland.¹

¹ VERME project develops a new approach in the Finnish context of teachers' in-service education focused on the induction phase and based on the ideas of a career-long continuum of professional development. The project is funded by The Finnish Work Environment Fund, Ministry of Education, and the cities and municipalities being partners. See <http://ktl.jyu.fi/ktl/verme/>.

Another influence by NQTNE has been when researchers of FIER and educational officials together have developed methods of mentoring at the local level in municipalities. This research and development work has been supported by NQTNE network through sharing various ideas of organizing mentoring at local level. This way NQTNE has also inspired to the development of local and partly national networks of researchers and municipalities, mainly by the development of projects.

In Norway a national network on mentoring new teachers was already established in 2003, before NQTNE was initiated. This network is financed by the Directorate of Education and Training and members are participants from each initial teacher training program in Norway specially working with induction of new teachers in pre-school institutions and schools. The Norwegian directorate of education together with Teacher unions, KS (the municipalities union) and members of the national networks are organized in a resource group who works together with policymaking and organizing e.g. the annual national conference on Induction.

This means that NQTNE has not contributed to the establishment of Norwegian networks, but has provided international inputs, e.g. on the annual national conferences. The Norwegian national network is well established and a variety of projects have been launched, some as a result of the influence and interaction with NQTNE. For instance was the Norwegian network meeting in October 2008 located to Tallinn to make it possible to meet the Swedish Municipality Induction Network and to participate in an international conference in which NQTNE had a theme session.²

In Sweden, the Municipality Induction Network was establishment in 1999, and NQTNE has been important for the international influences in this network. Partners of NQTNE have done study visits to some of these Swedish municipalities. In September 2007 and in October 2008 the Municipality Induction Network attended conferences in Norway and Estonia focusing newly qualified teachers and systems promoting professional development.³ Other Swedish researchers focusing newly qualified teachers and mentorship has been informed about, and in some cases participated in, meetings and conferences with members of the Induction Research Group at University of Gävle, the Municipality Induction Network and NQTNE. Swedish researchers have been invited to Norwegian network meetings and conferences due to introduction from the NQTNE.

(2) To compare the research and the developing of systems for support and promotion of NQTs professional development in different countries.

In every meeting, the comparative perspective of research- and development has been present. It's not possible to present all issues that have been discussed at the NQTNE-meetings, but in principle all discussions has in one or another way been directed to focus comparative perspectives. However, in the beginning when everyone was in the phase of trying to get a grip of each others contexts there were some more discussions with comparative perspectives than in recent time. One result of the comparative perspective is the book (Eds. Fransson &

² "The Beginning Teacher in Northern Europe: Challenges and Possibilities." 28- 29 October 2008. Tallinn University. Estonia.

³ "Når starten er god.... Veiledning av nyutdannede lærere i barnehagen, grunnskolen og videregående opplæring" [When the start is good... Mentoring of newly qualified teachers in pre-school, compulsory school and upper secondary school]. 24-25 september, 2007. Høgskolen i Agder, Kristiansand, Norway and "The Beginning Teacher in Northern Europe: Challenges and Possibilities." 28- 29 October 2008. Tallinn University. Estonia.

Gustafsson, 2008) in which the comparative perspective is manifested and has been a tool for analysis in every chapter.

The comparative perspective has given valuable inputs and confirmation of research as well as of the efforts to promote NQTs professional development. From April 2005 some aspect of this comparative perspective have been visible by elaboration of texts with focus on e.g. teacher training, mentoring and systems to support new teachers professional development. In April 2006, this first step of collecting information was discussed and the task to continue collecting information, analysing and concluding was organized in cross-national working groups. Some of the results are published in (Eds.) Fransson & Gustafsson (2008). Thus, the work in NQTNE has been important for development – share ideas, raise the questions and analyze experiences from different countries.

In a wider, international perspective, NQTNE-partners also have shared their knowledge and experiences from other networks, projects, or their own readings or attendances of different conferences and meetings, e.g. from EARLI, EERA and ATEE, to put national research and development work into wider context.⁴

From a specific Danish perspective has the information and the analysis developed during the work in NQTNE produced an accessibility of a comparative perspective on induction in the Nordic and Baltic context which has not existed before. As the responsibility of affairs in schools (including induction) is decentralized to the 98 municipalities of Denmark, every municipality needs easily accessible channels of information – and the homepages of NQTNE, the links of other networks at the homepage, the articles in the NQTNE-book, and the conference attendance offers has provided that.

From a particular Estonian perspective, NQTNE has supported the development of the Estonian systems promoting new teachers professional development as a network of experts, bringing expertise, feedback, development ideas and questions.

