

# CIVITTA

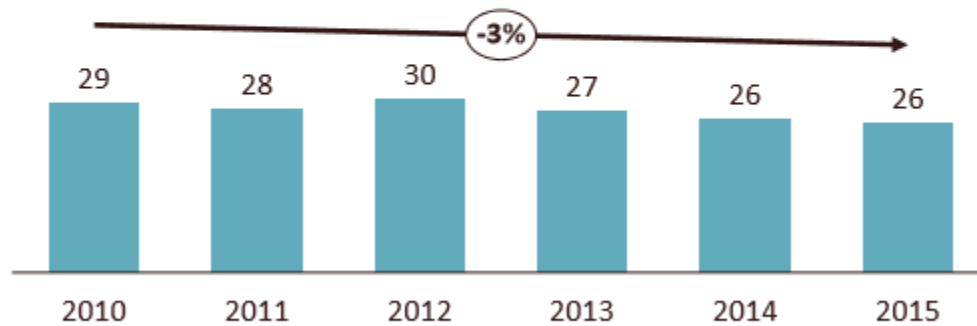
Estonia - Latvia - Lithuania - Belarus – Russia – Ukraine – Moldova

Kopijuoti ir platinti be autorių sutikimo DRAUDŽIAMA

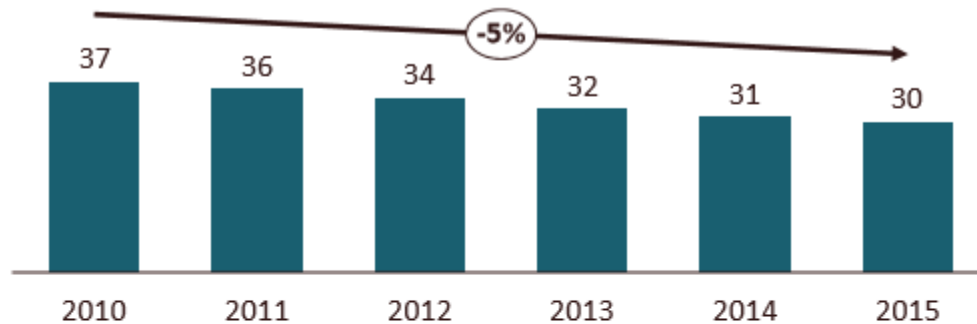
[www.civitta.com](http://www.civitta.com)

The number of teachers has constantly been decreasing since 2010 at a rate comparable to the decrease in the number of teaching positions

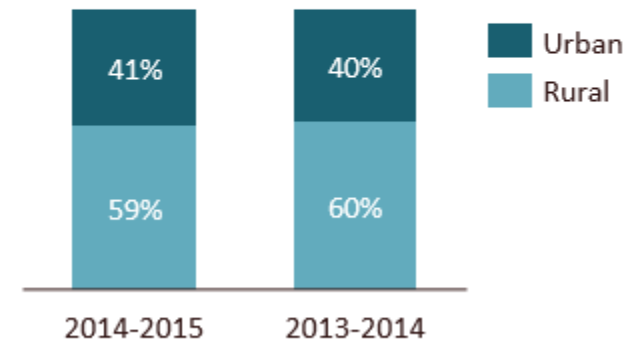
Number of positions, thousand full time teaching positions



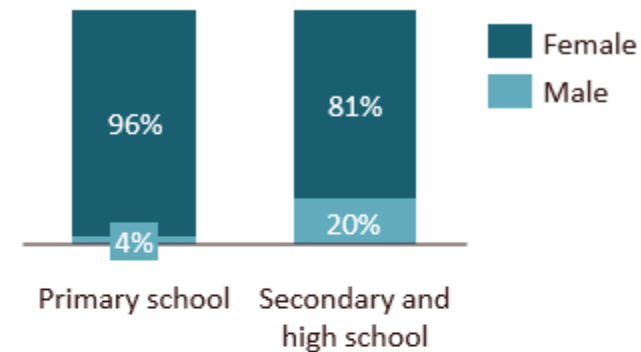
Number of teachers, thousand people (all schools)



