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PARALLEL SESSION

Supporting New Teachers With High-Quality Induction and Mentoring



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LEARNING SYSTEMS INSTITUTE
FLORIDA STATE UNIVERSITY



Bridging Curriculum Gaps: Designing Induction Programs to Improve Instructional Readiness

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Session: Supporting New Teachers with High-Quality Induction and Mentoring



Outline of the Presentation

- Purposes of Teacher Induction
- Assessing Alignment of Pre-service Teacher Education and School Curriculum
- Pre-service teacher education curriculum framework in Ethiopia
- Studies on Ethiopian Teacher Education Curriculum Alignment and Teachers' Competence on Curriculum Contents
- Objectives and Components of Induction in Ethiopian Schools: Discontinuity
- Important Lessons



Purposes of Teacher Induction

- Continuing professionalization of beginning teachers
 - Bridging gaps that arise from college education and school practices
 - Improving stresses and retention of teachers
- Highly effective, trained mentor from the same subject area to support with subject-specific pedagogical practice.
 - Collaboration to plan units of work with colleagues in the same subject area.
 - Observing and reflecting on model instructional practices



Assessing alignment of ITE and School Curriculum (Jenset, et al., 2018)

Opportunities to . . .	Description of dimension
1. Plan for teaching and teacher role(s)	The extent to which candidates have opportunities in the class to plan lessons or units, to develop instructional materials and resources, etc.
2. Practice or rehearse teacher role(s)	The extent to which candidates have opportunities in the class period to practice, rehearse, or approximate elements of practice (e.g., practice leading a whole-class or small-group discussion)
3. Analyze pupils' learning	The extent to which candidates have opportunities to analyze pupils' learning (e.g., to analyze K-12 pupil work, to view classroom transcripts or videos, and analyze pupils' learning)
4. Include teaching materials, artifacts, and resources	The extent to which candidates have opportunities to use, discuss, or analyze artifacts or resources from real classrooms and teaching (e.g., video of teachers or samples of real K-12 pupil work)
5. Talk about field placement/ student teaching experiences	The extent to which candidates have opportunities to discuss or relate what they are discussing or doing in class to their own fieldwork or student-teaching (e.g., bring in their own pupils' work)
6. Take pupils' perspective	The extent to which candidates have opportunities to do work that their pupils will or might do (e.g., candidates read texts their pupils will read)
7. See models of teaching	The extent to which candidates have opportunities to see their teacher educators explicitly modeling the kinds of practices discussed in class (e.g., instructors model groupwork or giving good feedback)
8. See connection to national or state curriculum	The extent to which candidates have opportunities to read, review, critique, or analyze materials or resources specific to the national, state, or local context (e.g., to analyze national, state, or local curriculum, etc.)



Pre-service teacher education curriculum framework in Ethiopia

- **Main guiding principle:** Alignment of the TE curriculum with the primary school curriculum (Ministry of Education, 2023)
 - *Content* of the teacher education program should be relevant to the content of the general education curriculum (P.11)
 - **74 credit hour program** in two-year program
 - 14 credit hours common courses (Math, Social Studies, Technology, etc)
 - 23 credit hours General Professional Courses (Curriculum, Pedagogy, Assessment, Inclusive Education, Action Research, etc)
 - **37** credit hours on content/subject matter knowledge



Pre-service teacher education curriculum framework in Ethiopia (Content area courses)

Year I Semester1			
No	Course Title	Course Code	Cr.hr
1	Basics of Literature	FiEd 1101	2
2	Introduction to Language and Linguistics	FiEd 1211	2
3	Basic Reading Skills	FiEd 1311	2
4	Listening Skills	EnEd 1311	2
5	Spoken English	EnEd 1321	2

Year I Semester2			
No	Course Title	Course Code	Cr.hr
1	Oral Literature	FiEd-1112	2
2	Teaching Listening and Speaking in Primary School	FiEd -1412	2
3	Listening and Speaking Skills	FiEd-2312	2
4	English Grammar in use	EnEd 1352	2
5	Basic Writing Skills	EnEd 1341	2