From a specific Norwegian perspective the work in NQTNE has brought new information and examples of different ways of co-operation between municipalities, teacher education, and teacher unions. The comparative work in NQTNE has frequently been presented to the Norwegian national network, the Norwegian Directorate of Education and Training, and the Norwegian Ministry of Education and Research. Representatives from NQTNE have also been participating in conferences and meetings within the Norwegian national network. NQTNEs research and comparative perspectives have also been presented at the New Teacher Centre in Santa Cruz, California, and at their annual national conference on Induction (February 2008).

3. To stimulate and co-ordinate international co-operation in conducting joint research and developmental work.

Efforts to initiate joint research- and development work have been a major interest in NQTNE. However, this has also been a rather challenging issue. One reason if that it has been a problem to find funders for trans-national projects, as national funders only occasionally finance researchers in other countries, NQTNE has had to turn to non-national funders, mainly on EU-level or on a Nordic level. On EU-level there was no suitable call during the

⁴ EARLI (European Association for Research on Learning and Instruction), EERA (European Educational Research Association), ATEE (Association for Teacher Education in Europe).

project-period, and on the Nordic level a joint application was addressed to Nordplus in April 2008, however not approved. A new application will be sent to Nordplus in the beginning of March 2009. However, two Swedish applications have been addressed to FAS with the focus on doing comparative research in the NQTNE-countries, where NQTNE-partners could in a minor part of the project function as “research consultants”. These applications were not approved in the second and final stage of review.

Thus, the aim letting NQTNE *co-ordinate* international co-operation outside the NQTNEs core-group seems not have been a realistic aim when comes to initiate trans-national funded research projects. Within the NQTNEs core-group, some of the joint research is published in the book edited by Fransson and Gustafsson (2008).

However, NQTNE has *stimulated* joint research and made connections with other research-groups and projects that could develop to joint projects. In for instance Finland, NQTNE has among others being involved in the initiation of the Jyväskylä project in 2006-2007 and the VERME-project, which started in 2008. In both these projects there has been, or will be, international co-operation in research and developmental work.

In other constellations NQTNE-partners has influenced other research-groups and projects, and brought influences to NQTNE. For instance has the Danish representative been involved in the Comenius-project “evaluation of training of teachers and mentors”.⁵ From a Norwegian perspective the influences from the Norwegian National network and the NQTNE is difficult to separate. Some of the Norwegian NQTNE-partners are during August 2008 to June 2009 conducting the project “Early Career Support for Beginning Teachers” in co-operation with a Czech NIFE-delegation⁶, including visits and information of the situation in the NQTNE-countries and work done within NQTNE.

NQTNE-partners has also attended ATEE-conferences in the years 2005, 2006, 2007 and 2008 with the result that co-operation has been initiated with Research- and Development Centre (RDC) no. 9 “In-service learning”. For instance are NQTNE-partners from Norway, Sweden and Estonia involved in the Comenius-project CLIMATE focusing schools as learning organisations.⁷ Four participants within NQTNE have participated as co-writers of chapters in the ATEE volume “Becoming a teacher educator” (Eds. Swennen, A. & van der Klink, M. 2008).

Among the original ambitions was also to try to conduct some kind of parallel data collection in the five countries. One idea was to analyze newspapers for a short period from a special educational view. Another was to collect, or at least prepare a collection of survey data in relation to a common, interesting research question. These explorative plans have not yet been realized, partly because lack of resources (research time, economy), partly as reported because the networking per se demanded more energy than could be predicted.

⁵ <http://www.eforet.eu/start.asp>.

⁶ National Institute for Further Education (NIFE) is an allowance organization of the Ministry of Education, Youth and Sports (Czech Republic) and focuses on further professional development of teachers and other education staff.

⁷ The CLIMATE-project (Contextual Learning in Management And Teaching) involves participants from ten countries.

4. To facilitate transformation of research outcomes to implementation of support system for NQTs.

NQTNE has participated in the transformation and dissemination of research results as well as well tried-out experiences in a variety of ways. As a network, NQTNE has participated in conferences for researchers, teachers and mentors in Finland March 2006; in Sweden March 2007; in Denmark November 2007; and in Estonia October 2008. NQTNE-partners from each country have on national level transformed and disseminated experiences and research outcomes from NQTNE in contacts with municipals, principals, mentors, and NQTs, for instance in lectures, in seminars, courses for mentors and so on.