Urban/rural dynamic



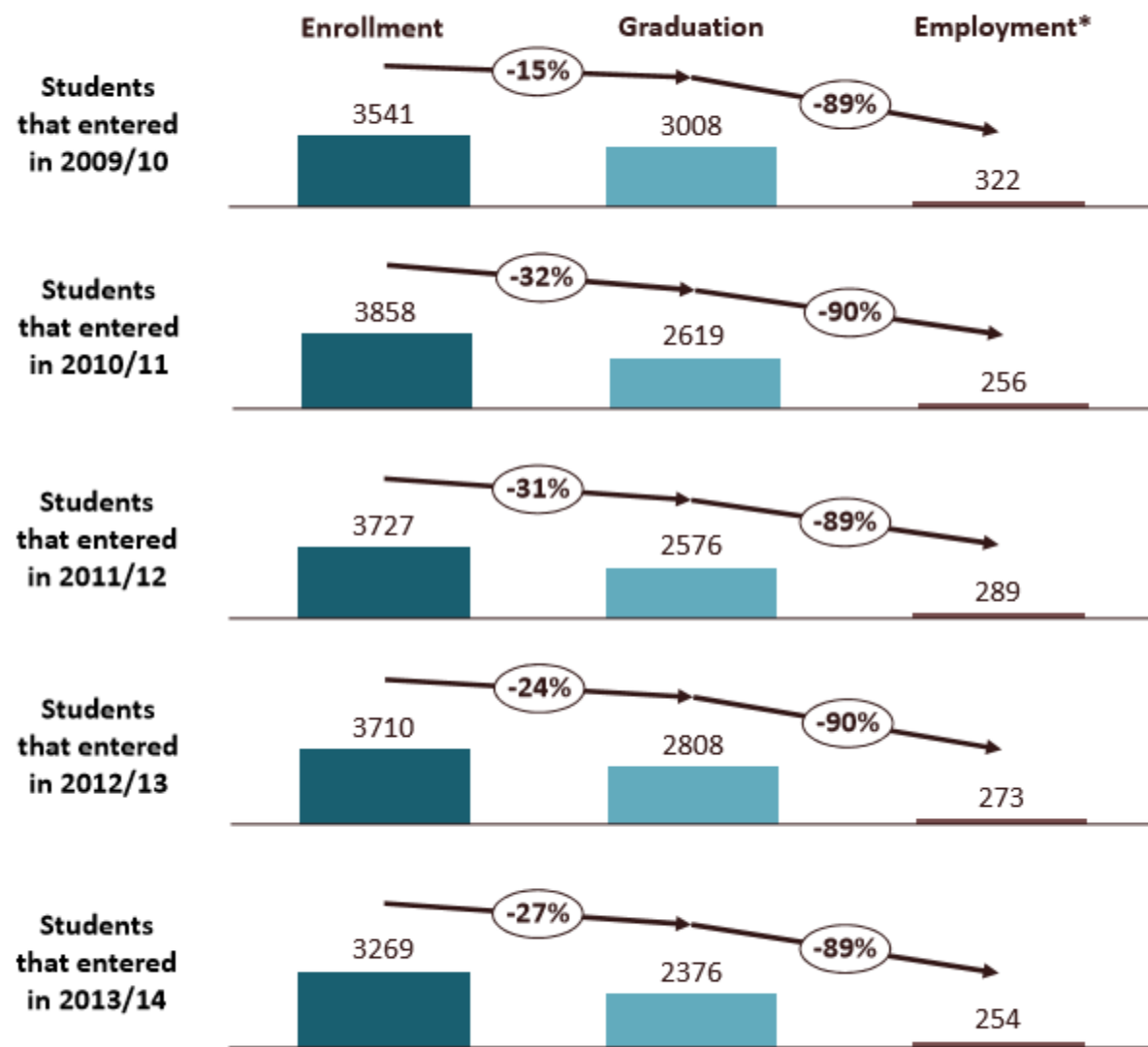
Gender of the teachers



- There is a constant fall in the number of teachers over the last decade, that is due to a general decrease in school populations, reductions in workload and decrease of the profession attractiveness.
- This trend affects particularly rural schools that see teachers both leaving the system, as well as moving to urban areas.

- The number of rural teachers exceeds the number of teachers working in the urban areas
- The system is strongly feminized due to historical and cultural reasons, which is mostly obvious in primary schools.

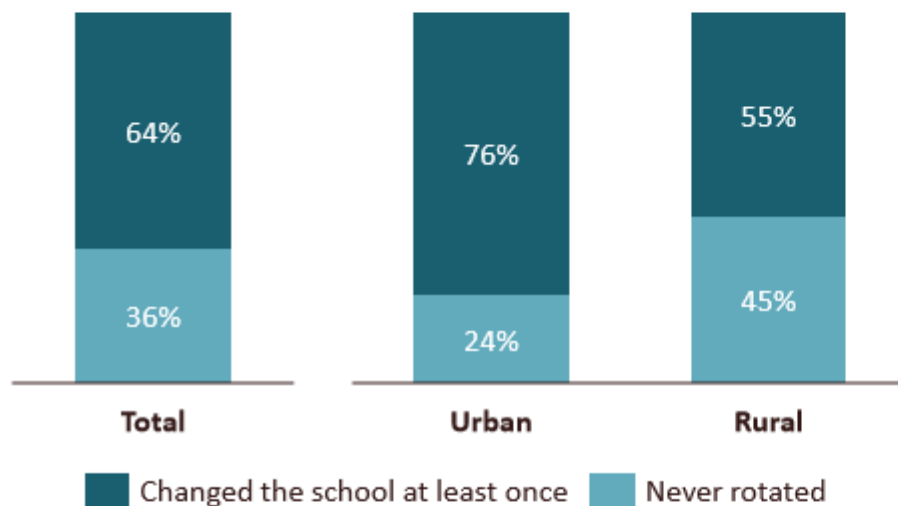
## Around 10% of the graduates from pedagogical universities really enter the system as teachers



- Only around 10% of all graduates actually become teachers.
- The number of new people entering the system every year is on average 4 to 5 times less than the number of people exiting the system (not including pensioners who continue to teach).
- Aside from the numerical scarcity, school directors frequently mention the low quality of preparation of fresh graduates.
- Motivation of 30 000 MDL given over a period of 3 years seem to be an insufficient reason to motivate more graduates to go into teaching.
- Almost two thirds of recent graduates go to rural schools.

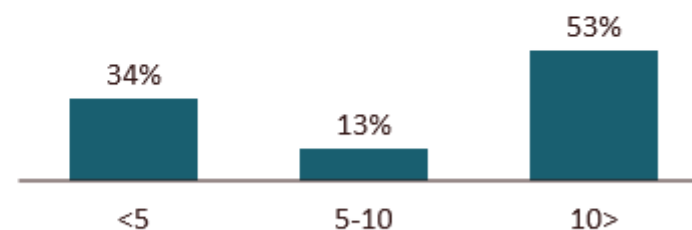
# The teachers usually work for the same school for more than 5 years, without motivation to change the working place

Rotation of teachers between schools, share of teachers

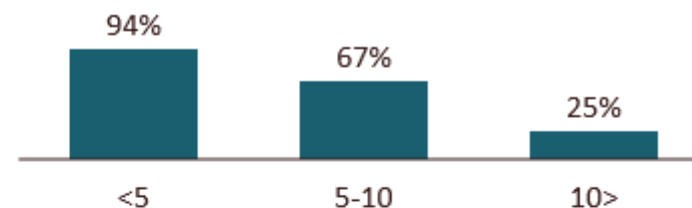


- School rotation is an indirect indicator of the knowledge sharing that occurs in the system.
- Currently over a third of all teachers have never rotated and over a half spent more than 75% of their working experience in a single school.
- Rural teachers rotate less than urban teachers. Teachers mostly change school more frequently in the first 10 years of their working experience.