Year II Semester 1			
No	Course title	Course Code	Cr.hr
1	Structure of First Language in Primary School	FiEd 2211	2
2	Teaching Reading and Writing in Primary School	FiEd 1411	3
3	Assessing Language Skills in Primary School	FiEd 2411	2
4	Teaching English Language skills and Assessments	EnEd 2381	2
5	Language learning Theories and Methods of Teaching	EnEd 1381	2

Year II Semester 2			
N o.	Course Title	Course Code	Cr.hr
1	Basic Writing Skills	FiEd-2312	2
2	Applying technology in language learning and Teaching	EnEd 2382	2

Curriculum Alignment between TE and School Curriculum

- Difficult to conclude curriculum alignment on the bases of names of courses.
- But too many theoretical courses and only three courses relate to Pedagogical Content Knowledge (linking content and pedagogy of specific subject) of language teaching.
 - Teaching Listening and Speaking in Primary
 - Teaching Reading and Writing in Primary School
 - Assessing Language Skills in Primary School
- Practicum (7 cr hrs.) coming towards the end of the program rather than being integrated into the different courses

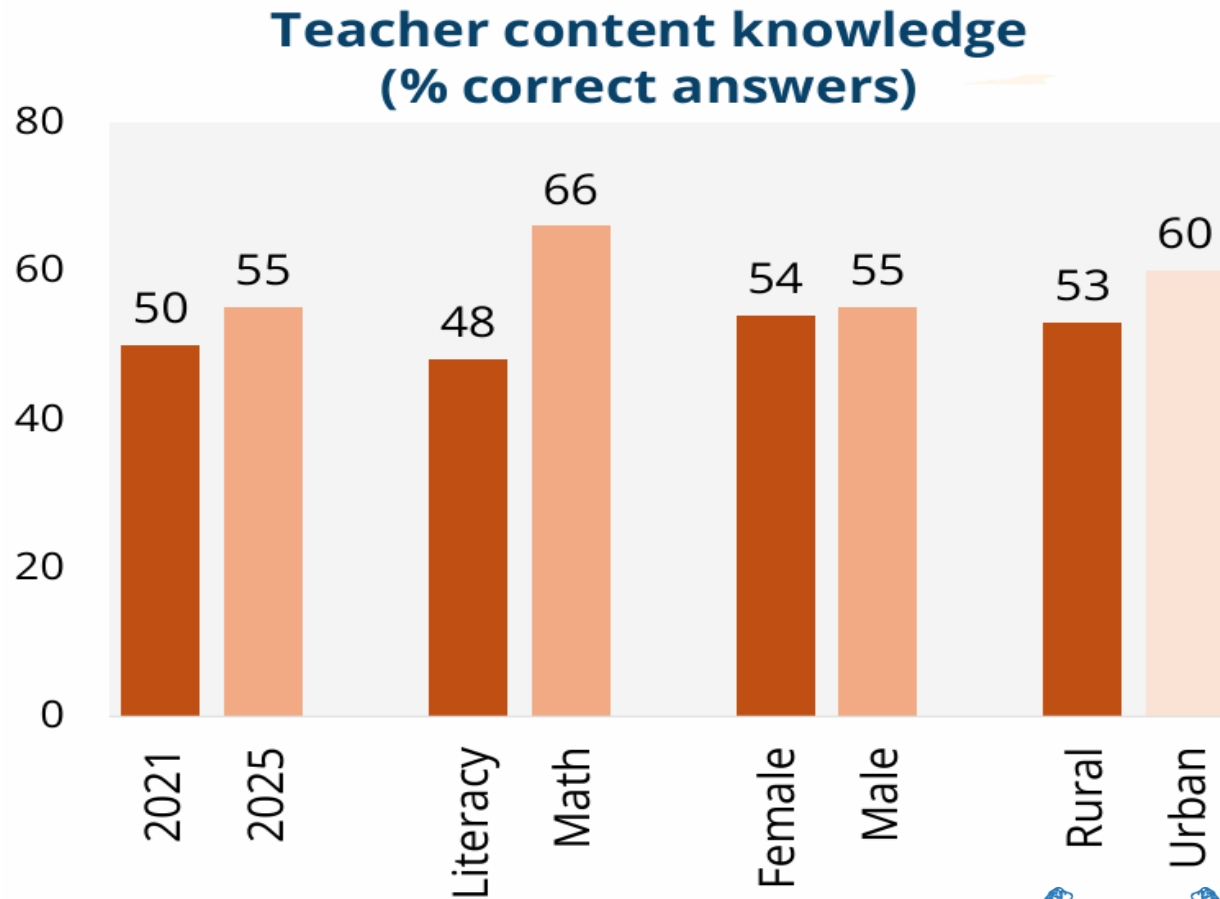


Evidence from Studies

- **Strong alignment with the intended/planned curriculum but not implemented curriculum**
 - Strong alignment between National ITE Curriculum Framework and General Education vision and aims (EDT and ELIXIR, 2025).
 - Core competencies, syllabus contents, and professional standards between pre-service teacher education curriculum and school curriculum are reported to be **mostly “aligned or partly aligned”** for they are similar.
 - The implemented curriculum in ITE is **partly aligned** in content, pedagogy, and assessment with school curriculum (EDT and ELIXIR, 2025)
- Questions on how ITE and school curriculum alignment should be studied.



Evidence from Studies Cont'd (World Bank Dashboard, 2025)



Teacher content knowledge (measured based on correcting test items designed for grade 4 students) is less than 50% for literacy.

Studies indicate only one fourth of teachers can pass licensing exams based on the ITE curriculum.



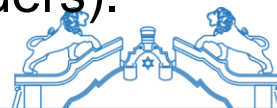
Teacher Induction in Ethiopian schools: Discontinuity between intention and practice

- Clearly stated objectives and activities for two years
- Develop further and become competent in
 - the knowledge of the values, attributes, ethics and abilities essential to professionalism; in upholding those professional ethics and producing responsible citizens in the future.
 - the subject knowledge and methodologies of your teaching
 - the management of your classroom, and
 - your understanding of your school, its community and the education system.
- Has four main components
 - Professional Development (PD): Planned activities to be implemented during the first two years
 - Action Research (AR)
 - Professional Appraisal (PA): Formal meetings and discussions in which evidence of your performance is reviewed.
 - Classroom Observations (part of professional development)



Teacher Induction in Ethiopian schools: Discontinuity between intention and practice