In Denmark dissemination of national and international knowledge on induction has been the focus of a special edition of the educational magazine “Unge Pædagoger” no. 3 2008: *At lære at være lærer* [To learn to be a teacher], when the complexity of teacher education, early professional development, and lifelong learning was discussed. Furthermore, the earlier mentioned national conference is followed up on conferences in East-Denmark and a conference in West-Denmark January 2009 where the Danish representative of NQTNE is one of three key speakers.⁸

In Estonia the research results and experiences of NQTNE has been used to develop the induction year program. For example, the partners of NQTNE presented research results at the conference *Newly qualified teachers in Northern Europe* in October 2008. The panel of the network raised important questions about mentoring and implementation of induction programs. Several municipalities now tries to implement regional mentoring meetings for beginning teachers following Nordic examples.

In Finland, a training program for mentors have been organised in four municipalities in VERME-project (see above) 2008-09, and the research results of NQTNE research work has been implemented in this program.

In Norway, the Norwegian Research Counsel (NRF) has started a program on Practice related Research. In this research program, projects on newly qualified teachers in pre-school institutions and schools are in progress. In the Norwegian national network there are many participants doing research in their mentoring program, newly qualified teachers’ situations and their competence building. Perspectives and results from NQTNE have influenced some of these projects.

In Sweden, knowledge, research, and perspectives from NQTNE have been transformed via the Induction Research Group (IRG) to and presented within the Municipal Induction Network, and that way influenced the promotion of new teachers’ professional development and the mentors’ competence. On national level IRG, and NQTNE, has influenced and to some extent been involved in the teacher unions’ development of national trade-union-policy document concerning the induction of NQTs (National Union of Teachers in Sweden (Lärarnas Riksförbund) and the Swedish Teachers’ Union (Läraryrket)).

⁸ The title of the conferences is “The teacher and career. “Folkeskolen” as an attractive place of work”.

5. To give inputs to improve the teacher education in each of the network countries.

All of the NQTNE-partners are involved in initial teacher training in some way. As a consequence the inputs to improve pre-service teacher training are made daily. In the book (Eds. Fransson & Gustafsson, 2008) implications for initial teacher training are discussed from a structural perspective, and it is revealed that the NQTNE-partners all share the belief that their involvement in NQTNE is closely connected to their professional employment as lecturers and researchers in initial teacher training. However, it differs on the degree to which this activity within initial teacher training is a part of NQTNE-partners' individual workloads, but we have all chosen to make this commitment a vital part of our professional focus. Further, our participation in local and national activities or development of the initial teacher training is an important way to disseminate the knowledge from NQTNE. This dissemination and inputs to the initial teacher training could also be realized in projects, as in Finland, where three national teacher education institutions are involved with the VERME-project, to which NQTNE gave input.⁹

6. To co-operate and on the international arena become stronger in Research and Development, pre-service teacher training, and education in schools and pre-schools.

This is a long-term aim and results are not very easy to see in a short-term perspective. However, the very formation of NQTNE and the co-operations that have been initiated construct an impression of ability to actions and strength that could give a positive image of initial teacher training, and education in schools and pre-schools.

Being able to show that national activities and national research-groups do have NQTNE as an arena for interaction do strengthen NQTNE-partners in their own context, e.g. when applying for funding, disseminate what is new in research, or relate to what is going on in neighbour countries. Writing articles and giving presentations in the conferences together has also been a good base for the national and individual research and development work.

A concrete and long lasting result of all the networking activities that could have impact in Research and Development, in pre-service teacher training, and education in schools and pre-schools, is the competence development of the NQTNE-partners as a group and as individuals. This is for instance documented in chapter 7 in the book *Newly Qualified Teachers in Northern Europe. Comparative perspectives on promoting professional development*. (Eds. Fransson & Gustafsson, 2008). The writers agree that they became "*more and more aware of the need for international contacts and exchange that could provide more information and knowledge than we were able to get by just reading*" (p 161). It is also clear that the narrative writers understand that the role of networking in their professional lives is an important way of producing knowledge, which is an essential part of their professional engagement and obligation, and which has to be produced in order to create useful and relevant changes.

The sharing of knowledge and the network dissemination activities also has a personal learning dimension for each network participant. Networks are also arenas for personal professional development of its participants as one could try out and develop ones own ideas through *reflective* discussions. You present your work and you give feedback on the work of others. In the narratives in chapter 7 of the book, there are many examples of network

⁹ Department of Teacher Education, University of Jyväskylä, The Educational Research and Teacher Education Unit, University of Oulu, and Department of Teacher Education, University of Tampere.

members taking new professional steps in research and taking *dynamic* initiatives in their own professional contexts inspired by the activities, the examples of others, and the discussions.