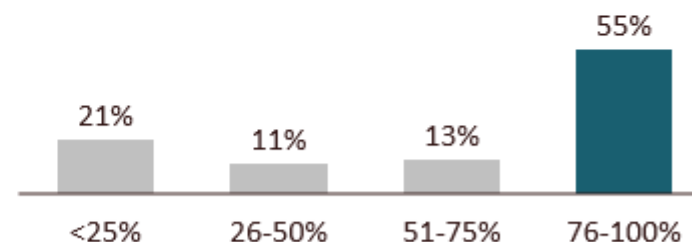
Share of the teachers, who rotated at least once (by the experience in the current school)



Share of the teachers, who rotated in the last 5 years (by teaching experience)

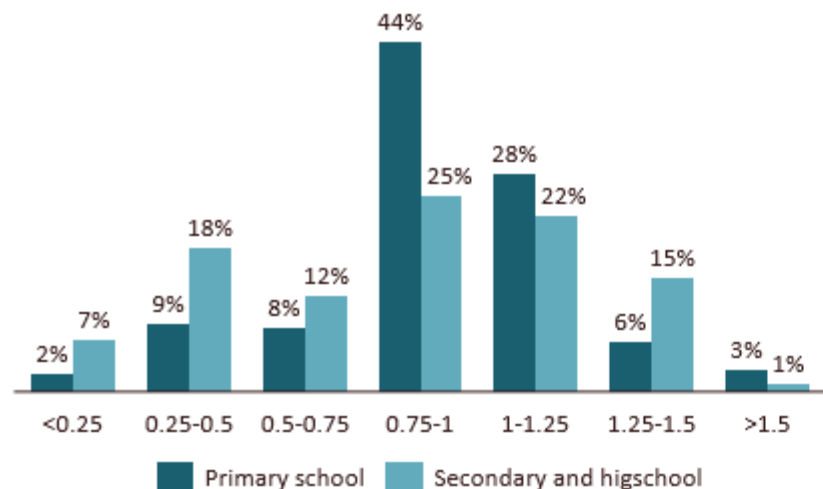


Share of the last school in total working experience



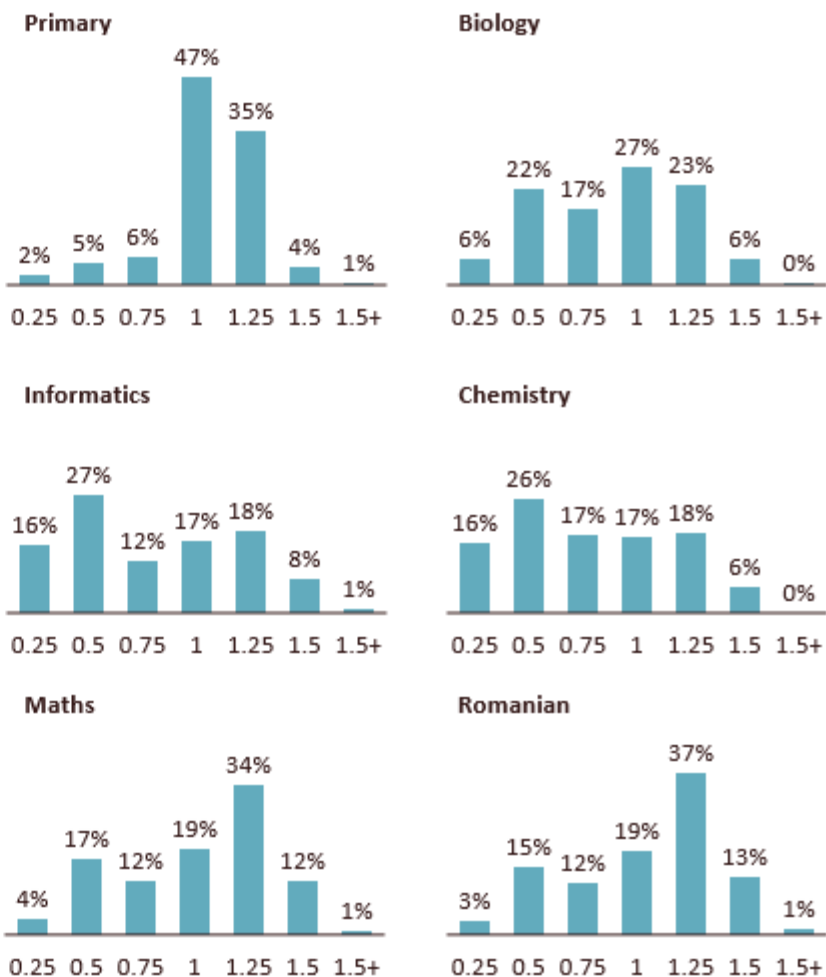
## The distribution of workloads is uneven between subjects and educational levels and over a 3<sup>rd</sup> of teachers is teaching for less than 18 hours per week

Comparison of the workload of teachers by educational stage



- Standard work load for a full time teacher is 35hrs/wk. Of which 18 hours and 20 hours are allocated for teaching for secondary/high school teachers and primary school teachers respectively.
- Teachers are allowed to work for a 1.25 standard workload with the approval of the director and for a 1.5 workload with the approval of the regional school administration.
- Interviews revealed that teachers real workload exceeds significantly the allocated weekly workload even for the standard duties. Repeatedly teachers suggested cutting the teaching time.
- Data indicates that primary school teachers have on average more teaching hours than secondary or high school teachers.

