



TEACHER TRAINING PLAN 2023-2027

'OPLEIDEN MET ESPRIT'

Programmateam Opleiden met Esprit
Version February 2023/revised February 2024

[Training Plan Public Version](#)
[Esprit Scholen Amsterdam](#)

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Foreword

The policy plan Opleiden met Esprit 2023-2027 is based on the [Kwaliteitskader Samen Opleiden & Inductie](#) (Quality Framework Collaborative Training & Induction) and the four 'Waarborgen':

The Learning Teacher Chapter 1	The Learning Environment Chapter 2	The Learning Organisation Chapter 3	Quality Culture Chapter 4
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This document has been drawn up in consultation with as many stakeholders as possible in 'Waarborggroepen' and policy meetings and within the Training Programme Team with Esprit (portfolio holders VO and PO HR and programme leader). This document is still under development and will be evaluated every 2 years by means of mutual visitation and 'Waarborg' meetings.

In four chapters, we map out the current and desired situation regarding training of student-teachers and describe how we meet the basic quality.

In February 2025, we will receive the visiting panel as part of the [Developmental Peer Review](#) for Opleiden met Esprit. We seize this opportunity to investigate how we can further improve Opleiden met Esprit. We will formulate the points for development regarding basic quality in a Critical Reflection, which we will discuss with the visiting panel. Peerreview has a 6-year cycle.

On behalf of the Ministry of Education, Culture and Science, Education Regions are currently formed by the partnerships Samen Opleiden & Professionaliseren (SO&P) together with other teacher trainingschools in Amsterdam. The increasing teacher shortage requires national direction and the willingness of all parties involved to work together and relates to activities aimed at recruiting, matching, training, supervising and professionalizing teaching staff. As a forerunner of [the Amsterdam Education Region](#), Esprit sees many opportunities to make education in Amsterdam in the broadest sense more unambiguous, simpler and more promising through cooperation, exchange and knowledge sharing with other teacher training schools. There is a lot to learn from each other! More than ever, the prospective teacher will be able to benefit from a training policy in which the same quality and a continuous learning line are offered in a wide variety of teaching methods. This training plan has therefore been rewritten with a view to the upcoming developments arising from the [Leraren Agenda 2023-2027](#) in the Amsterdam Region. In September 2023, program leaders from Teacher Training schools in Amsterdam joined forces in the federation Joint Consultation of Training School Amsterdam (GOOA) with the goal of actively leveraging existing expertise in training while developing and designing the Amsterdam Education Region.

Origins Opleiden met Esprit was formally launched in 2005 as a partnership between Esprit's secondary schools and the teacher training programmes of the Amsterdam University of Applied Sciences and the University of Amsterdam. In 2007 and 2015, Opleiden met Esprit was accredited by NVAO and DUO/OSW. The primary schools joined the opleidingsschool in 2019, in which the knowledge, expertise and learning structure of ['Samen Opleiden in Amsterdam-PO'](#) is the guideline.

Progress With the introduction of the Kwaliteitskader Samen Opleiden & Inductie (2021) and the assessment criteria for the four 'Waarborgen', the minimum quality requirements that all teacher training schools must meet to be eligible for funding were redetermined in 2021. As part of this, the Opleiden met Esprit programme team carried out a baseline measurement in the autumn of 2022. A mutual assessment was also carried out at our secondary and primary schools, in which the existing training plan was compared with the criteria of the Kwaliteitskader Samen Opleiden & Inductie. The results showed that the training programme needed to be adjusted. In consultation with the Executive Board and the Management Team of Esprit Schools, together with representatives of the study programmes, it was decided in September 2023 to put together a Programme team consisting of the

programme leader and team members with expertise in the field of primary education, secondary education, research, induction, HR, and Esprit Academy and two portfolio holders MT-PO and MT-VO. The assignment was to develop a new Opleidingsplan (teachers' training plan) 2023-2027 as a solid basis for meeting the criteria for basic quality on the four 'Waarborgen', and as a guideline for the further development of the opleidingsschool. For Opleiden met Esprit, this entails that student-teachers who come to intern with us can align themselves with this approach: fostering innovation, as exemplified in the ASK program, engaging in newly established initiatives such as EMPO and UPvA, following the seamless transition from primary to secondary education as modeled at Spring High, fostering opportunities for collaboration between primary and secondary schools, as demonstrated at the 4th Gymnasium and the MSL, participating in research initiatives like WOA at Mundus College, exploring innovative educational concepts, as showcased at ALASCA, and pushing boundaries, as observed in our international schools. At Opleiden met Esprit, student-teachers will encounter a variety of opportunities to explore education in all its facets within the Amsterdam context.

What Esprit stands for: Inspiring, innovative, international

Our name says who we are: Esprit is energy, dynamism, and inspiration. Esprit Schools stands for a contemporary - and sometimes stubborn - approach to education, in open connection with the world. Esprit is innovative, future-oriented, with a strong focus on perspective and resilience. Development as a person and as an employee is paramount at Esprit Schools. Our schools are close-knit communities where (learning) paths of interns and staff come together, which is why they know where to find Esprit's schools. To achieve this, we go off the beaten track if necessary: Esprit shows courage and pushes boundaries. The diversity of our schools - from liberal arts & sciences to practical education, from newcomer education to Montessori education, from gymnasium to international education, for pupils aged four to eighteen, from all parts of Amsterdam and the world - offers opportunities to think and act outside the box, offers opportunities for borderless education.

What Esprit is all about

Development

Development, and thus training and professionalisation, is paramount at Esprit. We are committed to sustainable development, not only for our interns and staff, but also for the world, for Amsterdam and its surrounding areas, and for our organisation itself. Training and guiding new colleagues, as well as continuously professionalising our employees, are fundamental to us. The training school for prospective teachers and the Esprit Academy for all staff are therefore inherently the vehicles through which Esprit enables development, as we continue sailing ahead. We will maintain the course previously set with the three pillars:

- Perspective for all interns
- Valuable work for all employees
- Working together in connection with the environment

(from: [Education Manifesto 2023-2027](#))

Samen Opleiden: Theory and Practice

The teacher training programmes of the UvA and HvA provide the theory of education and in the field - at our schools - the prospective teacher learns the craft. Good cooperation between these partners is crucial: where theory and practice meet within the student-teacher's learning pathway. The institute- and schoolopleiders are the driving force behind the realisation of adequate and inspiring guidance and therefore work closely together. The role of the school- or department leader is also of great importance: he or she is responsible for facilitating the time, space and quality that is necessary for

training.

The teacher training programs at UvA and HvA provide the theoretical foundation of education, while in the field - at our schools - the aspiring teacher learns the craft. Good collaboration between these partners is crucial: theory and practice intersect in the student's learning journey, for instance during evaluations of the progress of the prospective teacher, in interventions, and school group meetings. The institute and school organizers are the driving force in delivering effective and inspiring guidance, working closely together, for example, during WPB meetings, OTEs, and waarborg meetings. The role of the school leader or department head is also of great importance in teacher training: they are responsible for advocating the importance of Samen Opleiden by facilitating time and space for workplace supervisors and school organizers, encouraging colleagues to provide prospective teachers with a rich learning environment, and actively participating in the training team at the school and in the Esprit-wide waarborg groep meetings.



Sources used: Kwaliteitskader Samen Opleiden & Inductie for Samen Opleiden and Induction (2021), Samen Opleiden in Amsterdam-PO (2017), The Amsterdam Teacher Line for PABO HvA and UPvA (2020), Education Manifesto Esprit, Annual Reports Esprit, Platform Samen Opleiden, opleidingsplan Opleiden met Esprit 2021-2025 and 2016-2022, Induction Policy Esprit 2019, Policy Documents of other teacher training schools, such as Zaanstreek (2021), ACOA and others.

Reading Guide for unambiguous language use

Prospective teacher (AL): a student who is still in the process of training and is working towards the level of competence required to obtain a qualification.

Zij-instromer / zij-instroom in beroep (ZIB) : a person who wishes to become a teacher coming from another profession. Or a certified teacher who wants to teach in a different subject or in a different sector of education.

Where the term "prospective teacher" is used, it also refers to the zij-instromer.

Startende leraar (SL): een leraar met minder dan 3 jaar ervaring na diplomering (inductiefase)

Instituutsopleider (IO): lerarenopleider die verbonden is aan een onderwijsinstituut, en serves as a bridge between the training institute and the workplace.

Starting teacher (SL): a teacher with less than 3 years of experience after graduation (induction phase)

Institute trainer (IO): teacher trainer who is affiliated with an educational institute.

Schoolopleider (SO): experienced teacher, affiliated with a school and involved in guiding individual learning in the workplace (interns, lateral entrants, and starters) and collaborative learning in school group meetings.

Workplace supervisor (WPB) or Mentor: supervisor at the workplace of the prospective or starting teacher.

Coordinating schoolopleider and (academic) schoolopleider: schoolopleiders with specific responsibilities for coordination and guidance of prospective and starting teachers in primary education.

Portfolio holder (PFH): as department leader or director of the school, is responsible for the realisation and further development of the four "Waarborgen" 'Training and Induction Together'.

[List of the most commonly used abbreviations](#)

Chapter 1. The Learning Teacher

Criteria for assessment-oriented peer review (2022) derived from Kwaliteitskader Samen Opleiden & Inductie for Training & Induction Together	
Basic quality of the learning teacher	Assessment/Development Criteria The partnership demonstrates the extent to which...
<p>Criterion 1.1 The partnership has an explicit vision on the training of future teachers. In any case, this (also) includes a shared vision of the way in which teachers develop during their careers.</p> <p>Criterion 1.2 The vision on the training of prospective teachers is in line with the professional profile of the partnership.</p>	<p>Criterion 1.1 the professional profile and vision of teacher learning and training has been formulated in concrete terms by the partnership.</p> <p>Criterion 1.2 the professional profile, the vision of learning and training of teachers are interrelated.</p> <p>Criterion 1.3 the vision on the learning and training of teachers is in line with Samen Opleiden</p> <p>Criterion 1.4 the professional profile and vision on teacher learning and training is shared with all stakeholders and is widely supported at all levels.</p>

1.1. Collaborative Training: Schools and Teacher training instituuts

With our 15 Esprit schools, we offer a diverse range of educational methods - from liberal arts & sciences to practical education, from newcomer education to Montessori education, from grammar school to international education, for interns aged four to eighteen, from all parts of Amsterdam and the world. Opleiden met Esprit offers prospective and starting teachers in Amsterdam a rich learning environment in which they are introduced to different school types, education levels and student populations. This allows them to discover what type of education suits them best and gives them

opportunities to continue learning. Opleiden met Esprit sees applied research as a powerful driver of educational development. Increasingly, we see that interns and starting teachers carry out research activities that are closely aligned with the goals for their own school development and innovation.

University of Amsterdam - Interfaculty Teacher Training (UvA - ILO - UPvA)

The UvA offers teacher training programmes for secondary education, vocational education, and primary education. Interns can obtain a limited second-degree qualification with an educational Minor or Educational Module. Pathways for a first-degree qualification can be followed as well as a Master's programme. All these pathways can be followed in a full-time or part-time variant. The strong link between research and educational practice is central.

For primary education, there is a joined programme of the UvA and HvA: the University Teacher Training College of Amsterdam (UPvA).

Together with VU Amsterdam and Leiden University, the UvA has developed a Master of Teaching in Primary Education (EMPO), which was launched in September 2022.

Amsterdam University of Applied Sciences, Faculty of Education

The teacher training programmes of the Faculty of Education (FOO) of the Amsterdam University of Applied Sciences (HVA) train future teachers to become highly qualified and skilled professionals for education in a metropolitan context.