Our conclusion is that networks on local, national and international levels interact and this interaction is inspiring and often results in a higher level of self-understanding concerning the individuals' own work and context. The broader result is that the different networks (and innumerable informal network relations) gain knowledge, inspiration and new initiatives through the renewed efforts of network members who "come back home" and share the heterogeneous knowledge that they have gained as members in other networks.

These characteristics are very similar to an internationally observed change that knowledge production has had a change of character. Knowledge today is not only produced in university institutions, and *network* and *network relations* have become a characteristic and decisive factor of creating solutions to experienced problems (Duus & Jørgensen, 2004, p. 7). This new kind of knowledge is defined as "modus 2" knowledge by Gibbons et al. (1994), different from "modus 1", which is developed through research and then later tried out in action.

"Modus 2" is a rather new "method" of knowledge production characterised by its knowledge production in a problem-solving context, where the knowledge is immediately put to use in a constant process of negotiation with users and all interested stakeholders. This kind of knowledge is not possible to evaluate in the same way as more traditional results of research and development. It is, though, important to focus at because that is an important element of how changes have been developed for the benefit of NQTS's and the education systems in the national contexts in focus.

To summarize, NQTNE has contributed to new inputs in research and given opportunities to disseminate and challenge the groups' own research as well as experiences from development-projects. NQTNE has provided more expanded international research contacts and perhaps contributed to higher status and legitimacy within the institutions. There is a hope that this can be a strength in connection to applications for e.g. funding. NQTNE has made it possible to do research in international co-operation with specialists from different countries. The NQTNE also revealed that the takeoff can be long, that it can be uneven for a delimited period, and that networking processes not always is easy. More important is however, that NQTNE proved that a meaningful networking, despite some difficulties, is possible and after three years the potential for the present network has appeared quite clear!

4. Activities within NQTNE

2009-02-09	NQTNE-meeting at University of Tallinn, Estonia.
2008-10-28--29	Conference: The Beginning Teacher in Northern Europe: Challenges and Possibilities. 28- 29 October 2008. Tallinn University. Estonia.
2008-05-21	Application sent to Nordplus for a joint Research & Development project. (Not granted)
2007-11-28--30	NQTNE-meeting in Copenhagen, Denmark. Participants from Sweden, Norway, Finland, Denmark and Estonia.
2007-11-29	NQTNE participation in and contributions to the conference "Hvordan kommer de i godt gang?" arranged by the CVU StorKøbenhavn. One lecture in plenary and four seminars/workshops were given by NQTNE.
2007-08-26	NQTNE gives the symposium " <i>Induction and teacher education - complementary or contradictory?</i> " at the 32 th Annual Conference of the Association of Teacher Educators in Europe, (ATEE) in Wolverhampton, Great Britain.
2007-08-25--27	Informal NQTNE-meetings during the ATEE-conference in Wolverhampton, Great Britain. Participants from Sweden, Norway and Estonia.
2007-03-23	Conference given at University of Gävle, Sweden. Co-operation between Induction Research Group at university of Gävle, NQTNE and ATEEs RDC nr 9.
2007-03-14--16	NQTNE-meeting at University of Tallinn, Estonia.
2006-10-23	NQTNE gives the symposium " <i>Co-operative partnership: Newly Qualified Teachers in the Northern Europe – Research and Development Network</i> " at the 31:th Annual ATEE conference in Portoroz, Slovenia.
2006-10-21--25	NQTNE-meeting in Portoroz, Slovenia. Participants from Sweden, Norway, Finland, Denmark and Estonia. Participating in the 31:th annual conference of Association for Teacher Education in Europe (ATEE), Portoroz, Slovenia. Meetings with ATEE:s RDC nr 9.
2006-03-29 - - 04-01	NQTNE-meeting and participation in and contributions to the conference "Mentoring and Collaboration in Supporting Teachers' Professional Development. Teachership Lifelong Learning (TeLL) – Conference", University of Jyväskylä, Finland. Participants from Norway, Sweden, Denmark and Estonia.
2006-02-08 - - 09	NQTNE working-meeting with a common comparative article at University of Gävle, Sweden. Participants from Sweden, Norway, Finland and Denmark.
2005-10-23 - - 25	Informal NQTNE-meetings during the ATEE-conference in Amsterdam, Holland. Participants from Sweden, Finland and Estonia.
2005-09-30 - - 10-01	NQTNE-meeting in Tallinn, Estonia. Participants from Sweden, Norway, Finland, Denmark and Estonia.
2005-04-21 - - 22	Conference at University of Gävle, Sweden. Participants from Sweden, Norway, Finland and Estonia. The formalisation of the network <i>Newly Qualified Teachers in Northern Europe – Research and Development Network (NQTNE)</i>
2005-02-15	Application to the Swedish council for working life and social research (FAS) for funding a Nordic Network (Granted)
2005-01-26	Meeting at the conference "Culture for Learning" in Trondheim, Norway (participants from Norway, Sweden, and Denmark)
2005-01-25	Pre-conference meeting in Trondheim, Norway. Participants from the Norwegian National Network and the Induction-group at University of Gävle, Sweden.
2004-10-28	Meeting in Oslo, Norway. Participants from the Norwegian National Network and the Induction Research Group at University of Gävle, Sweden.
2004-02-15	Application to NORFA for funding and planning of a Nordic Network (Not granted)
2003-01-23	Symposium in Gävle, Sweden (participants from Sweden and Norway)