Comparison of the workload of teachers by subject



Besides their main duties, teachers perform a range of activities, that they are not compensated for; the range of paid duties is the same for all teachers, disregarding the experience level

### **Paid duties**

<b>Main standard duties</b>	
Teaching	18 hours/week
Preparation for lessons	17 hours/week Hours norm is not fixed
Meeting parents	
Administrative	
Professional development	
<b>Total</b>	<b>35 hours/week</b>

### **Additional paid duties**

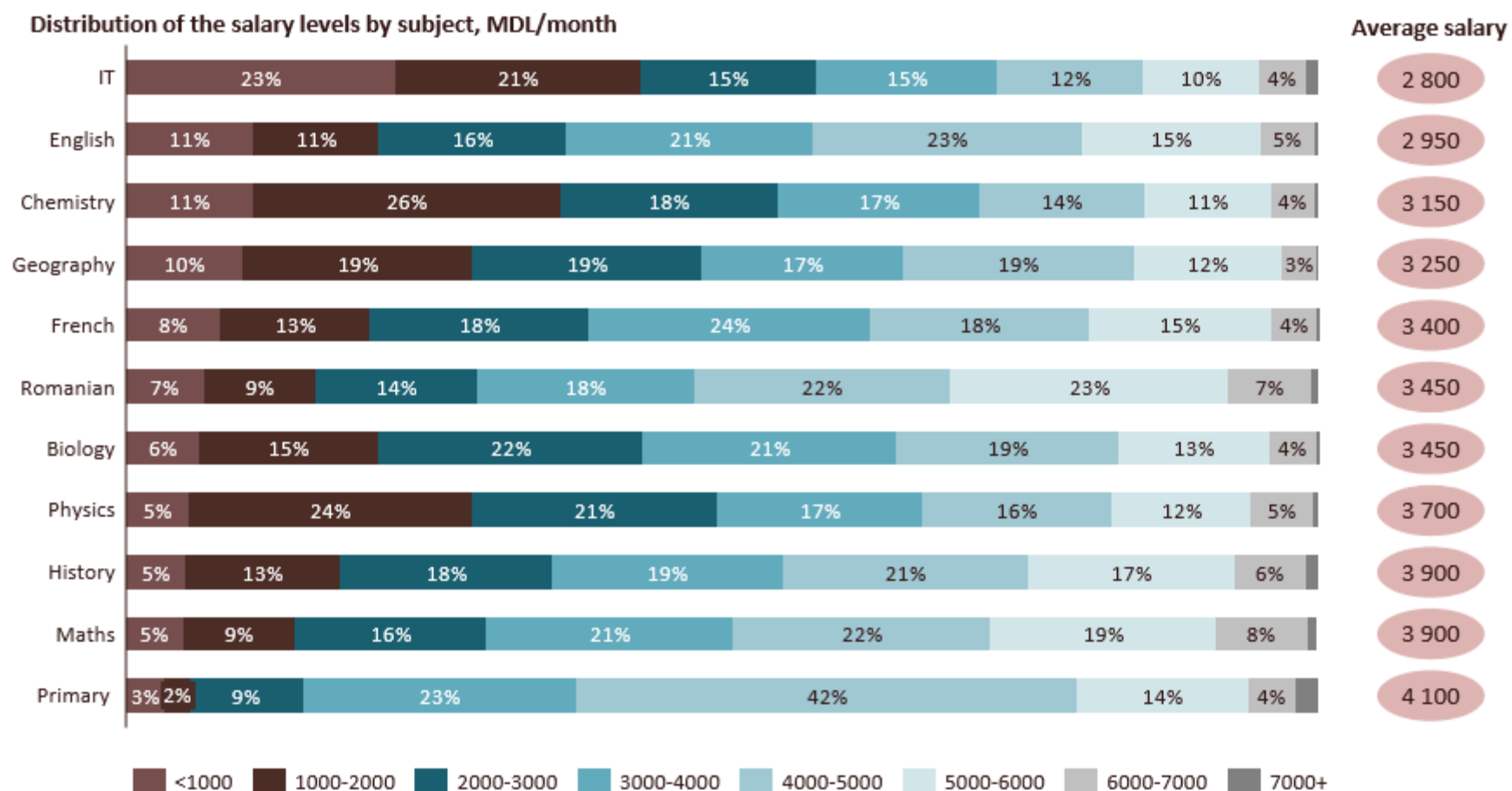
Class teacher	Hours norm is not fixed.
Lab responsible	
Checking exercise books	

### **Unpaid duties**

<b>Other duties</b>
Local census
Heading school departments
Mentoring
Preparing for competitions
Evaluating other teachers
After school activities
Secretary of the pedagogical council

- Paid duties are the same for all teachers and do not change based on work experience or qualification level.
- Teachers have a range of unpaid activities that increase the workload by at least 20% (based on the interviews).
- Despite the fact that mentoring, preparing for competitions and afterschool activities influence the pupils development, teachers have bonuses only if pupils win some awards.

There is a significant variability in teachers salaries between disciplines because of the unavailability of full time position for disciplines with fewer hours per class



- The factors determining the level of pay are a combination of actual workload and teachers' professional qualification. Analysis reveals that worst paid teachers are the ones in the subjects with fewer hours per class than the average.
- The discrepancy between lowest and highest average salary for different subjects accounts for 47%.