For Primary Education (PO) this is at the PABO and the University PABO and for Secondary Education (VO) at one of the second- or first-degree teacher training programmes.

Most interns follow a bachelor's or master's programme, but a growing number are following education within one of the 'special pathways', such as the ZIB programme, part-time programmes, head programmes, associate degree programmes, training as a pedagogue or contract education as part of the pedagogue programme. A strong connection between theory and practice is attached to teacher training. Throughout the school year, there are regular meetings between the institute opleider and schoolopleider, and the coordinating schoolopleiders are trained and briefed at the OSOiA (PO) meetings at city level.

[Overview of training programmes for prospective and starting teachers](#)

1.2. Why do we want to be an Opleidingsschool?

Every year, around 170 to 200 interns are trained as part of the Training partnership with Esprit. Interns from other institutes, such as VU, HU, ICLON, IVLOS are also welcome to do their internship at one of Esprit's schools.

Important considerations for Esprit Schools to participate and invest in the opleidingsschool are:

- The permanent presence of interns in schools has a positive impact on education under the right circumstances. This is not only because there is extra help to achieve the educational goals of the schools. Working with and supervising prospective teachers who are aware of recent developments in pedagogy, learning psychology and especially subject didactics, stimulates the supervising teachers (and indirectly their colleagues) to continue to professionalize and make use of new insights.
- We attach great importance to the professional development of experienced teachers. The training programs for Schoolopleiders, workplace supervisors and guidance of interns are a powerful way to embed reflection on one's own teaching practice in the organisation/school. In this way, experienced teachers are also encouraged to further develop themselves in one of the domains of the professional profile.
- We have the opportunity to fill vacancies with new teachers who have already proven their qualities. As a opleidingsschool, we have a head start in recruiting new colleagues, whom we can then offer an attractive and familiar working environment. Thanks to our knowledge from the teacher training programmes, we gain experience in supervising starting teachers, which allows us to reduce the dropout rate among this group.
- Interns can serve as role models for (somewhat older) interns. People from college and university who enthusiastically choose to be a teacher contribute to the motivation for this profession. This can help to give interns a better idea of their own future as teachers.

- Through the opleidingschool, we have access to networks of education professionals, such as researchers and subject area leaders, and to subsidised projects that benefit the development of education in schools.
- According to the national policy agenda for education, teacher training schools will play a prominent role in the coming years. As a result, we expect to be able to make full use of the knowledge development around training and learning that will be generated by this agenda. This enables our school leaders to further tighten up the (educational) policy.
- In 2022, the Ministry of Education, Culture and Science (OCW) and the sector councils expressed the ambition to train all teachers within recognised partnerships (regions) of Samen Opleiden & Professionaliseren by 2030. Within these recognized partnerships, a continuum of development is being worked on, from prospective teachers to experienced teachers.
- Esprit Schools cherishes its strong reputation as an innovative organisation that is happy to take its social responsibility. We strive to continue to strengthen our role in this and we are convinced that the designation of 'accredited Teachers' Opleidingschool' contributes to this.

1.3. Mission of Opleiden met Esprit

Development is paramount at Esprit. Together with our partners we contribute to both the training of future teachers and the professionalisation of experienced teachers. In our partnership, the trainers of the institute and of the schools feel jointly responsible for the quality of the learning environment of future teachers and the development perspective we offer them. At Esprit, development takes precedence. Together with our partners - the Teacher Training institutes - we contribute to both the education of future teachers and the professionalisation of experienced educators. In our partnership, instituutsopleiders and schoolopleiders share responsibility for the quality of the learning environment for prospective teachers and the developmental perspective we offer them. Our mission translates into practice by prioritising the training of prospective teachers in our schools, integrating student-teachers into teams of experienced colleagues, and providing them with a safe, stimulating, and well-organised learning environment with adequate guidance. This ensures room and tranquility for trial and error in learning the profession and facilitates continuous development.

Opleiden met Esprit aims to:

- Sufficient influx of well-trained teachers within Amsterdam: Contribute to the training and professionalisation of teachers who are not only competent to start, but also to the city. This means that they must be able to deal with the complexities of the urban environment, where diversity is an integral part of educational practice. These teachers continue to develop themselves pedagogically, didactically, and substantively, and are willing to learn together with others and reflect on their functioning from an inquisitive attitude.
- Solutions to the teacher shortage: Together with our partners, we are working on flexible training programmes to optimally serve new target groups.
- The retention of teachers for education: we achieve this partly through good employment practices, excellent guidance and offering a development perspective.
- Stimulating and facilitating sustainable and professional development, which contributes to the quality and reputation of the teaching profession more broadly.

1.4. Vocational vision, Learning and Training

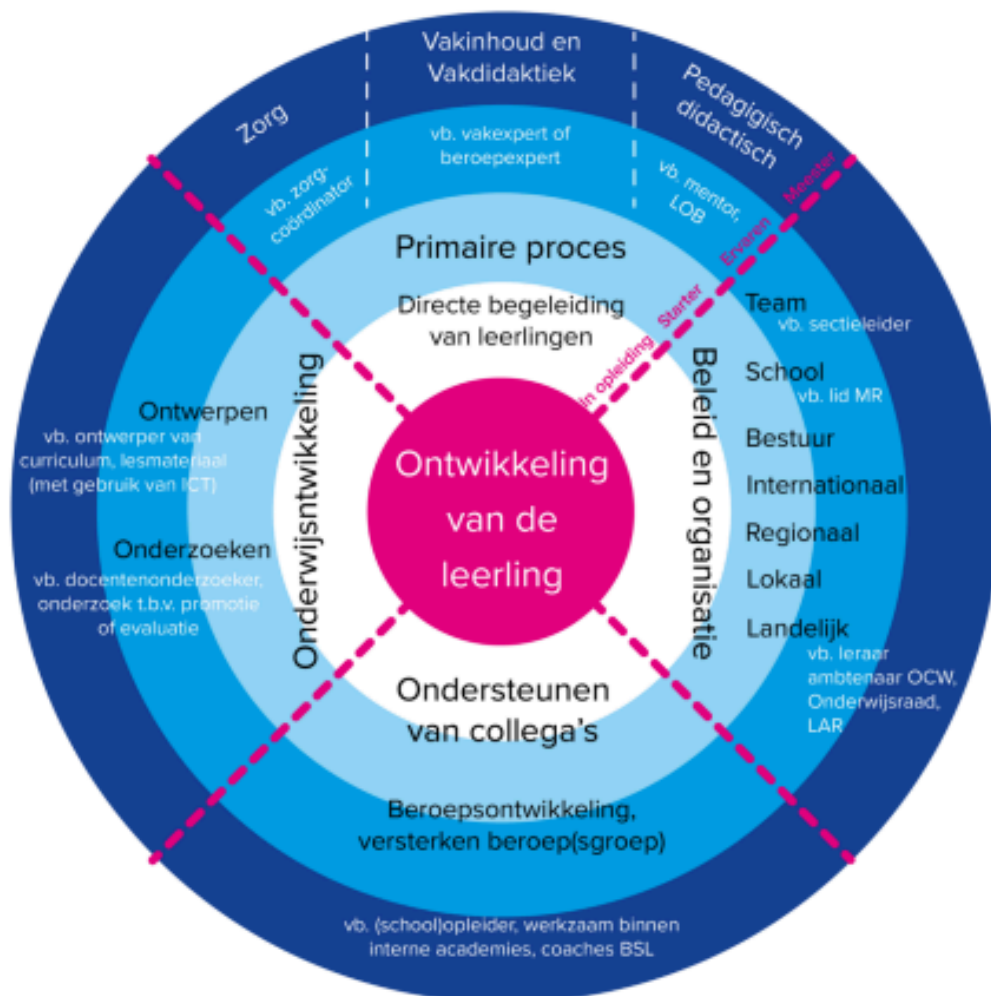
The Professional Profile of the Teacher

We consider working in education to be valuable work. Our schools employ passionate, inventive professionals. We learn from each other through collaboration between our schools. We make and share plans and create a flow of ideas and people. This contributes to a positive school climate, sustainable employability and vitality. The ambitions of the Esprit Schools require skilled teachers, passionate people who - in the metropolitan context of Amsterdam - are willing to give the best for the interns every day and who are constantly developing in this regard. Teachers face the challenge of finding a good balance between qualification, socialisation and personal development of pupils, helping pupils to shape their learning, fulfilling different roles, collaborating with colleagues and agencies in the area and functioning in the school organisation. Esprit Schools offers employees a workplace and a place to develop, in which they can use and expand their talents. We expect our

prospective teachers to have the courage to step outside the conventional boundaries, push boundaries, think innovatively, and be open to feedback, self-examination, and a learning mindset. Continuous development is a matter of course for us, and the learning of professionals never stops.

We also consider the teaching profession to be a complex profession because teachers are constantly confronted with social developments and changing demands that they must be able to respond to. Being a teacher requires a lot of knowledge, a variety of skills and an attitude of commitment combined with professional distance. Within Esprit Schools, all teachers must also be 'city-competent' and able to deal effectively with superdiversity in the schools and with the differences between the pupils in terms of culture, religion, socio-economic backgrounds, language development, learning performance, prospects, opportunities and behaviour. Voortdurende ontwikkeling vinden wij vanzelfsprekend, het leren van professionals houdt nooit op.

We see gaining experience (mileage) and reflecting on one's own performance as a prerequisite for professional growth. After obtaining the qualification, a minimum of three years is required to reach the level of an experienced teacher. In concretizing our vision of the profession, we use [The professional profile of the teacher](#) (M. Snoek et al., 2017). In this Professional Profile, 'the development of pupils' is central.



To enable the development of pupils, four domains are distinguished in the teaching profession in which teachers develop professionally:

- Above: Supporting student learning. Roles: didactical, pedagogical, mentor
- Left: developing education. Roles: Researcher, Curriculum Designer
- Below: supporting learning from colleagues. Roles: schoolopleider, trainer, coach
- Right: organizing education. Roles: manager, member MR/OR, member (inter)national working group.

Within each role, four development stages are distinguished: in training, starter, experienced and expert.

Within primary education, the terms are used: starting and in development (in training), starting competent (starter), basic competent and skilled. The last two terms are in line with the terminology in the CAO PO.

We see professional growth as a necessary condition to be able to (continue to) offer quality and as an important condition for maintaining passion for the profession.

As guidelines for the professional growth of the prospective teachers at Opleiden met Esprit, we use the nationally formulated competence requirements. We also discuss the expertise requirements for trainers and other stakeholders within the Opleidingschool.

We use the professional profile as a starting point for further professionalisation of starting and experienced teachers. We facilitate the desired professional growth with training, courses, intervision, structural consultations and study days. In the Esprit Academy (the digital learning platform) we offer cross-school professionalisation opportunities with both internal and external trainers and experts. We take care of the preconditions (hours and space in the schedule) and the financing.

[Also see: National Approach to Teacher Professionalisation NALP](#)
[The professional profile of HvA-PABO teacher 2023-2025](#)

Vision on Learning

By learning we mean the emergence or bringing about of sustainable changes in knowledge, attitudes, and skills and/or in the ability to learn at the individual level (the learning teacher) and/or at the organisational level (the learning team, the learning organisation).

Learning is in the DNA of our organisation; No matter how much experience you have, you will always have questions about your profession, your role, and your performance. Curiosity, reflection, and the desire to do better are important drivers to keep one's own development going and to maintain passion for the profession. **Learning in the context of Opleiden met Esprit also means daring to zoom in and zoom out on your development, immersing yourself in new situations such as unfamiliar educational formats, showing interest in innovations, asking probing questions, and maintaining an open attitude.**

Vision on Training

The quality of training is determined by the quality of the learning environment and the extent to which the student-teacher can make use of it. The added value of 'Samen Opleiden' lies in the opportunity to align theory and practice and to strengthen each other. The trainers from the schools and the institutes share responsibility for the quality of the learning environment for prospective teachers. They have frequent contact and ensure a clear continuity in guidance and assessment.