5. Publications, with connection to NQTNE

2008

Fransson, G. & Gustafsson, C. (Eds.) (2008): *Newly Qualified Teachers in Northern Europe. Comparative Perspectives on Promoting Professional Development*. Teacher Education: Research Publications no 4. Gävle: Gävle University Press.

Which includes the following chapters:

Chapter 1: Fransson, G. & Gustafsson, C. (2008): *Becoming a Teacher – an Introduction to the Theme and the Book*. (pp. 11-26).

Chapter 2: Fransson, G. (2008): *International Co-operation and the Challenge of Sensemaking* (pp. 27-44).

Chapter 3: Bjerkholt, E. & Hedegaard, E. (2008): *Systems Promoting New Teachers' Professional Development*. (pp. 45-75).

Chapter 4: Jokinen, H., Morberg, Å., Poom-Valickis, K. & Rohtma, V. (2008): *Mentoring Newly Qualified Teachers in Estonia, Finland, and Sweden*. (pp. 76-106).

Chapter 5: Heikkinen, H., Jokinen, H. & Tynjälä, P. (2008): *Reconceptualising Mentoring as a Dialogue*. (pp. 107-124).

Chapter 6: Eisenschmidt, E., Heikkinen, H. & Klages, W. (2008): *Strong, Competent, and Vulnerable – Experiences of the First Year as a Teacher*. (pp. 125-147).

Chapter 7: Hedegaard, E. (2008): *Development of Networking and Networks*. (pp. 148-166).

Chapter 8: Fransson, G. & Gustafsson, C. (2008): *Summary, Future Perspectives, and Conclusions*. (pp. 167-192).

2007

Heikkinen H., Jokinen H., Välijärvi J. & Tynjälä P. (2007). Mistä tukea uudelle opettajalle? Kolme mentorointimallia vertailussa. [Where can we find support for the new teacher? A comparison of three mentorship models]. *Kasvatus* 39 (3). *The Finnish Journal of Education* 39 (3).

Conference presentations:

2008

Bjerkholt, E. & Hedegaard, E (2008): (Key-note speech): *Nordic Network of Newly Qualified Teachers in Northern Europe, comparative perspective of induction year*. At the conference “The Beginning Teacher in Northern Europe: Challenges and Possibilities”. 28-29 October 2008. Tallinn University. Estonia. (29 October)

Fransson, G. (2008): Chair of 2nd plenary session (9:00-10:30) at the conference “The Beginning Teacher in Northern Europe: Challenges and Possibilities”. 28-29 October 2008. Tallinn University. Estonia. (29 October).

Fransson, G. (2008): Delivery of “Conclusions and recommendations” at the conference “The Beginning Teacher in Northern Europe: Challenges and Possibilities”. 28-29 October 2008. Tallinn University. Estonia. (29 October). (Together with Prof. Mati Heidmets, former rector of Tallinn university and Uku Visnapuu, independent educator).

- Heikkinen, H. & Jokinen, H. (2008): (Key-note speech): *Mentoring as workplace learning*. At the conference “The Beginning Teacher in Northern Europe: Challenges and Possibilities”. 28-29 October 2008. Tallinn University. Estonia. (29 October)
- Heikkinen, H.L.T, Jokinen, H. & Tynjälä, P. (2008): *Mentoring as collaboration and dialogue*. At the 4th EARLI SIG 14 Learning and Professional Development Conference 27-29 August, 2008. University of Jyväskylä, Finland.
- Jokinen, H., Morberg, Å., Poom-Valickis, K., Rothma, V. (2008) *Comparative perspective on mentoring. Experiences in Estonia, Finland and Sweden*. ECER Conference in Gothenburg 2008-09-08--11. Presented 2008-09-10.
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