## Recommendations: Teacher qualification system

Current situation		Suggested model	
<b>Superior</b>	<ul style="list-style-type: none"> <li>5 years after 1st grade. Criteria: confirmation of grade 1 and additional 20 credits for methodical work and research paper</li> <li>10% basic salary increase in comparison with previous level</li> <li>No change in duties and competence requirements</li> </ul>	<b>Expert</b>	<ul style="list-style-type: none"> <li>Applicants: qualified teachers or external experts with a practical experience. Requalification in every 5 years</li> <li>No need for Superior grade as prerequisite</li> <li>Qualification is given by the MoE by cluster request. Salary is stipulated and paid by the MoE via annual budgeting.</li> <li>Duties: mentorship, working with young teachers/parents. High mobility within the cluster</li> <li>70-100% salary increase</li> </ul>
<b>1<sup>st</sup> Grade</b>	<ul style="list-style-type: none"> <li>5 years after 2nd grade. Criteria: confirmation of grade 2 and additional 10 credits</li> <li>10% basic salary increase in comparison with previous level</li> <li>No change in duties and competence requirements</li> </ul>	<b>Superior</b>	<ul style="list-style-type: none"> <li>5 years after "Qualified". Requalification is conducted every 5 years.</li> <li>Criteria: subject-matter expertise</li> <li>Flexibility: 2 subjects, multilingual, etc.: advantage</li> <li>Duties: works with pupils (Normal mobility: works in the same school mostly, 20-25% of travel within the cluster)</li> <li>45% salary increase</li> </ul>
<b>2<sup>nd</sup> Grade</b>	<ul style="list-style-type: none"> <li>5 years to reach. 955 hours: courses, seminars, extracurricular activities, public lectures and participation in other activities, related to the development of education</li> <li>30% salary increase</li> <li>No change in duties and competence requirements.</li> </ul>	<b>Qualified</b>	<ul style="list-style-type: none"> <li>5 years to reach. Remains if reached once</li> <li>Minimum level of credit points. Point system consists of:               <ul style="list-style-type: none"> <li>50% subject matter expertise</li> <li>50% additional criteria: social competence; multi-subject; multilingualism; additional achievements (sports, arts, activism). No need to fulfill all criteria, but to reach certain level of credit points.</li> </ul> </li> <li>40% salary increase</li> </ul>
<b>No qualification</b>	<ul style="list-style-type: none"> <li>New teachers</li> </ul>	<b>No qualification</b>	<ul style="list-style-type: none"> <li>New teachers</li> </ul>
		<b>1<sup>st</sup> and 2<sup>nd</sup> grade</b>	<p>Within the transition period of 5 years the teachers of the 2<sup>nd</sup> and 1<sup>st</sup> grade are proposed to qualify to Qualified teacher (as a basic scenario) with the possibility to upgrade for the Superior or Expert degree</p>

## Summary of the suggested reform: teachers

### Selection procedure:

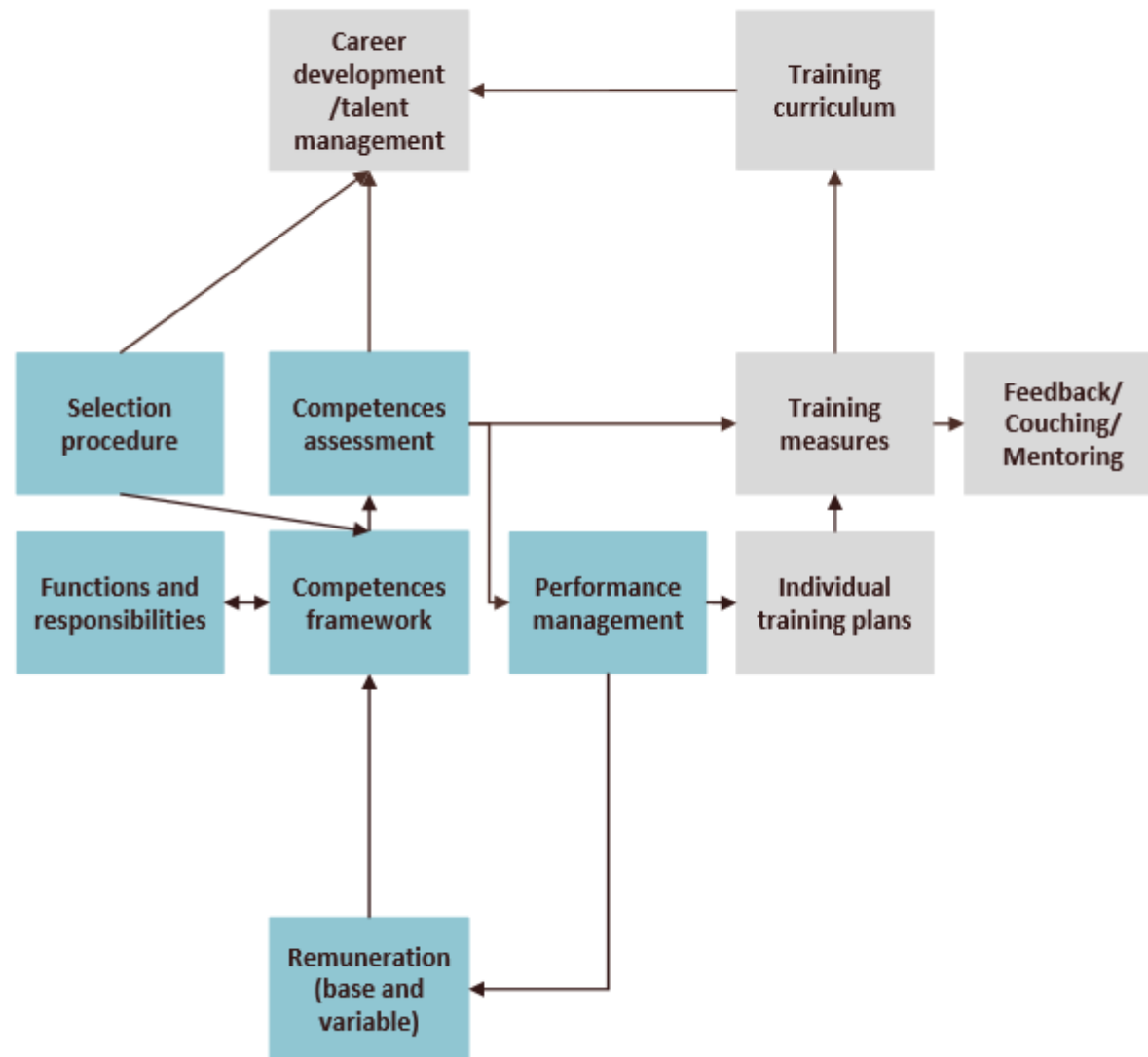
- Selection procedure is performed by a School cluster director
- Competencies assessed at the national level to reach next qualification level
- FTE agreement is signed. Expectations of hour distribution is discussed and agreed