- Comprehensive list of useful general pedagogical components
 - Classroom management, lesson planning, lesson observations and reflections, active learning, continuous assessment, recording student information and using for planning, effective teacher, differentiation, gender in the classroom, relationships with students, teaching and learning resources, school and community and professional development of teachers.
- But limited or no clear space on improving content knowledge of teachers and how they should teach the different contents of the school curriculum
- More importantly, induction is almost forgotten in schools (interview with some regional Teacher Development leaders).



Conclusion

- Ethiopian language teacher education program has limited alignment at the course design and implementation level with school curriculum.
- Content knowledge is a serious gap among language teachers
- Induction's planned activities are relevant to novice teachers but marginalizes the content and content specific teaching components.



Lessons

- Not all experienced teachers can be mentors in a context when most primary school teachers have inadequate knowledge on curriculum contents
- Design a diagnostic content area assessment for experienced teachers to identify those who can serve as mentors
- Identify the content knowledge gap of beginning teachers through diagnostic assessment based on curriculum contents



Lessons cont'd

- Streamline induction activities to focus on mastering curriculum contents and content specific pedagogies: Deepening content knowledge
 - Develop content-based learning materials for beginning teachers
 - Use the student textbooks, teacher guide and effective instructional practices in organizing induction activities.
 - Organize seminars or reading activities and discussion on identified curriculum contents.
 - Deploy subject specialists from colleges to address content knowledge gaps
 - Beginning teachers induction plan should include how they are going to deepen their understanding of the identified contents





KOTEBE UNIVERSITY OF EDUCATION

Designing Scalable Mentoring Frameworks for New Teachers

By: Fekede Tuli (PhD)

November, 2025

Fundamental Mission of Schools



Ensure
Learning

Good Learning (Hapaz 2005;2013)

- involvement (in the process) + understanding (as a product)



Introduction

- Teachers are the most powerful variables in student learning (Darling-Hammond, 2015; Fullan, 2001; Elmore, 2002; Smith, 2010).
- Studies have shown that teacher shortages and teacher attrition are creating a problem (Shanks et al., 2020)
- Teacher attrition remains a substantial challenge, especially in the early years of teaching, when teachers are most likely to feel overwhelmed and unsupported, leading them to leave the classroom or the profession entirely (Bartell, 2005; Campbell et al., 2017).
- Nearly 50 percent of NQTs leaving within their first five years (Ambriz, 2025)
- The transition from teacher education to working life is a critical phase for beginning teachers.