We can provide student-teachers with a safe, powerful, meaningful, and rich learning environment where workplace learning is complementary and directly aligned with the curricula of the involved teacher training programs. Theory and practice, learning, teaching, and reflection come together directly in a meaningful context.

The unique scope of the learning environment at Esprit Schools is reflected in the diversity of school types, the different student populations (Amsterdam East, West, North, and South, international, urban or neighborhood-oriented), large and small schools, primary and secondary education. In our training program, we offer various types of meetings, activities, and assignments to promote both individual learning in the workplace and collaborative learning with fellow- students, starters, and teacher trainee mentors.

Training, research, and professionalisation have grown closer together in recent years. This has led, among other things, to the Esprit Academy ("Keep developing yourself") and the ambition to develop continuous learning/professionalisation lines for all teachers. In this way, training has become increasingly integral and essential to what we stand for at Esprit: the development as individuals and employees.

5. Levels of Competence in the Training Phase

In 2017, the competence requirements for the teaching profession were laid down by law in the Decree on Competence Requirements for Teaching Personnel. A distinction is made between subject-related, didactics, and pedagogical competence requirements and requirements regarding professional conduct.

UvA: for all ILO programmes, the attainment targets have been formulated and laid down in the Education and Examination Regulations. The attainment targets are in line with the revised competence requirements from 2017 as well as with the Dublin descriptors and the general legal requirements for university bachelor's and master's programmes. In the attainment targets, explicit attention is paid to professional development.

HvA-VO: the curricula of the second-degree teacher training programmes have been developed based on the legal frameworks from 2017. It is argued that the three types of competence requirements and professional conduct are closely related: a teacher is always a didactic and pedagogue in a particular subject, with each subject bringing its own perspective. Didactics and pedagogy cannot be seen separately from the subject content. The HVA's teacher training programmes have used the competence requirements, the Dublin descriptors, and the national knowledge bases (generic for didactics, pedagogy and professional conduct, specifically for subject content and didactics) to develop learning objectives for each module.

HVA-PO: after the publication of the new competence requirements in 2017, the competency matrix *Learning to teach in the big city (2012)* was replaced by the Amsterdam Teacher-Strength Line (ALKL). From 2020 onwards, the ALKL will be the basis for the entire programme (full-time, part-time, university teacher training college). The threefold division (pedagogical, subject-related, subject-didactic) has been taken as a starting point and supplemented with a concretization of the broad professional basis (planning and organizing, communicating, collaborating, researching and reflecting). A third overarching dimension has also been added; the professional identity for which several broader themes have been formulated.

1.6. Induction for Starting Teachers

The induction programme for starters (teachers with less than three years of teaching experience after obtaining the qualification) and having a contract within education is intended to provide professional support in the profession and the work environment, to promote professional growth and to prevent dropout. The programme is aimed at:

- Enculturation in school (policy/culture)
- Professional development
- Classroom observation and guidance
- Intervision with peers
- Reduction of workload

In practice, it appears that starters sometimes experience the induction programme as an extra burden, often because the first and second year of teaching is experienced as a lot and heavy in itself. An induction process therefore requires 'tailor-made', (aimed at the individual) should not become too much ('in moderation') and is best done together with colleagues ('together with mates').

The ambitions regarding induction are anchored in the collective labour agreements for primary and secondary education.

Chapter 2. The Learning Environment

Criteria for assessment-oriented peer review (2022) derived from Kwaliteitskader Samen Opleiden & Inductie for Training & Induction Together	
Basic quality of the learning environment	Assessment/Development Criteria The partnership demonstrates the extent to which...
<p>Criterion 2.1 A joint training programme for different groups of (prospective) teachers</p> <p>Criterion 2.2 The programme is jointly implemented in practice.</p> <p>Criterion 2.3 Objectives, programmes, and methods of assessment have been laid down.</p> <p>Criterion 2.4 The workplace as a professional learning environment in which prospective and starting teachers can develop optimally</p>	<p>Criterion 2.1 objectives, programmes, and methods of evaluation have been worked out in concrete terms and are being implemented in practice.</p> <p>Criterion 2.2 the programme at the training and the programme at school are interrelated.</p> <p>Criterion 2.3 stakeholders from all partners are involved in the implementation of the programme in the field.</p> <p>Criterion 2.4 there is a learning environment in which all stakeholders involved learn and which supports the learning of future teachers.</p> <p>Criterion 2.5 it is clear to the stakeholders involved that the activities they carry out in the learning environment stem from the professional profile and vision of learning and training of teachers</p>

2.1. A Joined Training Programme

The training activities have been developed jointly by the Opleiden met Esprit. Attention is paid to the various aspects of teaching (four domains of the professional profile) and the connection between theory and practice.

The partnership shares responsibility for the coherence and quality of the learning environment. The partnership offers prospective and starting teachers the opportunity to experience and learn within different schools and educational visions. They are given the opportunity to discover and try out various forms of education, to conduct practice-oriented research and to carry out assignments aimed at their own development or developments in the school. The training programme is carried out by competent institute trainers, Schoolopleiders and workplace supervisors and is supported and facilitated by team- and school leaders who play a stimulating role and steer towards cohesion and quality.

The training programme, the objectives, activities, assessment method and the method of joint implementation are laid down in the training plan Opleiden met Esprit, the [Year and Activity Calendar OmE](#) and in the programme of the teacher training programme.

Overview of the training programme

Achieving the target level of competence and the development of skills, including knowledge, understanding, innovative capacity, learning skills, pedagogical and didactic skills, and the ability to work effectively within a professional organisation.

Enculturation onboarding at the start of the school year: two kick-off meetings

Environment (characteristics of the school and school board)

- Pupil population
- Esprit mission and vision translated into school-specific mission and vision
- Organisation, practical matters
- Getting to know fellow interns, Schoolopleiders and workplace supervisors
- Key figures and culture (e.g. dealing with interns, language use, clothing)
- Getting to know new colleagues, supervisors, and subject area leaders

Kick-off meeting AL: workplace supervisor, Schoolopleider: learning objectives, working agreements.

Kick-off interview SL: mentor/buddy, subject section leader, Schoolopleider and manager

- Guidance and assessment
- Targets Induction: Class, Section, School, Professional Development

Introduction and introduction: It is very important to pay attention to the introduction to the school, to getting to know colleagues and key figures, to the mission, the vision, and the organisation of the school and to the pupil population. It contributes to a well-prepared start and the prevention of unnecessary stress and uncertainty. This benefits both prospective and starting teachers as well as their trainers and supervisors as well as the pupils.

Meetings at school and Esprit-wide:

Supervising and assessing (incl. proficiency requirements AL)

Apprenticeship tasks, goals, and professional assignments

Meetings with WPB/mentor: intervision, coaching techniques, case studies

Meetings with AL, SL: intervision, case studies, themes

Meetings function as an employee: Working at Esprit, collective labour agreement, work-life balance, dealing with social media, professional distance, professional attitude, functioning in a team, section, school.

Thematic meetings:

1. Pedagogical skills
2. Didactic skills
3. Occupational profile
4. Current themes- social issues
5. School-specific themes
6. Exchange VO-PO
7. Meeting for learning outcomes (presentation of research, reflection, development
8. Esprit Broad Training Conference
9. I, II & I-day

Explanation Intersivision is a form of collegial learning with the aim of developing reflection skills, reflecting on one's own and other people's practice, learning from and with each other and jointly analysing from the professional context. The secondary school interns participate five times (or more) in an intersivision group on location. They bring in cases that fit their individual learning path. The school or institute trainer acts as a process facilitator and stimulates learning from and with each other. The primary school interns of the UPvA have intersivision meetings within the study programme, which are led by the Academic Schoolopleider. For PO interns of the HVA, the intersivision also takes place at the institute. The supervision is done by the core teacher. Intersivision on the

programme gives the intern the opportunity to distance themselves from the day-to-day business of their own school and to exchange practical experiences with interns working in other contexts and thus develop a broad(er) view.

Explanation of the exchange between primary and secondary education: The rich, challenging, and diverse range of education within Esprit Schools, from primary to secondary education, from practical school to grammar school, from traditional schools to renewal schools, offers opportunities for exchange. For example, primary education interns visit the secondary schools and secondary school interns visit the primary schools. The Schoolopleiders welcome the interns and organise activities such as: introduction to the school management, class visits, lesson observations and exchange with interns.

Explanation Esprit Opleidingschool Conference: On this afternoon, interns from secondary and primary education meet each other to gain knowledge and experiences from a broader perspective, to exchange experiences with each other, to follow workshops together and to strengthen mutual cohesion. Starters and lateral entrants are also very welcome.

Explanation Inspiration, Innovation, and Internationalisation (II&I) Conference is organised by Esprit Schools for all staff and prospective teachers. The conference is all about sharing knowledge, insights, experiences and research results. The set-up, interpretation and theme change annually, and our future teachers are also invited.

In consultation with the Schoolopleider, there is the possibility for prospective/starting teachers to get acquainted with other domains of the profession: a half-day shadowing the internal supervisor (domain: supporting interns), a research teacher and/or a curriculum coordinator (domain: development and research) department or subject section leader (domain: organisation)

The opportunity to get acquainted with different types of education by means of an exchange morning. A few examples: primary education, a visit morning to innovation education (liberal arts and sciences curriculum), Montessori, extra bridge year and 10-14 education, newcomer education, multilingual and bilingual education, personalized primary education and technology and technology education.

Room for research aimed at improving education/renewing education, for example when carrying out professional assignments or conducting design research. Examples are working in a PLG or doing research in the Werkplaats Onderzoek Amsterdam (WOA).

For starting teachers, attention is paid to the domains of qualification, socialization and personal development. The programme, the activities, assessment method and the method of joint implementation are laid down in the annual Induction Activities Calendar.

NB. The training program offers room for additions/colouring that fit the specific schools and individual ambitions of the school.

2.2. The programme shall be jointly implemented at the work place

Learning the Craft

After an introduction to the school and the team, the (individual) learning in the classroom starts. Learning begins with observing lessons, teachers, classes, and interns. The next phase consists of 'doing': preparing lessons yourself based on the approach of the workplace supervisor and on the basis of theoretical input from the institute. The lesson plan is discussed in advance, the lesson is implemented and evaluated. The prospective teacher is stimulated to formulate learning questions, to research the theory and to use it for their own professional and personal growth.

The institutes work with professional assignments (HVA) and assignments for educational practice (UvA). In the professional assignments ('beroepsopdrachten') students are encouraged to consciously seek the connection between theory and practice.

The assignments can focus on different ways of learning (informal, formal, through study, observation,

interview) and relate to different domains and learning objectives (pedagogical and didactic skills, working in an organisation and professional development). The assignments can also be aimed at conducting research and/or developing an inquisitive attitude.

Assessment

VO

The training programme has several assessment moments, coordinated with the institutes. During the assessment, the standard forms that the institutes have designed for each training phase – in consultation with the professional field – are used. The prospective teacher is responsible for the organisation of the moments of observation and assessment. The work supervisor will draw up a written reflection with information about commitment, quality, participation/contributions to the group meetings and the assignments carried out. During the assessment, the workplace supervisor (and possibly the Schoolopleider) provides input and advice to the institute trainer (HvA) or the subject didactic specialist (UvA). The training institute is responsible for the final assessment.