### Competences framework

- Degree in pedagogy or pedagogical courses are required
- Personal achievements and social skills are evaluated during the interview
- 4 level competency system: no degree, qualified teacher, superior teacher, expert
- Qualified teacher qualification with no validity duration. Expert level does not require superior grade as a prerequisite

### Functions and responsibilities

- 35 hours working week is guaranteed; no requirement on the fixed teaching hours
- Teaching hours agreed by the teacher and school director
- Functions are assigned by director depending on the qualification of the teacher; availability of teaching hours and school capacity
- Functions vary, based on the qualification level: expert-level teachers do not teach lessons to the students, but educate the teachers



# Teachers: competence assessment, selection procedure

Selection procedure

Competences assessment

Functions and responsibilities

Performance management

## Competence assessment and selection procedure

### Who

The responsibilities are already clearly set in the current system: competence assessment and selection of the teachers is performed by the director according to the available vacancies

### How

- Vacancy information is dispersed through different channels, depending on the schools, resources available, etc.
- Vacancy information is dispersed according to available positions not only in specialization, but also level of the teacher.
- Head of HR organizes the recruiting process

### What

- The criteria, that are assessed during competence assessment need to be amended to correspond with the experience and functions, required from each grade.
- Pedagogical higher education or higher education in other fields, provided the candidates take a pedagogical module
  - Personal achievements and social skills are evaluated during the interview

## Main steps

- 1 Specify the role of the director and HR specialist in the HR process
- 2 Vacancy information should also involve required grade of the teacher, given differences in duties and school needs
- 3 Develop a more specific set of criteria, that need to be assessed during the selection procedure

## Impact

- ✓ Healthy distribution of teachers of different grades is achieved (imbalance between small and large schools reduces)
- ✓ Teachers are not only estimated for level of education, but also for personal skills to ensure highest fit for the position

# Teacher: functions and responsibilities

Selection  
procedure

Competences  
assessment

Functions and  
responsibilities

Performance  
management

**Structural responsibilities of the teachers should take into account the seniority level of the teacher:**

<b>Expert</b>	<ul style="list-style-type: none"><li>• Applicants: qualified teachers or external experts with a practical experience. Requalification in every 5 years</li><li>• No need for Superior grade as prerequisite</li><li>• Qualification is given by the MoE by cluster request. Salary is stipulated and paid by the MoE via annual budgeting.</li><li>• Duties: mentorship, working with young teachers/parents. High mobility within the cluster</li><li>• 70-100% salary increase</li></ul>
<b>Superior</b>	<ul style="list-style-type: none"><li>• 5 years after "Qualified". Requalification is conducted every 5 years.</li><li>• Criteria: subject-matter expertise</li><li>• Flexibility: 2 subjects, multilingual, etc.</li><li>• Duties: works with pupils and junior teachers (Normal mobility: works in the same school mostly)</li><li>• 45% salary increase</li></ul>
<b>Qualified</b>	<ul style="list-style-type: none"><li>• 5 years to reach. Remains if reached once</li><li>• Minimum level of credit points. Point system consists of:<ul style="list-style-type: none"><li>• 50% subject matter expertise</li><li>• 50% additional criteria: social competence; multi-subject; multilingualism; additional achievements (sports, arts, activism). No need to fulfill all criteria, but to reach certain level of credit points.</li></ul></li><li>• 40% salary increase</li></ul>
<b>No qualification</b>	<ul style="list-style-type: none"><li>• New teachers</li><li>• Duties: work mainly with pupils, learn to be a good teacher</li></ul>

## Main steps

- 1 Develop a set of criteria for each grade
- 2 Develop an hourly distribution of the workload for each grade
- 3 Update examination and training process
- 4 Define, that the salary for Expert teacher is paid by the Ministry of Education

## Impact

- ✓ The teachers at each level have a specific concept of performance, which takes into account their experience
- ✓ The teachers are motivated not only to master their skills as teachers (subject-matter expertise), but also to create and transfer knowledge to other teachers