Introduction

- The support provided for teachers play a paramount role in improving teacher performance and retention, supporting their professional transition, and ultimately enhancing student learning and well-being (Ewing,2021; Morris, 2023)
- Hence, mentoring is considered an essential component of teacher education and professional learning.



Mentoring

- Mentoring is a formal program that supports a partnership between an experienced, accomplished professional (the mentor) and a novice or less experienced professional (the mentee)
- Personal guidance provided by seasoned veterans to beginning teachers in schools (Morris, 2023; Gholam, 2018), typically supporting a novice or less experienced practitioner (mentee) one-to-one (Stannard, 2016; Ewing (2021).
- Mentoring is a social practice that involves cooperative human activity to understand what is said and done in the classroom and how people are related in a distinctive project (Kemmis et al, 2014).



Key characteristics expected of an effective mentor include:

- **1. Professional Competence and Experience**

- Experience and Seniority (Cheru, 2023; Dagneu, & Asrat, 2019; Fekede & Tynjälä, 2015; Hagos et al., 2018; Tadele, 2013).
- Role Model and Exemplary Teacher (Dagneu, & Asrat, 2019; Hagos et al., 2018; Ephrem, 2018).
- Knowledge and Expertise (Cheru, 2023; Dagneu, & Asrat, 2019; Ephrem, 2018)
- Instructional Skills (Dagneu, & Asrat, 2019).
- Current Awareness (Cheru, 2023; Dagneu, & Asrat, 2019)



2. Interpersonal and Communication Skills

- Supportive Relationship (Dagneu, & Asrat, 2019; Fekede & Tynjälä, 2015; Tadele, 2013; Hagos et al., 2018).
- Emotional Support and Encouragement (Ephrem, 2018; Girma, 2023; Hagos et al., 2018; Tadele, 2013)
- Trust and Confidentiality (Dagneu, & Asrat, 2019; Ephrem, 2018)
- Communication Abilities (Ephrem, 2018).
- Critical Friend Role (Dagneu, & Asrat, 2019; Ephrem, 2018)
- Approachability and Sensitivity (Dagneu, & Asrat, 2019; Ephrem, 2018)
- Trustworthiness and Approachability (Kessels, 2010; Ewing, 2021; Gholam, 2018; Stannard, 2016)
- Capacity to Challenge: Effective mentoring must also challenge the novice to engage in critical thinking and professional development (Kessels, 2010; Gholam, 2018; Stannard, 2016)



3. Attitude, Commitment, and Professional Development

- Commitment and Enthusiasm (Dagneu, & Asrat, 2019; Ephrem, 2018; Tadele, 2013).
- Willingness to Learn and Reflect(Ephrem, 2018;Tadele, 2013)
- Willingness to Share: (Ephrem, 2018;Hagos et al., 2018)
- Availability (Ephrem, 2018 ;Tadele, 2013)
- Supportiveness (Kessels, 2010; Ewing,2021; Gholam, 2018; Stannard,2016)



4. Training and Selection Criteria

- Training in Mentoring (Ephrem, 2018; Tadele, 2013).
- Eligibility and Selection (Ephrem, 2018 ;Tadele, 2013).
- Matching Criteria (Ideally) (Cheru, 2023; Ephrem, 2018 ;Tadele, 2013).