PO

The PO training programme has several formative en summatieve assessment moments, wherein the student also has a self-directed role. The assessment is based on the standard forms that have been developed by the institutes and the professional field in the context of 'Samen Opleiden in Amsterdam'. Throughout the year, discussions take place with the trainer and mentor during the class visits and the assessment moments.

The interns of PABO and UPvA are assessed by the Schoolopleider. During the assessment, the mentor provides input and advice to the Schoolopleider. When assessing the LIO internships, the advice of the management is also requested. The schoolopleider is responsible for the final assessment (grade) and sends it to the institute educator or academic schoolopleider.

2.3. The Workplace as a Professional Learning Environment

VO

Prospective teachers at the HVA from year 2 onwards and future teachers at the UvA have access to a school account and the student tracking system (Magister, ManageBac, etc.) that they can print, have keys to the classrooms and use the audiovisual facilities.

PO

Prospective teachers in primary education have access to a school account and ParnaSys, which they can print, have keys to the classroom and use the audiovisual facilities.

All prospective teachers are invited to participate in consultations, excursions, study days and team outings. As far as the laptops are concerned, the agreement is that they will only be provided by the relevant school location in special cases.

2.4. Entry and Advancement of Prospective Teachers

Clear agreements about the inflow and advancement of prospective teachers are of great importance. There must be sufficient influx to make 'learning together' possible and to benefit from new energy and expertise within the school. A good balance between prospective, starting and experienced teachers is a prerequisite for being able to offer quality during work-based learning and the induction phase afterwards.

The schools strive for a balanced distribution between the number of prospective, starting and experienced teachers (workplace supervisors). Ideally, we should see that ratio of upcoming, starting and experienced teachers as 1:1:4. In this way, it is possible for the prospective and starting teachers to be guided and trained by teachers who can act as role models and who have developed expertise in the field of mentoring skills. Now, the situation differs per school and the aim is to act more strategically.

[Explanation of 'Incoming and Advancement of Prospective Teachers'](#)

2.5. Qualified and Unqualified (prospective) Teachers

Increasingly, prospective teachers are asked to apply for vacancies during their training, sometimes for a few hours, often for 0.4 FTE or more. This used to be called 'green picking', but is now a daily reality. Prospective teachers with a contract participate in both a training programme (the training institute is ultimately responsible) and a guidance programme (the employer is responsible). Good coordination between trainers for prospective and starting teachers is necessary to prevent overlap, overload, and dropout.

[Agreements with institutes about Green Picking](#)

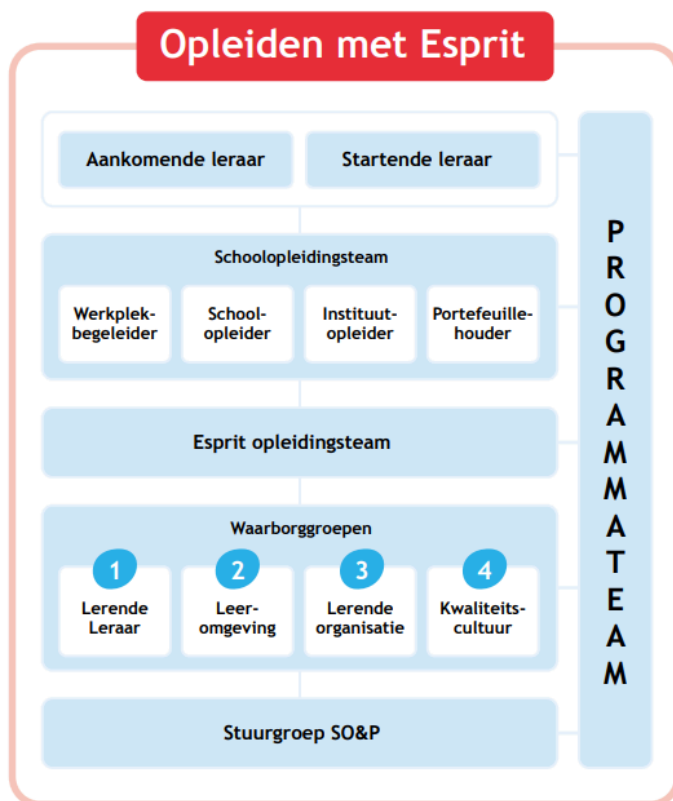
Opleiden met Esprit: the future teacher		Competent	
		no	yes
1	Prospective teacher (AL)	X	
2	Prospective teacher <i>with a contract</i> < 0.4 fte (AL+)	X	
3	Prospective teacher <i>with a contract</i> > 0.4 FTE = green picking (AL+)	X	
4	Prospective teacher – long-term student-teacher <i>with a contract</i> (AL+)	X	
5	Prospective teacher - lateral entrant <i>with a contract</i> (AL+)	X	
6	Starting teacher < 3 years of experience (SL)		X
7	Starting teacher – returner (SL)		X
8	Newly appointed teacher > 3 years of experience: tailor-made		X
9	Teacher studying (working on a qualification in another subject, degree or specialisation – domain professional profile: tailor-made		X
10	Status holder		X

Chapter 3. The Learning Organisation

Criteria for assessment-oriented peer review (2022) derived from Kwaliteitskader Samen Opleiden & Inductie for Training & Induction Together	
Basic quality of the learning organisation	Assessment/Development Criteria The partnership demonstrates the extent to which...
<p>Criterion 3.1. A structure of consultations and agreements for the various stakeholders, in which the commonality is expressed</p> <p>Criterion 3.2 The responsibility and the required competencies have been identified and embedded in the organisational structure</p> <p>Criterion 3.3 a professional development approach for the different stakeholders in the partnership</p>	<p>Criterion 3.1 the consultation and agreement structure that is organised for the various stakeholders also works in practice.</p> <p>Criterion 3.2 stakeholders from all partners at operational, tactical and strategic levels and cooperation takes place both at and between these levels</p> <p>Criterion 3.3 the different stakeholders know their responsibilities and how this is reflected in the activities they carry out within the partnership.</p> <p>Criterion 3.4 agreements have been made within the partnership about the commitment of stakeholders to realise and secure joint training, and this commitment is carried out in practice.</p> <p>Criterion 3.5 the competences required for the stakeholders involved to perform their role within the partnership have been formulated.</p> <p>Criterion 3.6 the stakeholders involved are familiar with their role and the associated competences.</p> <p>Criterion 3.7 professionalisation is organised for the development and sustainable safeguarding of the necessary competences.</p> <p>Criterion 3.8 that what the partnership organises contributes to the realisation and safeguarding of the learning environment, the professional profile and the vision on the learning and training of prospective teachers.</p>

3.1. Organisation Opleiden met Esprit

In the opleidingsschool, each participant in the partnership has his or her own task to fulfil. The organisation chart below is a schematic representation of the mutual relationships of all participants. For each participant, the profile and range of tasks have been worked out and the activities in which the participant participates.



3.1.1 The Prospective Teacher

<p>Profile</p> <ul style="list-style-type: none"> • An intern/prospective teacher with a passion for education. • Works on competence to work as a qualified teacher. • Brings new insights from the training into the school / the workplace. • Is supervised by a workplace supervisor within Esprit. • Has in some cases a contract • Is curious about the rich learning environment that Esprit Schools have to offer and resonates with what we stand for: dynamic, energetic, and passionate. 	<p>Job responsibilities</p> <p>Development under the guidance of the workplace supervisor in the following four domains:</p> <ul style="list-style-type: none"> • Supporting student learning • Supporting the learning of colleagues • Developing education • Organising education <p>Gaining experience (making kilometers) and reflecting on performance.</p> <p>After obtaining the qualification, a minimum of three years is required to reach the level of an experienced teacher.</p>
<p>Guided and supported by:</p> <ul style="list-style-type: none"> • The (workplace) supervisor • Colleagues • Schoolopleider • Trainer of the institute • Subject didactician • Team- or school leader 	<p>Participates in:</p> <ul style="list-style-type: none"> • Kick-off meeting for prospective teachers at the school • Intervention meetings • School group and/or theme meetings • Evaluation activities • Esprit Conference

3.1.2 The Starting Teacher

<p>Profile</p> <ul style="list-style-type: none"> • Less than 3 years of teaching experience after graduation • Takes on the challenge of a complex profession; Curious about how social developments become visible in the classroom. • Combines commitment with professional distance. • Participates in the three-year induction programme. • Becomes 'urban competent' and able to deal with superdiversity and with large differences between pupils; in culture, religion, socio-economic backgrounds, language development, learning achievements, prospects, opportunities, and behaviour. • As a colleague, he is part of the team, in which we work together, learn together, and develop together on a daily basis. • Uses induction arrangements for, among other things, guidance and reducing work pressure • Is curious about what we stand for at Esprit: the development as individuals and employees • 	<p>Job responsibilities</p> <p>Develops in the following four domains:</p> <ul style="list-style-type: none"> • Supporting student learning • Supporting the learning of colleagues • Developing education • Organising education <p>Gains experience (makes kilometers) and reflects on his own performance. After obtaining the qualification, a minimum of three years is required to reach the level of an experienced teacher.</p>
<p>Guided and supported by</p> <ul style="list-style-type: none"> • The workplace supervisor/schoolopleider • Colleagues • Team/School Leader • Institute trainer(t.b.d.) 	<p>Participates in</p> <ul style="list-style-type: none"> • Induction kick-off meeting • Three- or quadrangle conversation • Intersession meetings • Meetings for starting teachers • Evaluation activities • Esprit-wide meetings

3.1.3 The School's Opleidingsteam

Each school has a s consisting of workplace supervisors, Schoolopleiders, the institute trainer and the principal/portfolio holder of the school. We call this the 'Opleidingsteam per School'.

<p>Job responsibilities</p> <ul style="list-style-type: none"> • Monitoring the situation regarding education in the school. • Establishing the school's activity plan and annual calendar and its joint implementation. • Drawing up development points because of the annual internal review and evaluating progress. • Bearing joined responsibility for the quality of education within the school. 	<p>Participates in</p> <ul style="list-style-type: none"> • Opleidingsteam Meetings • Internal visitation meetings • 'Waarborg' meetings • Meetings for workplace supervisors
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<ul style="list-style-type: none"> ● Remaining in regular contact about training within the school with the portfolio holder/manager/management. ● Strives to identify opportunities for the student-teacher to make the most of the rich learning environment provided by Esprit Schools ● Providing student-teacher entry, and lateral entry (zij-instroom) numbers to the Programme Team. 	
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The Workplace Supervisor

A workplace supervisor (teacher trainee mentor) is an experienced teacher who is involved in individual on-the-job learning in the school.

<p>Profile</p> <ul style="list-style-type: none"> ● Experienced teacher with at least 3 years of work experience in education. ● Has completed the workplace supervisors training courses and continues to further their education. ● Is enthusiastic about the profession and radiates this and thus inspires students and teachers. ● Is aware of the exemplary role as a teacher. ● Is aware of the professional profile to which we train together: innovative, boundary-pushing, and with a learning mindset. ● Can create a powerful learning environment, tailored to learning needs. ● Is involved in Samen Opleiden. ● For instance, by attending workplace supervisor meetings. ● Has, when it comes to guiding master's students in a subject, a first-degree teaching qualification. 	<p>Job responsibilities</p> <ul style="list-style-type: none"> ● Observes the new and starting teacher. ● Evaluates and reflects together. ● Conducts coaching conversations. ● Provides advice to the accessor ● Provides developmental feedback Delves into the learning trajectory and the competence requirements of prospective and starting teachers ● Actively contributes to the Opleidingschool in close cooperation with the other mentors/supervisors, schoolopleiders and institute trainers. ● Takes at least once every three years, a course aimed at further professionalisation as a supervisor. ● actively follows developments in current (subject) didactics.
<p>Guided and supported by</p> <ul style="list-style-type: none"> ● Colleagues ● Schoolopleider ● Team/School Leader 	<p>Participates in</p> <ul style="list-style-type: none"> ● Triangular meetings where agreements are made about development goals, support, and conditions. ● Workplace supervisor meetings, including intervention. ● Work consultation at school regarding supervision.