# Teacher: functions and responsibilities simulation

Selection procedure

Competences assessment

Functions and responsibilities

Performance management

**35 working hours = Full time equivalent**

	Grades	No grade	Qualified teacher	Superior teacher	Expert teacher
<b>Performance is...</b>		Learn to be a good teacher	Master the teaching skills	Transfer the expertise within the school	Create and transfer expertise in the system
<b>Teaching hours</b>		22 h (2 h with superior/expert teacher)	18 h	12 h	12 h only with other teachers
<b>Additional duties</b>					
Additional social activities with pupils		2h	1h	1h	-
Attending classes of other teachers		1h	1h	-	-
Participation in trainings and workshops		1h	1h	-	-
Preparation for lessons		11h	9h	6h	6h
Teaching a special needs pupil in a class		0.5h per pupil	0.5h per pupil	0.5h per pupil	-
Meetings with parents		2h	4h	4h	4h
Class management		-	2h per class	2h per class	-
Preparation of the students for competitions		-	1h	2h per pupil	-
Providing trainings and workshops		-	-	2h	12h
Joint lectures with junior teachers		-	-	2h	(included in TH)
Mentoring a junior teacher		-	-	2h per teacher	2h per teacher
Trainings/lectures in other school buildings		-	-	-	5h
Development of methodological standards		-	-	-	4h
R&D in education		-	-	-	4h

To be selected and fixed in the contract: In total with teaching hours should make up 35 hours to correspond to a full time equivalent

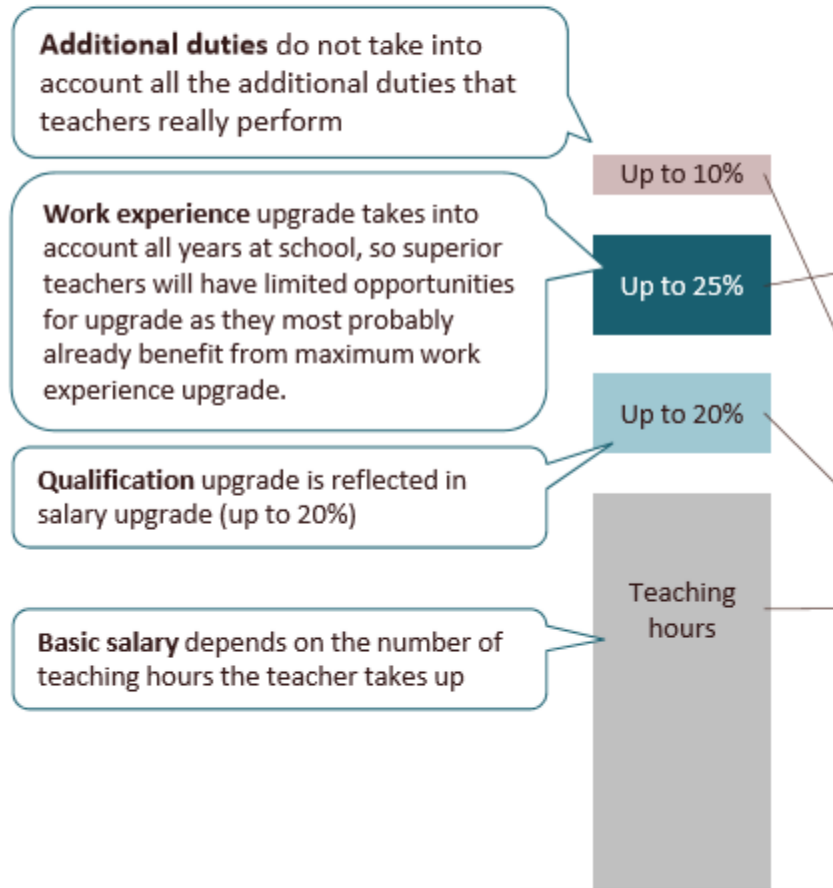
## Complementary activities

Complementary or project-based activities can be taken by any teacher in addition to teaching hours and additional duties.

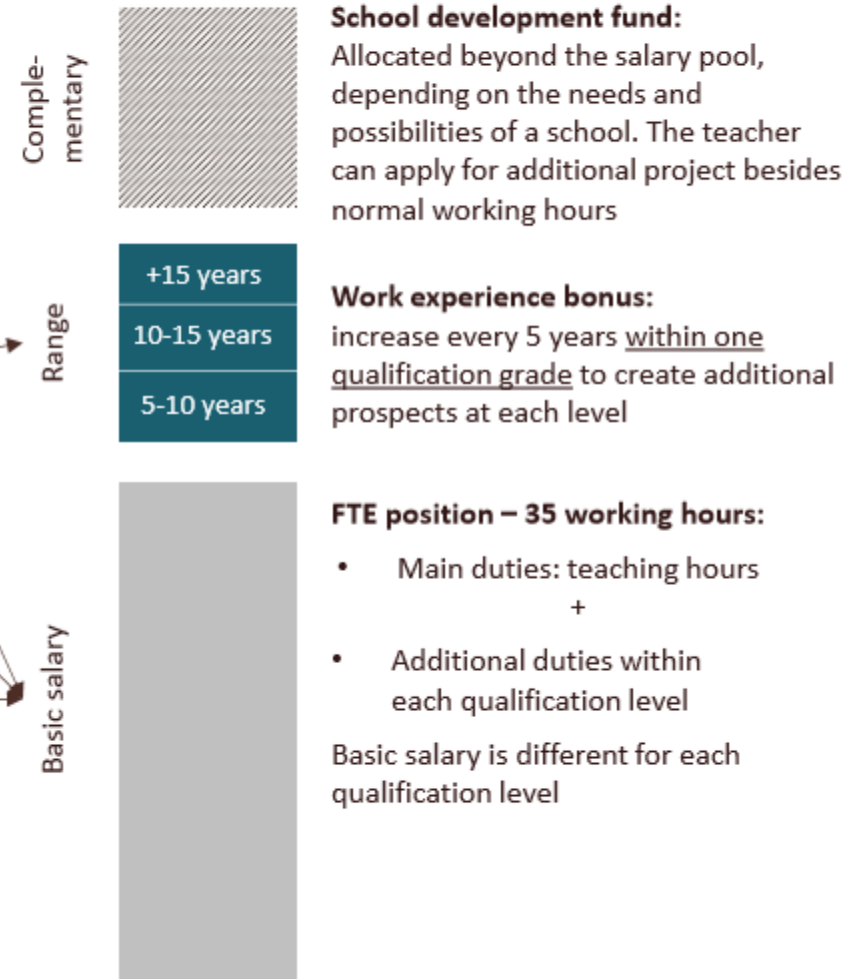
Guidelines for involvement in the complementary activities are developed specifically by each school and must be clearly communicated to all employees: content of the project, KPI, available bonus, hours to be allocated on the project.

