

# PROGRAMME

## FORECASTING THE NEEDS OF TEACHING WORKFORCE: WORKSHOP

10<sup>TH</sup> APRIL, 2018 VILNIUS  
RATONDA CENTRUM HOTELS (A. ROTUNDO G. 1)

<b>08:30 – 09:00</b>	Registration	<i>“Shaping the Teacher Demand: Competences, Workload, Professional Development, and Career”</i> Vilma Bačkiūtė, the Ministry of Education and Science
<b>09:00 – 10:00</b>	Presentations	<i>“Forecasting the Needs of Teaching Workforce”</i> Research and Higher Education Monitoring and Analysis Centre (MOSTA)
<b>10:15 – 11:30</b>	Discussions in groups	<ol style="list-style-type: none"><li>1. <i>“Strategic Human Resource Management in School”</i></li><li>2. <i>“Initial Teacher Training”</i></li><li>3. <i>“Organising the Work of a Teacher”</i></li><li>4. <i>“From Forecasting the Teacher Need to Successful Planning”</i></li></ol>
<b>11:30 – 12:00</b>	Coffee break	
<b>12:00 – 13:00</b>	Findings from roundtable discussions	

## Group discussion topics

The discussion groups will happen simultaneously, each on a different topic. The working language of groups No. 1 and 2 is English, groups No. 3 and 4 - Lithuanian.

### 1. STRATEGIC HUMAN RESOURCE MANAGEMENT IN SCHOOL

**Facilitators: Patricia Perez-Gomez, Luka Juros (European Commission)**

- How to ensure the integration of a recent ITT graduate - starting teacher, in school?
- How to ensure a sustainable staff turnover age-wise?
- How to maintain a stable community and skills-match when changes in demographics occur?

### 2. INITIAL TEACHER TRAINING

**Facilitator: Aine Hyland (Professor Emeritus in Education, University College of Cork)**

- How to attract and retain motivated youth to study ITT programmes?
- What is the ideal "length" ( in ECTS credits) of an ITT programme - and how might ITT programmes be configured to meet future needs (e.g. concurrent; consecutive; other alternatives?)
- Would ITT Centres of Excellence be a good idea in Lithuania, and if so, how might they be configured?

### 3. ORGANISING THE WORK OF A TEACHER

**Facilitator : Vilma Bačkiūtė (the Ministry of Education and Science of the Republic of Lithuania)**

- Continuous professional development and career flexibility
- Shaping the teaching workload
- The impact of changes in the primary-school starting age on the teacher demand

### 4. FROM FORECASTING THE TEACHER NEED TO SUCCESSFUL PLANING

**Facilitators: Beatričė Leiputė, Giedrius Padvilikis (Research and Higher Education Monitoring and Analysis Centre, MOSTA)**

- What are the stakeholders that should be involved during different phases of forecasting and planning the need of teachers?
- How to engage different stakeholders? When and by whom the critical points in teacher need should be noticed?
- Balancing the forecasting results and planning practices