[Facilitation Workplace Supervisor](#)

The Schoolopleider

A schoolopleider is an experienced teacher who is closely involved in supervising and training prospective and starting teachers and workplace supervisors. We aim for at least two schoolopleiders per location in secondary education and one to two (upper school) schoolopleider(s) in primary education.

<p>Profile</p> <ul style="list-style-type: none"> • An experienced teacher with at least 3 years of work experience in education. • Participates in the basic and in-depth course for Schoolopleiders. • Obtains the VELON registration and takes care of re-registration. • Is strong in terms of content, translates the mission and vision of Esprit Schools into practice. • Is the link between the school and the training institute. • Is part of the Esprit-wide Opleidingsteam. 	<p>Job responsibilities</p> <ul style="list-style-type: none"> • Supervises workplace supervisors, prospective and starting teachers. • conducts assessments (HvA) and takes the advice of the workplace supervisor into account. • Conducts reflection and evaluation interviews. • Is responsible for a challenging, safe and development-oriented learning environment. • Conducts flash visits and class visits. • Together with the institute trainer, is responsible for the preparation and implementation of the school group and intervision meetings. • Works with the portfolio holder and supervisor of the school. • Works together with colleagues in the Esprit Opleidingsteam and in a 'Waarborg' Group. • Coordinates the supply and demand of training places, recruitment, selection and placement and quality assurance. • Monitors the quality development of Samen Opleiden & Inductie
	<p>Participates in</p> <ul style="list-style-type: none"> • activities of the Esprit Opleidingsteam. • 'Waarborg' meetings. • network meetings, such as the VELON knowledge network of teacher trainers.

[Facilitation Schoolopleider](#)

The Institute trainer (Instituutsopleider)

The teacher trainer of the institute is the connecting factor between the institute and the school where the prospective teacher does an internship. In this role, Samen Opleiden (the institute in collaboration with the school) becomes concrete for the prospective teacher.

<p>Profile</p> <ul style="list-style-type: none"> • Acts as a process facilitator and • Can also be the assessor (HvA) of the prospective teachers • Is aware of the working methods, agreements, and current developments within Opleiden met Esprit 	<p>Job responsibilities</p> <ul style="list-style-type: none"> • Cooperates with the schoolopleider and actively participates in the Esprit Opleidingsteam. • Facilitates and participates in professionalisation activities in the field of pedagogy and didactics, 'Waarborg' meetings
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<ul style="list-style-type: none"> • Has a didactic qualification or educational qualification and is specifically trained in supervising and assessing (prospective) teachers • Is aware of the diversity of opportunities within Esprit Scholen to introduce student-teachers to various educational formats. 	<p>and other activities related to Opleiden met Esprit.</p>
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The Portfolio Holder

As a department leader or director, the portfolio holder is responsible for the realisation and further development of the four 'Waarborgen' within their own school.

<p>Profile</p> <ul style="list-style-type: none"> • Can translate the mission, vision, and ambition of Opleiden met Esprit to its own school in terms of content and organisation, considering the Esprit-wide policy agreements; towards an approach and programme during the training phase and/or for the professional growth of starting teachers during the induction phase. • Is aware of the approach and all the instruments used in guiding prospective and starting teachers and is competent in assessment. • Monitors the quality of education within its own school. • encourages fellow principals and department heads to further develop and consolidate training within the school. • keeps fellow principals informed about developments within Opleiden met Esprit and ensures that it is a regularly recurring topic of discussion within the management team meetings. 	<p>Job responsibilities</p> <ul style="list-style-type: none"> • Participates in the 'Waarborg' meetings of Opleiden met Esprit. • Contributes to the continuous quality development of Samen Opleiden & Induction • At the invitation of the Schoolopleider, participates in meetings with the school's Opleidingsteam at least once every 6 weeks and contributes to solving bottlenecks. • Informs and involves the management team in progress and quality assurance. • Monitors the workload reduction for starting teachers in the first three years. • Fulfils a guiding, stimulating, and facilitating role for schoolopleiders and steers the quality of their performance. • Monitors the desired ratio between prospective, starting and experienced teachers.
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The Administrative representative of UvA/HvA

The administrative representatives of the institutes are jointly responsible for the creation and further development of the four 'Waarborgen' in Samen Opleiden. They play a guiding, stimulating and facilitating role and they ensure the quality of the functioning of the institute trainers. Programme directors of the partnership sit on the SO&P Steering Group and participate in the 'Waarborg' meetings.

3.1.4. The Esprit Opleidingsteam (OTE)

The Esprit Opleidingsteam consists of schoolopleiders, institute trainers and the programme team.

<p>Job responsibilities</p> <ul style="list-style-type: none"> • Responsible for the quality of the learning environment. • Responsible for the quality of the school group meetings of prospective and starting teachers. 	<p>Participate in</p> <ul style="list-style-type: none"> • Internal visitation visits • OTE Meetings • exchange PO-VO • 'Waarborg' meetings
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<ul style="list-style-type: none"> • Coordinates the daily and administrative processes (e.g. number of interns) • Ensures the achievement of quantitative targets. • Draws up the activity plan and the annual calendar. • Is responsible for the implementation of the Quality Agenda, such as conducting starters interviews and surveys • Is aware of the mission and vision of Esprit Schools and how this translates into the practice of training in the workplace. 	<ul style="list-style-type: none"> • Opleidingsschool Conference (workshops)
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3.1.5. The Waarborg Groups (policy preparation)

A 'Waarborg' group is a work-study team that actively contributes to the development and evaluation of Samen Opleiden policy. We have vertically designed Waarborg groups in varying compositions. The groups consist of representatives of the Executive Board, institute directors, institute trainers, Esprit management team, programme team, schoolopleiders, and, where possible, workplace supervisors and prospective teachers. These groups meet 2 to 4 times a year to share knowledge and strengthen the link between policy and practice, to evaluate the policy and to prepare adjustments.

Job responsibilities

- The group tests the policy in practice, adjusts it and makes recommendations.
- In 2 to 4 sessions ('Waarborg' meetings) during the school year, we work on knowledge sharing and policy development. Policy proposals are submitted to the Steering Group SO&P.

3.1.6. The Programme Team

The programme team is the day-to-day management of the Opleidingsschool. The team consists of from the programme leader and team members with expertise in the field of primary education, secondary education, research, induction, HR and Esprit Academy and the portfolio holders MT-PO and MT-VO.

Job responsibilities

- Monitoring and steering of the training teams in line with the mission and vision of Esprit Schools and how this translates into training at the schools.
- Stimulating the involvement of department leaders/portfolio holders/management in the opleidingsschool.
- Responsible for the professionalisation offer for workplace supervisors and Schoolopleiders.
- At least weekly meetings in which, if necessary, portfolio holders-MT or other stakeholders are invited for specific themes
- Prepares the 'Waarborg' Meetings and acts as a process facilitator during these meetings.
- Prepares the agendas, activity plans and progress reports of the Esprit-wide Opleidingsteam and the Steering Group SO&P
- Responsible for the delivery of student numbers for the grant application.
- Participates in regional consultations with program management of other boards.
- Advises the Steering Group on the further development of the policy document Opleiden met Esprit and for the successful accreditation of the partnership.
- Is the point of contact for all internal and external parties.

3.1.7. The Steering Group: Samen Opleiden & Professionaliseren (decision-making)

The Steering Group is ultimately responsible for the implementation and development of the Opleidingsschool. This group consists of a member of Esprit Board, the administrative representatives

of the institutes, the programme leader Opleiden met Esprit, Esprit Academy and the portfolio holders MT-PO and MT-VO. The programme team prepares the agenda of the meetings.

Job responsibilities

- Sets the budget and ensures accountability to the subsidy provider.
- Focuses on quality and decision-making.
- Steers on Esprit's own ambitions of the Opleidingsschool.
- Determines, following the harvest of the 'Waarborg' group meetings, what adjustments are needed in Samen Opleiden.
- Is ultimately responsible for the organisation of professionalisation, quality assurance within the partnership and the creation of the quality culture.
- Is ultimately responsible for the creation and annual further development of the Policy Document Opleiden met Esprit and for the successful accreditation of the partnership.
- meets at least 4 times a year.

3.2. 'Samen Opleiden in Amsterdam PO'

Within the teacher's training schools, PABO HvA and UPvA work closely with seven Amsterdam school boards. Within this collaboration, the programme 'Samen Opleiden in Amsterdam PO' has been developed, with the subtitle: 'Learning to teach in a metropolitan context'. The joint ambition is to train teachers in and for the (super)diverse context of Amsterdam. The model has three pillars: joint training has been broadened to include joint research and education development and joint professionalisation. On the one hand, the model articulates what the basic standard is, the basic quality of 'Samen Opleiden'; on the other hand, there is room for the own accents and profiles of teachers' training schools. Esprit Schools PO follows the model of [Samen Opleiden in Amsterdam PO](#) and actively participates in the meetings and training sessions. In the context of Samen Opleiden in Amsterdam PO, the roles of all those involved have been further elaborated in a fixed order: a general description of the role, a description of the competence requirements associated with the role and an overview of the tasks.

3.3. Role of HR in the Opleidingsschool

Esprit's HR advisors play an important role in supporting school leaders in their guidance of (starting) teachers. The HR advisor provides the school leader with management and management information regarding the numbers, absenteeism figures, formation and grading information of starters, among other things in relation to the staff team of the school in question or to the Esprit-wide grades.

With this, the HR advisor fulfils a major role in monitoring and can advise, coach, and support the school leader in good qualitative guidance of the starting teachers.

The opleidingsschool has a prominent place in the Strategic HR policy as the most effective recruitment tool for new talent in a tight competitive labour market. By bringing in prospective teachers and starters, the schools keep knowledge in the field of learning up to date. By providing good guidance in the school and a rich learning environment, Esprit is an attractive employer for (prospective) teachers.

3.4. Esprit Internship Allowance Scheme (2023-2024)

In October 2023, the MT-Esprit adopted the proposal to grant second-, third- and fourth year (non-LIO) education interns an internship allowance from 1 September 2023. So far, education is the only sector where an internship allowance is not yet self-evident. In doing so, Esprit Schools is anticipating the urban (BBO-OSVO) and the collective bargaining agreements that are expected in the near future. It is therefore a temporary measure for the 2023-2024 school year.

In the case of a 4-year programme, you are entitled to an allowance for internships from the second year onwards. For programmes that lead to a teaching qualification in 3 years or less, the internship allowance applies immediately. The internship allowance also applies to MBO, minor and master's interns where the program lasts 0.5 to 2 years.

Fourth-year education interns in primary and secondary education can receive an LIO contract (an apprenticeship contract) for the scope of the internship instead of the internship allowance. A LIO is classified in the LIO scale (50% LB 1).

The internship allowance is € 635 gross per month for 40 hours per week. The amount of the internship allowance is determined based on the fixed number of days per week that the internship is carried out and that has been agreed with the intern and the educational institution.

After the intern has been entered into AFAS by the school administration, the intern will receive an email for the VOG application and then an email with the request to complete data in the personnel system.