# Teachers: salary formula (1/2)

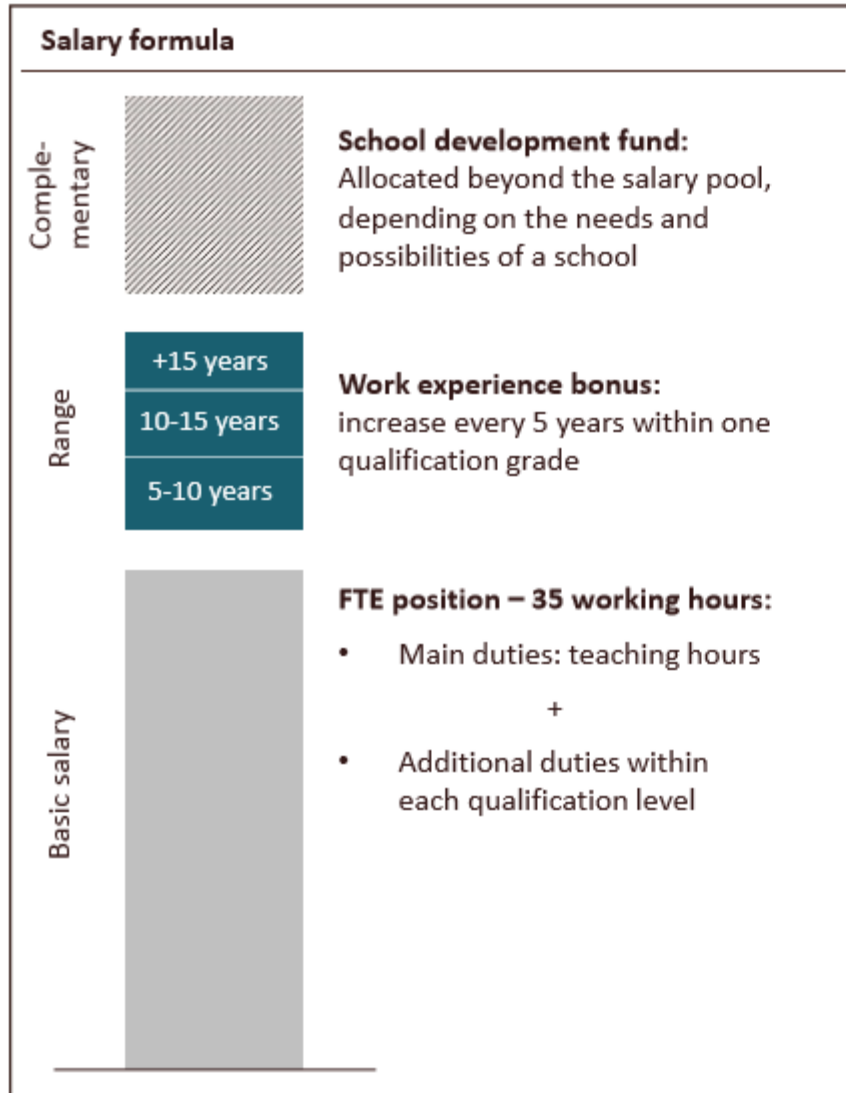
## Current salary scheme



## Suggested salary formula



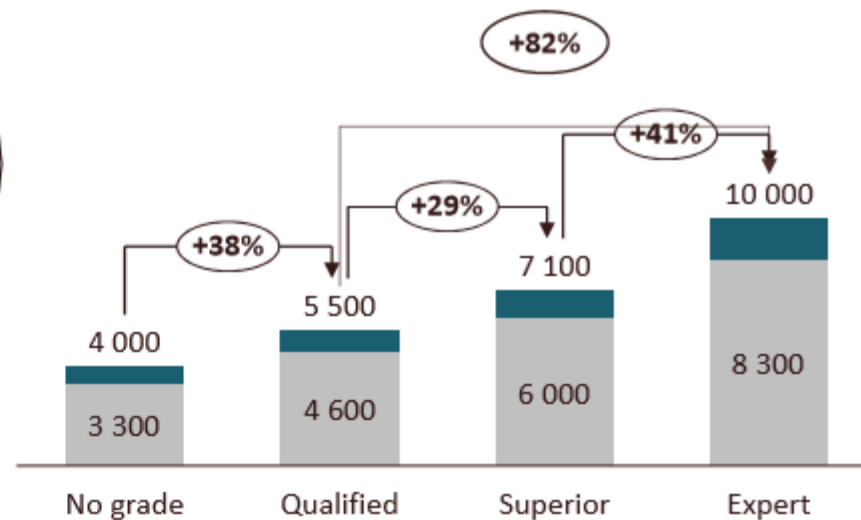
# Teachers: salary formula (2/2)



## Performance recognition

Good performance of the activities, required from a specific-level teacher, allows the teacher to be promoted to the grade with higher level of responsibilities and therefore higher level of salary.

## Salary for specific qualification levels, MDL



## Total investment needed:

- Structural increase: ~150 m MDL
- Extracurricular performance: ~65 m MDL