Mentoring

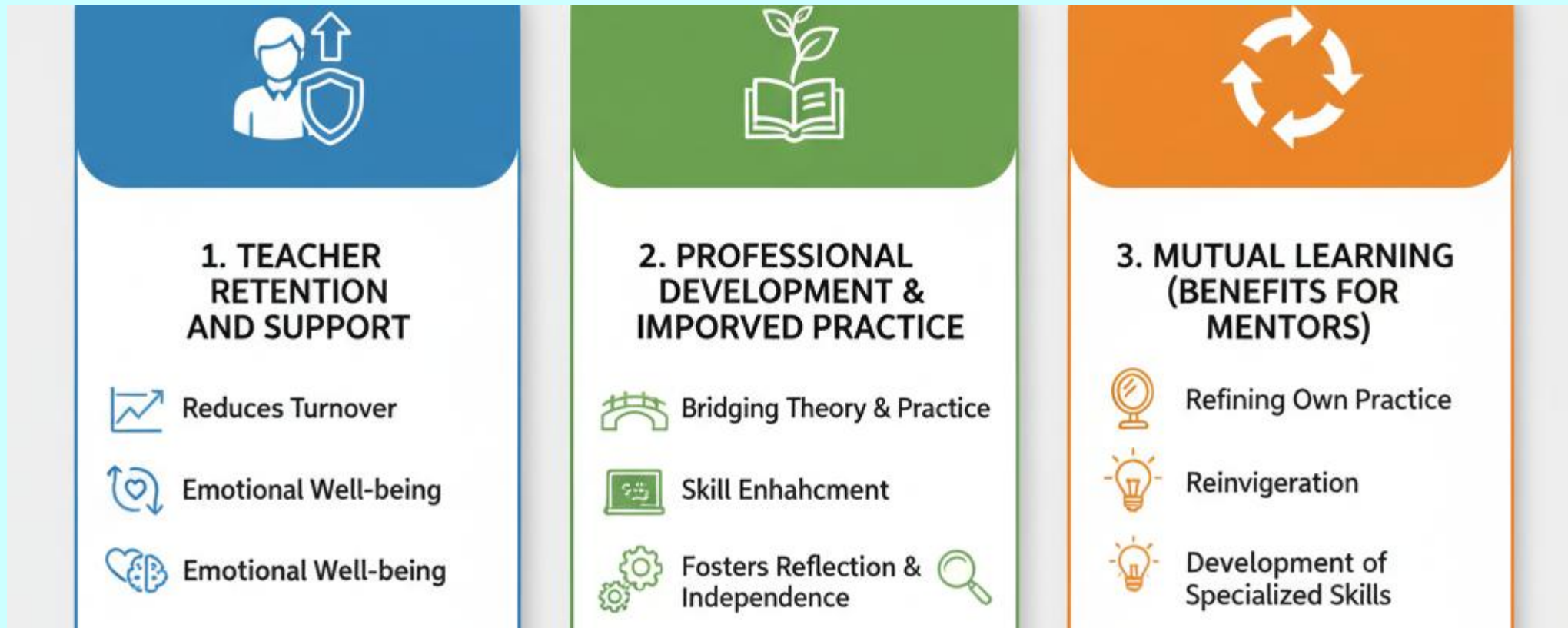
The Five-Step Mentoring Model

- 1. Establish a Relationship**
 - Building mutual **trust** and **respect**.
- 2. Negotiate Expectations (Protocols)**
 - Defining the **structure** and **boundaries** of the engagement.
- 3. Targeting Needs (Plan & Focus)**
 - **Collaborative identification** of the mentee's specific **developmental needs**.
- 4. Career Development (Modeling & Feedback)**
 - **Active development** and **refinement** of professional strategies.
- 5. Sustaining the Relationship**
 - Transitioning the relationship from a formal structure to an **ongoing, informal connection**.



The Critical Role of Teacher Mentoring

Why Mentoring Matters?



(Ambriz, 2025; Gholam, 2018; Fekede & Tynjälä, 2015; Kessels, 2010; Morris, 2023; Milner, 2018; Stannard, 2016)

