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Teacher Education: Initial Teacher Training & Policy Change

Vilma Bačkiūtė

Head of Teacher Activity Division

Lifelong Learning Department



The Issues:

1) Strengthening overall quality of teaching

Evidence: low student performance in PISA and national tests

2) Making teacher profession attractive to young talented people

Evidence: low numbers of candidates for initial teacher training

3) Risk of teacher shortage

Evidence: the oldest subject teachers' community of 50 and over

4) Employment prospects for both experienced teachers and new young teachers

Evidence: small teaching load, thus, small salary



Quantity and Quality

- **Demand** of pre-school teachers in the context of national oversupply of primary teachers
- Tertiary **offer** for wider profile of teacher qualification
- Special education teachers and teacher **assistance** in the context of inclusive education
- Subject teacher demand in the context of integrated school **curriculum**



Expectations

Recommendations & solutions for:

- Efficient policy measures for teacher **career pathway structures**
- Policies to **recruit teachers**
- Policy approaches to **teacher competences**
- Teacher **payment schemes**
- Raising **the prestige of teacher profession**



Tasks

- Ensure the flexibility of teacher **employment**.
- Make teaching an attractive **career** choice.
- Review the career structure for teachers with different types and levels of **expertise**.

Policy implementation:

factors for optimism



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National Education Strategy 2022

responsible management, targeted funding and rational use of resources

Full-time Payment Scheme 2018

fair pay, employing competences, appraisal and reward

Methodology of the Student [Group] Basket 2016

exclusively for education-related activities,
i.e. covers educational needs of a student

Concept of a Good School 2015

quality in education, better school infrastructure, learning environment,
school management and efficiency

Recommendations for Establishing a Network of Schools 2004

assistance to local politicians, help to reduce social tensions



Evidence based change (1)

Misbalance of supply and demand:

- 20 higher education institutions engaged and 129 study programmes registered
- Only up to 25 % of graduates enter the profession
- Student – teacher balance is unhealthy (about 10 to 1 average, 8-7 to 1 in lower secondary education)
- Overall oversupply (30 %), but shortage in some geographical areas and some subjects



Evidence based change (2)

Requirements for entry:

- Low requirements = low percentage of failure in candidate selection and throughout
- Motivation test is insufficient = low percentage choose teaching as a career

The profession is changing:

- More competences needed
- Expectations from parents, students, and society at large
- Different job requirements / teacher functions



Full time payment scheme

	Teaching hours		Other functions		Total work hours
			Related to teaching	Related to school community	
	Rural area	Town			
Novice teacher	12 - 18		from 90 to 100 % of teaching hours	up to 40 % of total work hours	36
Teacher	12 - 20	12 - 24	from 30 to 50 % of teaching hours	up to 50 % of total work hours	
Senior teacher					
Teacher - methodologist					
Teacher - expert					



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School Network 2016 - 2017

General education schools	1151
Vocational schools	74
Non-formal education institutions	296



Teacher education: proposed model

Longitudinal research

- Forecast demand
- Meet the curriculum changes
- Form offer for CPD

Candidate selection

- Consider personal qualities
- Test values
- Evaluate academic achievement

Induction

- Support at work place
- Support at the start of the career

Studies

- Provide proper qualifications and competences

CPD

- Apply continuum approach



Diversity of studies

Universities and colleges engaged – 3 centres established

- **Consecutive studies** *after secondary school*
 - Subject teachers
 - Pre-primary, pre-school, and primary teachers
 - Special education teachers
- **Concurrent studies** *as minor during studies*
 - Subject teachers
- **Professional studies** *after a degree*
 - Subject teachers

Partnerships

- Alternative way to acquire the qualification (e.g. Teach First)



Implementation cycle