[More info: Memo Regulations for Internship Allowance Esprit Schools appendix to the Memo on the Internship Allowance Regulations](#)

3.5. Lateral Entry (Zij-instroom)

One of the pathways for prospective teachers is the 'lateral entry into profession' pathway ('zij-instroom'). In this two-year trajectory, working and learning are combined and concluded with a certification. There is a difference between someone who 'enters into' (or switches to) education, for example via a part-time programme, and the formal name 'lateral entrant into the profession' (ZiB). The lateral entry (zij-instroom) process is subsidized through the Teacher Shortage Emergency Plan (Noodplan) and from government subsidies for zij-instroom in beroep (ZiB) in secondary education.

Opleiden met Esprit, considers the zij-instromer, once the training is completed, as a starting teacher. We consider it crucial to provide the novice teacher with space, time, facilitation (20%-10% workload reduction), and tailored support to ensure a smooth transition into the field and a strong integration into the team and school.

Esprit Schools sees the lateral entry process as an important link in dealing with the teacher shortage and plays an active role in the recruitment, matching and guidance of lateral entrants. Two extracurricular coordinators (PO-VO) have been appointed to coordinate the trajectory. OmE organizes 2 to 3 Crash Courses per year for the PO, after which candidates go through a work experience program before they can start the PABO.

For more information about the routes and practical implementation, see below:

[Lateral Entry Roadmap for Primary Schools](#)
[Esprit Flowchart procedure lateral entry PO](#)
[Esprit Flowchart procedure lateral entry secondary education](#)
[Esprit Practical division of tasks lateral entry](#)
[Lateral entry for secondary schools ASK](#)
[Profile Coordinator Lateral entry \(coordinator zij-instroom\)](#)

3.6. Personnel Policy Regarding Training and Professionalisation

Quality of staff is quality of education.

The quality of the Opleidingsschool is largely determined by the quality of the staff and the quality of the working environment, the organisation. To safeguard and develop the quality of our opleidingsschool, we therefore pay a great deal of attention to the professionalisation of employees. We see professionalisation as an ongoing, school-wide and cross-school/cross-partner activity and a fixed part of the interview cycle.

3.7. Strategic HRM Policy Regarding Training and Professionalisation

The HR policy supports and facilitates the realisation of our mission and vision.

We use the development and professionalisation of teachers to enable them to offer perspective to all interns. Supervisor and employee map out together what the teacher needs in this regard and jointly determine the learning and development path. Among other things, you can make use of the Esprit Academy's offer to acquire or improve knowledge, skills, and skills.

The professional profile that we endorse shows the versatility of being a teacher. Ideally, a teacher can develop in any domain and gradually discovers where his/her talents come into their own. In every area of the professional profile, opportunities for further development and professionalisation can be found in the Esprit Academy.

In addition, there is a range of personal effectiveness, sustainability, digitisation, and pedagogical skills for all employees (including OOP) in order to offer valuable work and development in this area.

At Esprit Schools, we offer our employees numerous opportunities to qualify for their role and to continue to develop. This is done at the schools and via our digital learning portal '[Esprit Academy](#)' with a varied range of training courses and online learning paths in the form of quick-learnings (videos, articles and handouts).

The Academy is set up based on the 4 domains of our professional profile:



Domains of the professional profile of the teacher and examples of training and development opportunities per domain.

3.8. Financial Accountability

To pursue our mission, to create a good learning environment for every teacher, to set up the learning organisation and to work together on continuous quality development, funding is needed. Principles have been formulated for this:

- Workplace supervisors and schoolopleiders are facilitated to be able to fulfil their role, including necessary moments of consultation and learning together.

- The annually determined professionalisation for supervisors and trainers is purchased from the Esprit Academy.
- The deployment of the managers (PFH, dir., Executive Board, CB) is part of their duties.
- The deployment of the programme team is funded from the Teacher training subsidy, as well as the costs for communication, part of the professionalisation costs and instruments for quality assurance/culture.
- Guidance for lateral entrants is partly paid for from the Teacher Shortage Emergency Plan.

Scheme for Reimbursement of Costs for Opleiden

Since 2009, Esprit has received a subsidy from the Ministry of Education, Culture and Science for the guidance of future teachers, which will henceforth be distributed in cities with the arrival of the education region. The most important condition for maintaining the allowance for Opleiden met Esprit is a positive opinion at the peer review in early 2025.

Subsidy*

The allowance consists of a fixed base (€100,000) and an amount per prospective teacher (€955). The amount of the subsidy is calculated based on the number of prospective teachers within the opleidingschool in the previous school year (so-called '-1 funding'). By 30 September at the latest, the DUO will be notified of the number of prospective teachers within the opleidingschool in the previous school year.

* This regulation will be reviewed in the context of the establishment of the education regions.

Opleidingschool Budget

Each training year, a balanced budget is drawn up by the Programme Team in consultation with the Steering Group SO&P. The budget provides insight into the intended investment in the organisation and the distribution of resources between the partners. The budget is approved in Esprit MT.

Accounting of Student Numbers

Every year, at the end of the school year, each school provides an overview of the prospective teachers and zij-instromers who have been supervised. These overviews are submitted to the partner institutes for verification.

After approval, the justification will be submitted to DUO no later than 30 September (in the following school year) and the settlement of the past school year and the budget for the current school year will be determined.

Chapter 4. Quality Culture

In the partnership, based on the ambition and vision of sustainable development, we work in an open dialogue on quality and its improvement. This is where all the 'Waarborgen' come together: How do we look at the learning teacher? Is what we want to achieve still relevant and relevant? Are we doing what we want to do in providing a rich learning environment and is that effective? And how have we organised and secured this within our opleidingsschool? How does our learning organisation function?

Criteria for assessment-oriented peer review (2022) derived from Kwaliteitskader Samen Opleiden & Inductie for Samen Opleiden met Esprit	
Basic Quality Assurance	Assessment/Development Criteria The partnership demonstrates the extent to which...
<p>Criterion 4.1 Use the partnership system to monitor the basic quality and ensure the continuous development of the partnership</p> <p>Criterion 4.2 Discussing the questions on a regular basis:</p> <ul style="list-style-type: none"> • Are we doing the right thing? How do we know that? • Do others feel the same way? (Audits, Peer Reviews) • What do we do with that knowledge? <p>Criterion 4.3 Using research results to answer these questions</p> <p>4.4 Agreeing, implementing, evaluating, and adjusting follow-up steps based on the answers</p>	<p>Criterion 4.1 a set of quality instruments is used to ensure the basic quality of the four "Waarborgen" and to continuously develop the partnership</p> <p>Criterion 4.2 tasks, roles, and responsibilities (e.g. decision-making structure) have been defined</p> <p>Criterion 4.3 within the chosen system, the questions in bullet 2 on the left are regularly discussed by all stakeholders about their own role</p> <p>Criterion 4.4 when answering the questions, research results will be used to</p> <p>Criterion 4.5 agreeing, implementing, evaluating and adjusting follow-up steps on the basis of the answers is cyclical</p> <p>Criterion 4.6 all stakeholders at operational, tactical and strategic level, including prospective teachers, are part of the quality culture</p>

4.1. Quality of Education and Culture

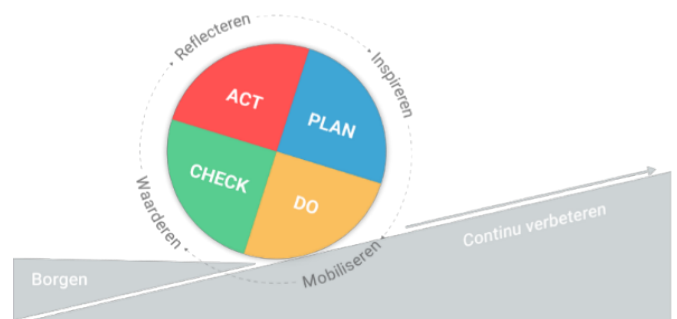
We define quality culture as a culture in which all those involved, both internal and external, adopt a reflective and constructively critical attitude. We strive to define and achieve the desired quality, the necessary improvements and the professional growth required for this.

With our systematic approach, we combine the PDCA cycle (plan, do, check, act) and the IMWR cycle (inspire, mobilise, value, and reflect).

The organisation of OmE is designed to make this combination possible and to plan, develop, execute, evaluate, learn and improve together.

The following questions are central to our systematic approach:

- Are we doing the right thing? How do we know that?
- Do others feel the same way? (Audits, Peer Reviews)
- What do we do with that knowledge?



4.2. Ambition- Measurement tool - Evaluation and Action

Our quality culture is based on giving and receiving feedback. We have a learning and open attitude that enables the process of continuous development and quality improvement.

We use various tools to collect both quantitative data (e.g. figures relating to employee satisfaction and the extent to which expertise requirements are met) and qualitative data (e.g. interviews, panel discussions). We enter dialogue with each other and formulate development points and actions.

Ambition	Measuring instrument	Evaluation and action
<p><u>'Waarborg' 1: The learning teacher</u></p> <p>We offer continuous learning pathways for the professionalisation of starting and experienced teachers, in line with the different domains of the teacher's professional profile.</p> <p>'Samen Opleiden' is a joined responsibility, which is experienced and recognized by the learning teacher.</p>	<p>Which actions have been carried out, which goals have been achieved? What do we want to work on based on that?</p> <p>With the help of, for example, dialogue cards, we measure in WPB and 'Waarborg' meetings whether and where we see the domains of the professional profile reflected in the workplace.</p>	<p><u>Development question:</u></p> <p>To what extent do the learning pathways for professionalisation that we offer are in line with the various domains of the professional profile?</p> <p>To what extent does the learning teacher experience and recognize the joint responsibility of Samen Opleiden?</p>
<p><u>'Waarborg' 2: the learning environment</u></p> <p>The learning environment offers several possibilities for linking theory and practice, offers a continuous feedback loop and rich opportunities to explore various types of education (methods) for both prospective, starting and experienced teachers.</p>	<p>Surveys for prospective teachers and workplace supervisors Survey starting teachers BSL Tool</p> <p>Evaluations of meetings of the programme of activities for AL and SL Quality Schools, DOT (Eloo), BOOT, Windows for Accountability Evaluations School and Institute Educators.</p>	<p><u>Development question:</u></p> <p>Do prospective, starting, and experienced teachers see the possibilities in the learning environment offered?</p> <p>Do they make use of it?</p>
<p><u>'Waarborg' 3 learning organisation</u></p>	<p>Evaluations courses and training EA Self-scan wpb (own functioning)</p>	<p><u>Development question:</u></p>

<p>It is clear to all those involved in the opleidingschool what is expected of them, and they are enabled and facilitated to meet these expectations.</p>	<p>Annual survey from OmE for WPB, SO, IO and AL Annual survey from HVA-UvA so, io and AL Student Teacher Panel 'Waarborg' meetings Inflow and outflow data using AFAS Year and Activities kalender OmE Interview Cycle Synaxion (summer and winter meeting with school leader-Executive Board) Employee survey (explicitly e.g. starters)</p>	<p>Have we set up our learning organisation to (be able to) learn and develop together?</p> <p>To what extent are the interview cycle and other HR tools used to support learning and professionalisation?</p>
<p><u>'Waarborg' 4 Quality Culture</u></p> <p>In 'Waarborg' 4 we investigate how we test and optimise the quality of 'Waarborg' 1, 2 and 3. Based on research data, structural efforts are being made to promote and improve quality within the partnership. This is done in an open dialogue with all parties involved, such as during the annual mutual visitation and in the 'Waarborg' calls, based on the questions 'Are we doing the right thing? How do we know that? Do others feel the same way? And what do we do with that knowledge?</p>		

4.3. Decision Making

Decision-making aimed at process improvement takes place at different levels, depending on the nature and impact of the proposals. This can vary from decisions at school level to strategic decision-making within the Executive Board, the partnership and the Steering Group SO&P.