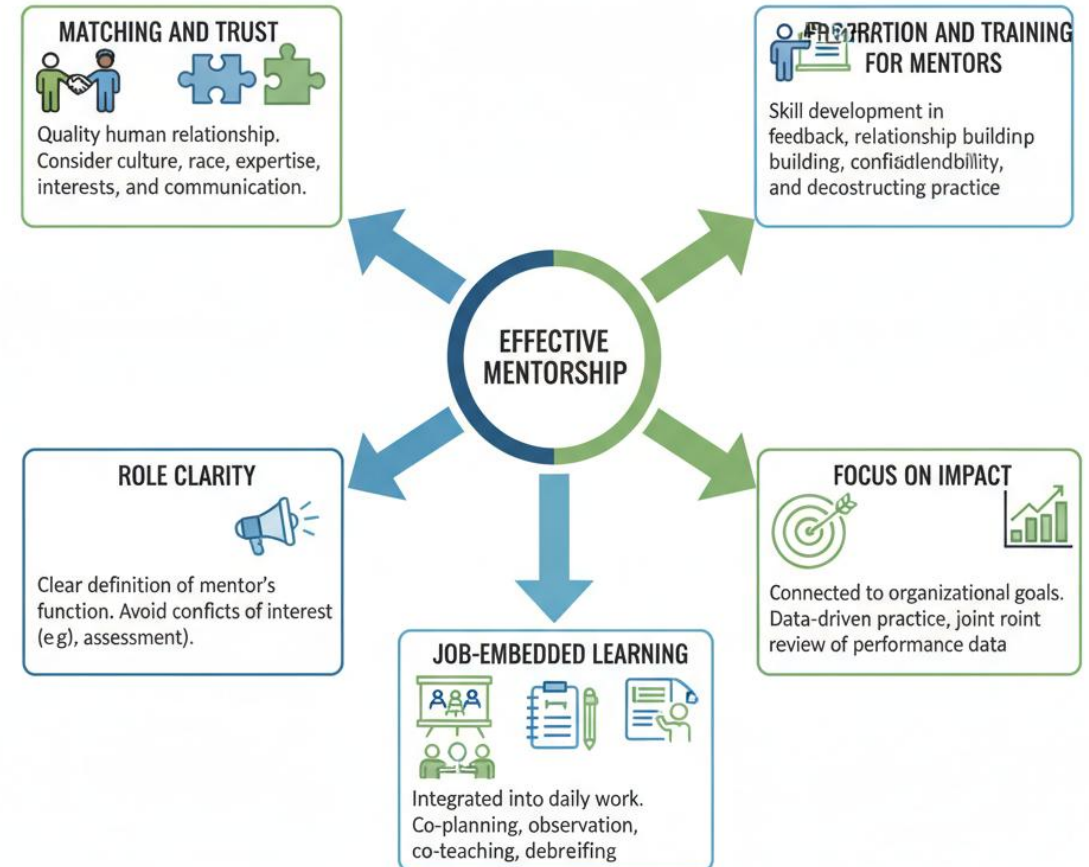


Key Components for Effective Mentoring

- **Matching and Trust**
- **Preparation and Training for Mentors**
- **Role Clarity**
- **Focus on Impact**
- **Job-Embedded Learning**

KEY COMPONENTS FOR EFFECTIVE MENTORING

Relational and Technical Elements for Professional Change





Mentoring in Ethiopian Schools

- The current practice of mentoring in Ethiopia is intrinsically linked to the government's nationwide Continuous Professional Development (CPD) framework, specifically serving as a crucial component of the **two-year induction program** for Newly Qualified Teachers (NQTs) or beginning teachers (Cheru, 2023; Fekede & Tynjälä, 2015).
- Mentoring is envisioned as a mechanism to support NQTs in the challenging transition from pre-service training to the realities of the classroom. (Fekede & Tynjälä, 2015; Tadele, 2013)



Mentoring in Ethiopian Schools

Structure and Implementation Modalities

A. Mentor Selection and Pairing

- **Selection Criteria**

- Mentors are selected from staff members who have better experience (Cheru, 2023; Ephrem, 2018).

- **Matching**

- Mentoring is most effective when the pairing (matching) is appropriate (Ephrem, 2018; Tadele, 2013): ideally considering
- Same Subject/Department and (Ephrem, 2018). Teaching the same subject facilitates co-planning, resource sharing, and subject-specific advice (Tadele, 2013).
- Same Sex: Matching by sex also occurs, enabling discussion on gender and other sensitive issues more freely (Ephrem, 2018).



