Teacher Education:
Initial Teacher Training & Policy Change

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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

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

<table>
<thead>
<tr>
<th></th>
<th>Teaching hours</th>
<th>Other functions</th>
<th>Total work hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural area</td>
<td>Town</td>
<td></td>
</tr>
<tr>
<td>Novice teacher</td>
<td>12 - 18</td>
<td>from 90 to 100 % of teaching hours</td>
<td>up to 40 % of total work hours</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior teacher</td>
<td>12 - 20</td>
<td>from 30 to 50 % of teaching hours</td>
<td>up to 50 % of total work hours</td>
</tr>
<tr>
<td>Teacher - methodologist</td>
<td>12 - 20</td>
<td></td>
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<tr>
<td>Teacher - expert</td>
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</tbody>
</table>
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

- 2017 preparations
- 2018 creating new practice
- 2019 implementation
- 2020 changed practice
- 2021 reflection
- 2022 review
- 2023 improved practice