4.4. Strengthening the Quality Culture

The organisational structure of Opleiden met Esprit is focused on teamwork and collaboration, with the explicit aim of enabling joined development and learning by all partners involved, at both executive, policy and decision-making levels. This is essential for the continuous quality development we strive for. A learning attitude of everyone is crucial for actually achieving the desired quality. Quality culture requires time, enthusiasm, perseverance ('long breath and small steps'), practice, accepting setbacks and getting back up again.

We expect that joining this system at school level will contribute to strengthening the desired quality culture and to the relationship between the quality of education and the quality of Samen Opleiden. Based on the data collected, we will continue with the 'Waarborg' meetings to adjust the policy regarding the quality of the learning environment, the functioning of the Opleidingsteams, the achievement of quantitative goals and the impact of professionalisation.

The measurement moments per school year are largely recorded in the Jaar- en Activiteitenkalender OmE and must also be recorded in a quality agenda.

Chapter 5. Induction

Foreword

In this induction plan as part of Samen Opleiden, the guidance and support offered to starting teachers for primary and secondary education within Esprit Schools is described. In this way, the policy contributes to reducing dropout rates among starters, strengthening our ambitions in the field of good employment practices and, more generally, achieving good education for all our students.

In recent years, a lot of attention has been paid to the position of novice teachers in schools. A large proportion of starters experience so many problems during the first phase of their working life as teachers that they leave the profession. In the Netherlands, an average of 25% of qualified starters quit within 5 years. The theme is therefore high on the agenda of the Ministry of OCW. The main goals for the three-year induction programme are: preventing dropout and promoting professional development of starting teachers. For both sectors, the aforementioned ambitions are also anchored in the sector's own collective labor agreements. Moreover, this theme has gained renewed urgency due to growing shortages of well-trained and skilled teachers, in both primary and secondary education.

In the meantime, more and more schools and teacher training programmes are working together in regional partnerships, and especially within teacher training schools, to offer appropriate guidance and continuous learning to starting teachers in primary and secondary education. Esprit Schools has been a forerunner in this. In recent years, Esprit has developed its own induction framework policy for secondary schools, and has continuously tested and shared it within two national and regional projects: Strengthening Cooperation between Teacher Training Programmes and Schools (VSLs) and Fresh Start (BSL Noord-Holland). Teacher training programmes also participated in these projects. In the meantime, the primary schools have also joined in.

Ideally, this plan directly meets the wishes and needs of two parties: the starter, the school and its students. It outlines the frameworks for the policy to be pursued regarding guidance and professional development of starting teachers. It is the responsibility of each school to give a school-specific interpretation to the guidance of starting teachers within the outlined frameworks. It should be noted that with the tightening of the policy document of Opleiden met Esprit 2023-2027 in the context of the Kwaliteitskader Samen Opleiden & Inductie, it has been agreed within Esprit that the guidance structure at the schools should be the same.

¹ Helms-Lorenz M, Flange P. (2015). Research on induction effects. Research commissioned by the teacher training programme of the University of Groningen.

5.1 Why induction?

The induction policy outlines the policy frameworks for supervision and professional development of starting teachers in primary and secondary education. We use the following definition:

Starters are qualified teachers with less than three years of teaching experience.

In the case of 'new' teachers with at least 3 years of experience who are hired, it is up to the school to determine whether these teachers are included in the entire induction program or parts of it. In addition, the induction policy only applies to employees with an employment contract at the school itself, so not to temporary employees.

Investing in good guidance for starters also provides opportunities for the accelerated professional growth of starters and thus strengthening the quality of our education. In the induction phase, not only intervention and enculturation should be used, but also the strengthening of didactic and pedagogical competence is an explicit goal. By setting clear goals for starters in this area and setting up the guidance to achieve these goals, it is possible to work on better education. The importance of the guidance of starting teachers is embedded in the strategic HR policy and is closely related to the procedures of supervision and training of prospective teachers within the opleidingsschool "Opleiden met Esprit".

5.1.1. 'Tailored, in moderation and together with mates'

In recent years, perception surveys have regularly been conducted among starting teachers, including the annual starter interviews within Esprit. The findings are in line with insights from national studies: many starting teachers within our schools experience insufficient guidance, have difficulty finding their way in the school, and are often not well aware of the pedagogical-didactic requirements that are placed on them. It is essential that entry-level teachers receive the guidance and support they need to prevent dropout and loss of potential talent. This allows us to offer our starting colleagues a successful start to their teaching career.

Recently, more research has been done into the results of the induction arrangements over the past few years. A remarkable finding is that many starters experience the guidance program as an extra burden on top of their already busy tasks. Another important finding is that dealing with difficult classroom situations, especially with reluctant pupils, can be a major stressor for starters. This can lead to growing disappointment, fear of failure and demotivation, while starters sometimes find it difficult to be open about this with their line managers.

To meet the unique needs of the individual the guidance of starters should offer more customization. After all, every starter has different needs and questions.

The role of the pupil has never been included in the induction plan before, but it does deserve the attention and involvement of, for example, the mentor. For example, the mentor plays an important role in encouraging the pupils to give the starter the opportunity to learn, give and receive feedback and build a constructive rapport.

5.1.2. Targeted Development and Guidance

Starters have recently obtained the qualification when they start as a teacher. As part of their teacher training, they have worked explicitly and purposefully to increase their competence up to the point of starting competence. However, this does not stop their development. To be able to teach, supervise and support starters optimally, continuous reinforcement of knowledge and skills is necessary. The aim of the induction policy is therefore not only to prevent starters from dropping out, but also to support them in their professional development, for the benefit of the quality of education. It therefore fits in well with the premise, from the education manifesto of Esprit Schools, that learning and professionalisation will always be necessary for every teacher. Moreover, the teaching profession is constantly evolving; continuing to learn is therefore simply a matter of keeping up and being able to give the most up-to-date insights a place in education in our schools.

The induction phase focuses on the development of the starting teacher and forms a bridge between initial teacher training and lifelong learning. The induction policy also aims to professionalise teachers from initial to basic and professional competence. In practice, the starter learns the most from the closest colleague in the working field, observing a parallel class or working together in a team or subject area group.

5.1.3 Principles for an Esprit-wide Induction Policy

In the Plan for Induction, the Ministry of OSW has formulated a number of requirements that induction arrangements must meet.

The most important principles for a school-specific approach to the induction process are:

- The induction process takes three years;
- The school management, supervisor and starter have clear agreements about the goals and procedures regarding assessment and guidance;
- The induction programme supports teachers in their professional development, motivated by personal, school-specific and Esprit-wide goals;
- In the induction phase, the workload of the starter is taken into account by applying workload-reducing measures from the collective labor agreement, in combination with a well-considered range of tasks;
- In the induction process, ample attention is paid to enculturation in school policies.

- The induction programme provides subject-specific guidance, intervision/coaching and deepening of (general) didactic-pedagogical and educational level, in which there is 'tailor-made, in moderation and together with mates'.

5.2 Workload Reduction

5.2.1 Reduction in Teaching Tasks

It is important that time is made available structurally for the guidance of starters, such as fixed times for guidance meetings between the starting teacher and the supervisor. To this end, an Induction Activities Calendar has been drawn up, in which the basic program for induction activities within an Esprit school is described.

The Collective Labour Agreement for secondary education stipulates that the starting teacher receives a 20% reduction in teaching tasks in the first year and a 10% reduction in the second year. It is desirable that starting teachers are spared in the workload. Reducing the range of tasks is an effective adjustment for the starting teacher. That is why it is important that the line manager determines how the time will be spent in consultation with the starter, supervisor and schoolopleider (the so-called 'Drie- of Vierhoekgesprek' at the start and at the end of the school year). This concerns the time spent on activities such as preparation and development for one's own specialism (subject), professionalisation (supervision, intervision, coaching, training) or time spent on non-teaching-related tasks. It is not allowed for starters to be paid extra in exchange for the reduction in teaching tasks.

The Collective Labour Agreement for primary education stipulates that, in addition to the 40 hours for sustainable employability, starting teachers are allocated a special sustainability budget of 40 hours per year. These hours can be used to relieve the workload. The CAO also stipulates that the starting teacher is entitled to guidance by a coach.

5.2.2. Preconditions for Workload Reduction

An important starting point for the guidance of starting teachers is that they are offered work that fits the learning objectives and individual development phase of the teacher. To create a healthy working environment, the following preconditions are important:

Optimisation of organisational preconditions and the work situation.

- It is important that a conversation takes place with the starter about the implementation of the measure(s) for workload relief.
- Lesson task reduction, so that there is extra time for non-class tasks. Limited workload: extra time for preparation, not being deployed for mentoring, substitute hours and break activities, no final responsibility for team tasks, but being given the opportunity to cooperate.
- Take the starter into account when dividing the classes. In primary education, the complexity of the class, any experience in year groups and the balance between experienced and starting teachers in the year groups are taken into account. No exam classes, limited number of classes, as many parallel classes as possible

Specifically for the VO, the following also applies:

- Scheduling adjustments (e.g. aligning the timetable between the subject supervisor and the starting teacher, limiting the number of teaching hours, more in-between hours). Selection of rooms: few changes, small distance between the rooms, close to the supervisor (buddy or team leader).

By giving starting teachers the opportunity to work together with experienced colleagues in planning and designing lessons, in developing teaching materials and teaching lessons together (such as Lesson Study), several positive effects can be achieved: starting teachers can build more on the expertise of experienced colleagues, the professional dialogue that arises in working together, provides incentives for professional development, and starting teachers do not have to take direct individual responsibility for the design and implementation of their lessons. Such forms of collaboration lead to less stress and less absenteeism of starting teachers.

5.3 Guidance and Assessment

The aforementioned interview and survey among starters within the Esprit Schools show that they attach great value to a clear structure of guidance and assessment at their school. Every starting teacher is assessed and supervised during the first, second year and third year (interview cycle). This guidance in secondary education comes from three sides: the direct supervisor, the section leader and a starter supervisor. In the PO, the guidance comes from the direct mentor or buddy, the schoolopleider and the line manager). Guidance and assessment are strictly separated. The supervisor is responsible for assessing whether the contract is to be renewed. In the experience of the starter, a threshold can arise when speaking freely about problems (e.g. about classroom management and didactics). The conversation about this will therefore often be more open and easier with a supervisor who does not have an assessment task. The procedures for supervision and assessment are explained to the starting teachers at the beginning of the school year. It is important to provide clarity about the goals that a starter should work towards and the criteria on which guidance and assessment are made. In collaboration with the teacher training programmes of HVA and UvA, and the BSL-A/Frisse Start project group, a model framework has been developed for this purpose (see below). It describes a model for the development of starting teachers from starting competence to the end of the third year of the induction programme. Schools are of course free to make changes to this, for example in the form of school-specific didactic principles.

Opleiden met Esprit would like to see a more explicit role from the institutes when it comes to guiding the starters after graduation. We envision, for example, follow-up days for peer coaching, further education, and (subject) didactic support for the alumni.

At the start of the new school year, every starter has a so-called three- or four-corner conversation with the supervisor and the line manager. In this meeting, it is made clear what everyone's responsibilities are and what the procedures for guidance and assessment look like. In addition, the professional development framework is explained.

5.3.1. Guidance on Assessment

Employees are assessed according to the established interview cycle. The cycle lasts one year and follows a fixed pattern, consisting of three interviews: development interview (this can coincide with the three- or quadrilateral interview), progress interview and appraisal interview. During the cycle, the line manager discusses the desired improvements with the employee. Each employee draws up a personal development plan based on these conversations.

The line manager can seek advice from a subject area leader or schoolopleider about the functioning of the starting teacher.

