

**Title: Reverse Mentoring Program as a Tool to Create an Inclusive Environment at Schools to Retain Novice Teachers**

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**Abstract:** One of the main purpose of RETAIN project as a lifelong learning program is to develop a more motivating work environment for both teachers and students in schools and to develop inclusive and creative work environment among teachers and parents, different generations of teachers, school and the outside world by focusing in terms of holistic-relational aspects. Thus, at the same time it is hoped to establish an attractive working environment considered a prerequisite under this project for the teachers beginning to the profession (RETAIN Project ref. no. 2013-3260/001-001). Related to this aim, Reverse Mentoring is a strategic tool which is defined as the pairing of a younger, junior employee acting as mentor to share his/her expertise with an older, senior colleague as the mentee. Considering the aim the EU RETAIN project, by adapting the use of this tool to the educational context, the school managers are expected to acquire technical knowledge, learn about current trends, gain a global perspective, and understand the details of possible challenges experienced both by the senior and novice teachers regarding a more inclusive school environment. This study aims to report the findings of the piloting phase of the Reverse Mentoring Program developed and implemented as a tool to promote an inclusive environment in participating schools, in terms of the actions taken and the reflections made by all the parties involved.

**Title:** The Role of School Management in Creating an Inclusive School Environment to Support Novice Teachers

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**Abstract:** In the EU there seems to be a challenge for novice teachers being retained in their jobs. That is, most novice teachers are confronted with so many problems through their transition between study life and working life that they resort to leaving their profession all together within the first three to five years. Overall attrition rates are quite high in some EU countries, like the UK (30% to 50%, RETAIN Project ref. no. 2013-3260/001-001). This situation may not seem to be a problem in Turkey. Let alone leaving the profession, all newly educated teachers in Turkey, on the contrary, compete fiercely with each other through a public examination in order to be employed for state schools. However, low or no attrition rate in Turkey does not imply that novice teachers in Turkey do not confront any problems. This study aimed to investigate the strains that novice teachers face in Turkey, and how and to what extent school managements can support novice teachers throughout these difficult transition years to create an inclusive working place environment for everybody.