Mentoring in Ethiopian Schools

B. Activities and Frequency

- The process is centrally designed and guided by national induction course modules (Girma, 2023; Ephrem, 2018; Tadele, 2013), focusing on improving skills in the classroom (Tadele, 2013) Cheru, 2023).
- Mentors support mentees through several specific CPD activities:
 - Lesson Planning and Implementation (Ephrem, 2018; Tadele, 2013)
 - Classroom Observation (Cheru, 2023; Girma, 2023; Ephrem, 2018)
 - Reflection and Portfolio Guide (Cheru, 2023; Girma, 2023 ;Tadele, 2013)
 - Guidance (Ephrem, 2018)



Challenges to Effective Mentoring Practice

A. Lack of Training and Capacity

• Untrained Mentors

- Lack of training on mentoring for the experienced teachers assigned as mentors (Dagnew, & Asrat, 2019; Tadele, 2013; Girma, 2023). Mentors often lack the theoretical background and basic know-how on mentoring approaches and techniques (Tadele, 2013).
- Led to uncritical acceptance and approval of mentees' work (Girma, 2023; Tadele, 2013) and may focus only on providing basic information rather than applying educative coaching techniques (Tadele, 2013).

• Qualification Gaps

- Mentors sometimes possess lower academic qualifications than their mentees, especially in resource-scarce areas, which can cause dissatisfaction and lack of trust from the NQT (Tadele, 2013).



Challenges to Effective Mentoring Practice

B. Workload and Resource Constraints

- **Time Constraints**

- Both mentors and mentees carry full teaching loads and other non-instructional responsibilities, creating a severe shortage of time for mentoring activities. (Dagneu, & Asrat, 2019; Ephrem, 2018; Tadele, 2013)

- **Lack of Incentives**

- Mentors often lack financial incentives, or the reduction of their teaching load, leading to low interest and motivation to perform the additional role effectively. (Ephrem, 2018; Tadele, 2013)

- **Resource Scarcity**

- Basic resources, including the required mentoring modules or guidelines, are sometimes unavailable, further hindering structured practice (Ephrem, 2018; Girma, 2023)



Challenges to Effective Mentoring Practice

C. Monitoring and Accountability

• Inadequate Follow-up

- The program lacks regular and coordinated follow-up, monitoring, and evaluation by external stakeholders like Woreda Education Offices (WEOs) or supervisors. (Girma, 2023; Tadele, 2013)

• Absence of Planned Regular Meetings

- Many schools lack a planned meeting program (Dagne, & Asrat, 2019), and the frequency and duration of meetings are often reported as inconsistent or inadequate (Ephrem, 2023; Tadele, 2013).

• Fake Reporting

- The lack of accountability and incentives leads to instances where mentors and mentees submit copied or fictional reports rather than conducting practical work. (Ephrem, 2018; Tadele, 2013)



Challenges to Effective Mentoring Practice

D. Variability in Practice

- The quality and adequacy of professional support received through mentoring varies greatly depending on several factors, including the school's location (urban vs Rural) and the dedication of the individual mentor and mentee. (Hagos et al.,2019;Tadele, 2013).

E. Unidirectional and Hierarchical Relationship Dynamics

- One-Way Knowledge Transmission/unidirectional relationship
- Restriction of Novice Ideas
- Stigmatizing Novices (Girma, 2023;Ephrem, 2023; Fekede & Tynjälä, 2015)



Mentoring Framework

Phase I: Induction and Core Skill Building

Enhanced Matching & Trust Building

- Proactive Matching
- Mentoring Compact
- Peer-to-Peer Networks
- Mentorship Committee

Structured Training for Mentors & NQTs

- Mandatory Mentor Training
- NQT Orientation & Self-Assessment
- Blended Learning

Job-Embedded Learning Activities

- Co-Planning & Resource Sharing
- Focused Classroom Observations
- Co-Teaching
- Portfolio Development
- Administrative & Logistical Guidance

Phase 2: Deepening Practice & NQT Agency

Data-Driven Focus

- Sharing Best Practices
- Action Research Projects
- Collaborative Data Review

Flexible Meeting Structure

- Peer Observatio
- Reverse Mentoring
- Critical Dialogue
- Collaborative Mentoring & Reciprocity

Leadership & Specialization

- Advanced Pedagogy Training
- Curriculum Design/Adaptation
- Peer Leadership Opportunities

Core Principles

- Reciprocity
- Incentivization
- Contextualization
- Professionalization
- Accountability

Systemic Enablers & Support Mechanisms

Incentivization & Protecting Time

Reduced Teaching Load for Mentors
Stipend/Recognition
Dedicated Mentoring Time
Leadership Support

Robust Monitoring & Evaluation

Standardized Digital Reporting
Regular WEO/Cluster Supervisor Follow-up
Annual Program Review
NQT Exit Surveys

Resource Provision

National Mentoring Handbook
Online Resources
Budget allocation



Enhancing Mentoring

- Designing scalable mentoring frameworks for new teachers (NQTs/PSTs) requires moving beyond standardized, one-size-fits-all models to adopt approaches that are flexible, contextualized, and deeply embedded within a broader ecology of professional practice.

Thank you!

Teacher Professional Induction with Technology and Distance Learning

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4 November 2025

Professional Induction with Technology

1. Mentorship/Support

- Incorporate CPD needs analysis in order to pair mentors and mentees

2. Professional Development

- Focus on ICT integration, beliefs, and practices

Mentorship and Support

Pair an experienced educator with a new educator for Individual Learning Plans.

→ Supports new educators through CPD planning phases, including evidence-based evaluation

Virtual mentoring in collaborative platforms or zoom.

→ Overcomes barriers like limited internet via flexible virtual platforms

Professional Development

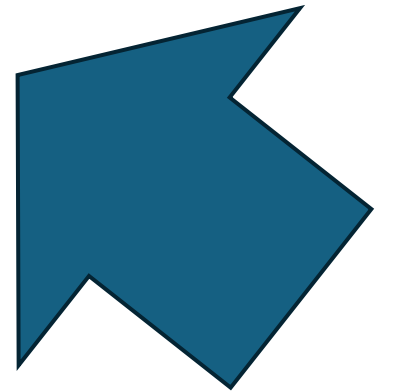
- Centered on classroom management, equity in instruction, and data driven instruction for the classroom.
- Continuing Education for the Educator with a focus on Technology and Distance Learning
- Massive Open Online Courses (MOOCs)
- Open Educational Resources (OER)

Distance Learning

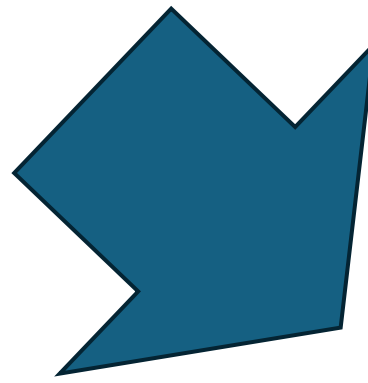
1. What and where are the Digital Tools?
 - Identify tools useful in unreliable connectivity situations
2. Information Communication Technology
 - What technology is available to bridge remote location gaps?

Classroom Application

- Khan Academy
 - free, self paced K-12
- Moodle/Blackboardhost
 - asynchronous courses
- Google Classroom



Enriching the Educator



- edX
- Udemy
- FutureLearn
- Coursera
- University of the People

Ethiopia Case Study

- The Digitalization Project (2017) examined ICT in teaching, future of work, and professional challenges.
- Key Findings:
 - Limited ICT practices in Addis Ababa
 - Training gaps for teachers
 - Material and technical failures

Ethiopia Case Study

- UNESCO's intervention for digital distance learning (2021-2022)
 - Teacher digital literacy needs to improve
 - Hybrid education models support educational equity
- Ministry of Education's General Education Quality Improvement Program for Equity (GEQIP-E) (2018-2022)
 - Challenges in system coherence
 - Policies need to be aligned
 - Focused interventions are needed to sustain gains

Conclusion

- Effective programs align preparation with induction to create continuity, using technology to help bridge gaps.
- The integration of technology and distance learning in teacher induction and CPD programs has significantly supported new educators by breaking down the barriers of remote locations, workload demands, and limited-to-no internet.
- There is a need for technology-based CPD platforms and customizable mobile applications.
- Despite barriers, these initiatives promote digital literacy, equitable instruction, and scalable hybrid models.

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Thank you