The purpose of the assessment is to determine what decision needs to be made regarding employment after the probationary period has ended. There are three possibilities:

- a. The employment contract is converted into a permanent position.
- b. The employment will be continued for a second term.
- c. The employment contract will not be renewed (before 1 May)

Because the line manager and the schoolopleider regularly speak to each other about the progress of the starter guidance, such a decision cannot come as a surprise to anyone. The 2nd or 3rd year of the starter always starts and ends with a three- or quadrilateral conversation where the learning objectives are determined and evaluated. If a recommendation implies that a starter might be better suited to a different school, Esprit will actively look for a match at one of the other schools in consultation with the starter.

The substantive criteria on which assessment is carried out are described in the [Framework for Professional Growth in Section VO](#) and the [Framework for Professional Growth in Rubric - PO](#) can be supplemented with school-specific criteria. In the discussions between line managers and starters, it is determined which development goals have priority in the school year in question.

The mentor or schoolopleider collects material that shows the teacher's performance, such as:

- Own class visits, using an observation instrument.

- Student surveys that are conducted by the school management in the relevant class (PO from group 7 or in consultation);
- Advice/assessment obtained by school management from member of the subject section and schoolopleider about the functioning in the section/year level, the available professional knowledge, the subject didactic skills and the quality of cooperation. He or she will give a reasoned (written) advice.

The school management will decide about the employment contract on the basis of all this information.

In the event of an extension, the supervisor, in consultation with the school director, the teacher and the schoolopleider, must indicate which job components the starter should work on. The teacher and the mentor or coach then set out a development process for the following school year. This process is recorded in the personal development plan, DOT or BOOT.

In the case of a permanent contract, the starting teacher is guided specifically on the learning needs. In all cases, the starter participates in the intervision meetings and participates in the induction program offered by the school. In the third year, the focus is on being 'in control' of the daily hectic pace and taking control of one's own development.

5.4 Enculturation

Enculturation is the process of socialization within the organisation, or "landing in the school." If this process is easy, it will promote job satisfaction and will contribute to relieving the workload of new teachers. The starter is introduced by the supervisor to the school culture, the school policy, the agreements and procedures, the key figures within the school, etc. Research - within Esprit but also outside - shows time and again that starters attach great importance to this.

Enculturation should be actively promoted through a number of activities, some compulsory, others optional.

5.4.1. Starters Introduction Meeting (mandatory)

At the beginning of the new school year, an introduction meeting is organised within all Esprit Schools for all starters, new teachers, and interns of the school. The purpose of this meeting is to enable teachers to get to know each other, the (subject) supervisors, mentor, ICT coordinator, HR advisor and the school management. In addition, practical information is provided about the school and the procedures for guidance and professional development. The school's Annual Calendar and the Induction Activity Calendar will also be discussed during this introductory meeting.

At the introduction meeting, the supervisor of new teachers makes agreements with the starters (to discuss matters such as intervision, school group meetings, etc.) on the basis of the [checklist for an introduction meeting](#) .

5.4.2. Information Package (mandatory)

Prior to or at the introduction meeting, all starting teachers must receive a (digital) information package with information about the (daily) state of affairs at the school (such as the annual agenda of the school and of the opleidingsschool, the school guide, procedure for being late, procedure for reporting sick, etc.), information about systems (such as Magister, Managebac and AFAS), as well as requests for resources (e-mail address, login codes, keys, copy cards, etc.). The starter or new teacher is also made aware of the Esprit Academy's offer with onboarding learning path and quick learnings for new employees at Esprit.

5.5 Guidance

The Schoolopleider is responsible for the starters and their supervision. Every starter gets a buddy or a starter coach. For primary education, a possible upper Schoolopleider/starter supervisor can also serve several schools. The supervisor acts as an important point of contact for the starters. The Schoolopleider makes class visits, is involved in the triangular or quadrilateral discussions and leads the intervision meetings. In some schools, a supervisor for new teachers (more than 3 years of experience, but new to the school) has been appointed. At other schools, this is the responsibility of the subject section (VO) or the year level team (PO).

Schoolopleiders play a crucial role in the care and guidance of starters in the educational organisation. It is therefore important that they have the right knowledge and skills to be able to deliver sufficient

quality. These supervisors must therefore be in possession of a (VELON) registration as a schoolopleider/teacher trainer and be trained in coaching and intervention. In addition, the supervisor must have knowledge of a proven observation tool, such as [ICALT](#). As part of their role as trainers within "Opleiden met Esprit", schoolopleiders participate monthly in the Esprit Opleidingsteam (OTE). Twice a year, induction is put on the agenda as a specific theme. The results of the starters interviews are also discussed, recorded and renewed annually.

5.5.1 Guidance at the Workplace

In daily practice, the starter's buddy will be a close colleague, someone from the parallel class, a duo colleague, or someone from the subject area team.

The more intensive supervision, for example intervention or theme meetings, is the responsibility of the schoolopleider. He or she keeps the starter on the radar, conducts a conversation where necessary, organizes the triangular or quadrilateral discussions and meetings (see appendix Model Induction Activities), advises on tailor-made guidance, and has regular (every 4-6 weeks) consultations with the school management.

The schoolopleider participates in the Esprit-wide Opleidingsteam (OTE), where the supervision of starters is regularly on the agenda.

The schoolopleider is accountable to his/her line manager for the supervision hours and activities used and keeps the registration of the number of starting teachers throughout the school year in consultation with HR.

5.5.2. Point of Contact from the Section/Year Level

Each starter is assigned a point of contact (buddy) within their own department/year level or sector. This colleague acts as the first point of contact for the starter about practical matters concerning the school subject and the school. It is therefore preferably someone who has experience with the school, the school subject and in giving feedback to interns and/or colleagues. In primary education, starting teachers are fully taken care of within the year level team on collaboration with the schoolopleider.

5.5.3. Guidance Tools

The guidance of starting teachers requires that a certain balance is established between the set development goals on the one hand, and the qualities and individual goals of the starter on the other. Finding this balance benefits from the use of a wide range of [Guidance Instruments](#). Part of this is considered a 'compulsory' part of the induction process, while the starter can opt for other instruments in consultation with the schoolopleider.

This chapter describes some of the accompanying tools. These can be used at various levels; at the individual level, at the school level and at the Esprit-wide level.

'Tailor-made' and 'In moderation': Individual forms of Guidance

5.5.4. Three- or Quadrilateral Conversation (mandatory)

Every counselling process starts with a triangular meeting between the starter, Schoolopleider and manager. If there is a quadrilateral conversation, the section supervisor or year level coordinator will also be involved. In both the 1st and 2nd years, three- or quadrilateral conversations are conducted with the starter, Schoolopleider and manager. The three- or quadrilateral conversation takes place at least in the 1st year (at the start of the school year, but in any case before the autumn holidays) and at the end of the 2nd and possibly 3rd year.

The starting teacher will determine his/her personal development in consultation with the manager and Schoolopleider in this conversation.

5.5.5. Class Visits with Debriefing (compulsory)

The Schoolopleider will visit *classes at least once in the first year*. During the follow-up discussion, the following matters will be discussed: the lesson performed, the well-being of the starter, the interns, the

co-teachers, the subject section and the contact with the manager. It is possible to combine this lesson visit with observing the lesson by means of, for example, the [ICALT observation instrument](#) and the [ICALT form](#) (both primary and secondary) so that the 'zone of proximate development' can be determined and the starting teacher can develop in a targeted way.

5.5.6 Professional Guidance (partly compulsory)

Every starter must have a point of contact (buddy) within their own professional section/year level and/or sector. It is an experienced teacher who is familiar with the school and the school subject. Agreements are made with the school management about mutual expectations of the support and guidance offered by the section.

5.5.7 Group-oriented Forms of Guidance/Training (with 'mates')

All secondary schools offer a standard offer for starters of a number of group-oriented guidance activities (of a maximum of 1 hour per week), including school-specific themes, current topics and mutual coordination. Some schools work with forms of development and guidance such as professional learning communities (PLCs), Teacher Development Teams (DOT) and lesson study. For these activities, a [Model Induction Activity Calendar for Secondary Education](#) has been developed, the dates of which are filled in by the Schoolopleider at the start of the school year and in line with the annual calendar of the school. The data is shared with the starters and is mandatory, with room for customization in consultation with the Schoolopleider. However, they are particularly suitable for training starters and are explicitly intended for inspiration and support.

The standard range of induction activities for starters in primary education is determined in consultation with the (extracurricular) schoolopleider at the beginning of the school year, depending on the size of the school and the number of starters, and planned as much as possible in line with the school's annual calendar. To this end, the (upper school) Schoolopleider fills in the [Model Induction Activities PO](#) with the correct data. The data is shared with the starters and is mandatory, with room for customization in consultation with the Schoolopleider. Starters meetings in small primary schools can also be organised at an upper school level.

5.5.8. Intervision (mandatory)

Intervision as part of the group-oriented guidance is a form of peer learning that aims to jointly analyze a case from a professional context. Participants are expected to bring in their own case during the meetings. In intervision, the facilitator is the process facilitator who stimulates the team to support each other in the learning process. The individual learning path is central, learning takes place through the exchange of knowledge and experience with group members. It is a self-directed and reflection-oriented learning process. The facilitator supports this process.

These intervision meetings are led by the Schoolopleider(s). For a successful intervision process, it is important that there is early clarity about the dates and times on which the intervision takes place (Induction activities calendar and school calendar) The teacher must be stimulated and facilitated to be present at these meetings.

5.5.9 Group Interviews with Starters (mandatory)

Every school year, as part of the project *Strengthening Cooperation between Teacher Training Programmes and Schools*, the Opleidingsschool conducts a perception survey in the form of a group interview, based on the Delphi Method (Kieft, 2011), among the starting teachers.

The aim of the interview, in which the [Model Starter Interviews Survey](#) is used, is to find out how starters experience the guidance at their school. In the set-up, it has been agreed that Schoolopleiders and HR staff will not conduct the interviews at the school where they themselves work, but at a colleague school. The results of this research will be shared with the school management by means of an anonymised report and presented in the OTEs, during a 'Waarborg' group meeting and in the Steering Group SO&P. Based on the results, the school's Opleidingsteam draws up development points, which must be implemented in the following school year.

The interviews show that starters experience the conversations as particularly pleasant. The feeling of being heard and being able to speak freely about one's own experience of the work at the school is appreciated.

The management and organisation of the group interviews is done by the Opleidingsschool (annual calendar).

5.5.10 Video Interaction Guidance (optional)

Video interaction guidance is a form of guidance that is aimed at analyzing the interaction between teacher and student(s) on the basis of short video recordings. Aspects of classroom management, didactics, pedagogy and the posture/body language of the teacher can be discussed. This method is concrete, friendly and effective, suitable for situations in which the interaction between the class or interns individually on the one hand and the teacher on the other hand can be improved.

Within Esprit Schools, a number of counselors have been trained to offer this form of guidance. The training for this is offered through the [Esprit Academy](#).

PO: Starters from the ZiB (Lateral entrant in appeal):

Lateral entrants who have graduated are entitled to 15 hours of coaching in the 1st year with a possible extension to years 2 and 3 from the Emergency Plan Amsterdam subsidy.

Starting from September 1st, 2023, starters can also make use of a '[Strippenkaart](#)' worth €1750,=, allowing them to utilize tailored training and support according to their own needs.

5.6 HR and the Starters

The HR department annually makes an inventory (with the help of Schoolopleiders and the school management) of how many starters enter and leave each school and in which year of the induction phase they are. This information provides insight into the number of starters who stay or drop out early and the reasons for this. Exit interviews are therefore also included in this analysis.