



# A New Way for New Talents in Teaching (NEWTT)

## I. Five facts about NEWTT

- Erasmus+ project under Key Action 3: Support for Policy Reform;
- Consortium of 15 partner entities, including governments and universities across six European Union Member States;
- Teach For All partner organizations from five European Union Member States and the Teach For All global organization;
- Project coordinator: Teach For Bulgaria;
- EU grant of 2,500,000€, with a total project budget of 3,500,000€

## II. Why is NEWTT of importance?

The project was developed in response to a series of challenges that education systems across the European Union are facing. NEWTT aims to address the following EU-wide challenges:

- Considerable teacher shortages;
- Limited diversity among educators;
- Teacher training and qualification is not providing students with the 21st century skills that will prepare them to navigate and lead the world they'll inherit;
- Insufficient practical and on-the-job training of new teachers;
- Retention challenges with novice teachers.

## III. Consortium partners

The consortium is comprised of 15 partner organizations of whom 13 are from the five countries where the pilot is being implemented: Austria, Bulgaria, Germany, Latvia, Romania, and Spain. All 15 partners bring together key stakeholders to create, implement, and share innovative practices in recruitment, training, and teacher retention.

The consortium participants include the following:

- Government institutions in five countries:
  - Ministries of Education in Bulgaria, Latvia and Romania
  - the Department of Education, Culture and Language Policy of the Basque Country (Spain)
  - the Vienna Board of Education in Austria
- Non-governmental organizations that are members in the global Teach For All network in five countries: Empieza por Educar (Spain), Iespejama Misija – Mission Possible (Latvia), Teach For Austria, Teach For Bulgaria, and Teach For Romania;
- Universities in three countries: Plovdiv University "Paisii Hilendarski" (Bulgaria), University of Duisburg-Essen (Germany), and University of Bucharest (Romania);
- The Federation of Austrian Industries;
- The global organization within Teach For All, a network of 46 independent, locally led and governed partner organizations working to develop collective leadership to ensure all children have the opportunity to fulfill their potential.



#### IV. Objectives and approach

The project sets out to define innovative, value-added ways to bring new talent into teaching; to establish effective and viable alternative pathways that offer a shorter and more targeted program in teacher certification; and to identify the necessary conditions for such pathways to be integrated into policy and to be scaled up within the five consortium countries and across the European Union.

Alternative pathways to teaching tested in this policy pilot share several key elements:

- Proactive recruitment of candidates among promising university students and accomplished professionals with backgrounds in diverse fields;
- Selective entry into the new training program based on a pre-defined set of competencies;
- Emphasis on practical, ongoing, on-the-job, school-based training which includes direct support in the classroom, coaching, mentorship, a comprehensive training and professional development curriculum, and more;
- Priority placement in schools serving students from under-resourced communities;
- Establishing and fostering “teaching and learning communities” among the teaching participants.

1. Teaching skills, competencies, and mindsets of the participants in the pilot program are on par with (and in some cases superior to) those of the participants in the control group;
2. The opportunity to work in the classroom is a more significant motivator for participants in the pilot program than for control group participants;
3. Job security in teaching is less of a significant motivator for participants in the pilot program than for control group participants

#### IV. Takeaways

Key takeaways which could contribute to education policy at a national level and across the EU:

- Alternative pathways into teaching are targeted at highly-motivated individuals from diverse backgrounds who have demonstrated professionalism, perseverance, and accomplishments in their careers and fields of study;
- Professionals who go into teaching driven by a strong motivation to work with children learn the necessary skills more effectively;
- On-the-job, school-based training, as well as the opportunity to engage in projects that address actual challenges in the schools where participants teach, facilitates the onboarding period for new teachers and helps preserve high levels of motivation;
- Combining traditional teacher training courses, such as pedagogy and psychology, with new courses that emphasize collaboration, working with students with disabilities or special educational needs, or bilingual students, among other areas, fosters a better understanding among new teachers around what to expect at school, and helps them be more successful in managing challenges they may face in the classroom, in comparison to their counterparts who were trained in the traditional way;
- The work environment in a school and the support given to new teachers by the school leader and other teaching staff are crucial in making teachers feel welcome in a school community and retaining them in the teaching profession.

#### V. Reach

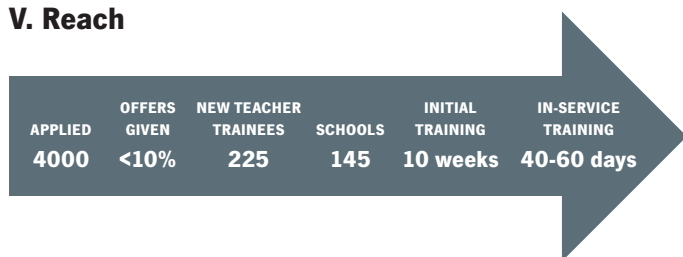


Image: Figures for 2016 across the five countries where the pilot is being implemented

#### VI. Results

The preliminary results of the survey comparing the NEWTT pilot and control groups (comprised of new teachers trained and certified under the traditional pathway) show that: