



View of competences approaches in Lithuania.

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Teacher education

- In Lithuania, there are 6 universities delivering study programmes for the training of vocational teachers of pedagogical profile.
- They offer specialised programmes of professional studies (e.g. pedagogy of professions with graduates obtaining the teacher's qualification)
- Master-level educational study programmes (e.g. pedagogy of professions, andragogy, etc.)

Essential competences for teachers

- Essential competences for teachers are determined in **Profile of the Competence of the Teaching Profession and Teacher Training Standards** (standards for teachers working in primary and secondary level in different subject areas)

Profile of the Competence of the Teacher's Profession (2007)

All competencies are organised within four broad areas:

- ***Common-cultural competences*** – knowledge, abilities, skills, attitudes and other personal features needed to work successfully in a particular culture.
- ***Professional competences*** – knowledge, abilities, skills, attitudes and other personal features needed to work successfully in an educational environment (not specifying according to subject area).

Profile of the Competence of the Teacher's Profession (2007)

- ***General competences*** – knowledge, abilities, skills, attitudes and other personal features needed to work successfully as a professional. These competences can be transferred to various kinds of teacher activities.
- ***Special competences*** – knowledge, abilities, skills, attitudes *and* other personal features needed to work successfully in different subject areas.

Teacher's professional competence:

6.1. ICT;

6.2. education and learning environments design;

6.3. educational process planning and development;

6.4. teaching / learning process control;

6.5. **student achievement and evaluate progress;**

6.6. **students' motivation and support;**

6.7. **student's understanding and recognition of its progress;**

6.8. professional development.

Teacher essential competences

- 15.1. communication and information management;
- 15.2. **communication and cooperation;**
- 15.3. researches and assessment;
- 15.4. reflection and learning to learn;
- 15.5. organizational development and change management.

Competences which specifically relate to inclusive practice:

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- to have regard to the social, cultural, ethnic and linguistic identity of students;
- to acknowledge the importance of the home environment for child education and diversities in families values;
- to teach pupils in accordance with humanistic values;
- to create an environment based on tolerance and collaboration;

Competences which specifically relate to inclusive practice(2)

- to participate in composing and implementing individualised programmes for special needs pupils;
- to identify pupils special educational needs and to meet them;
- to acknowledge pupils individuality seeking to assure progress in learning;
- to communicate and collaborate with persons from different cultural and social environments and to solve the conflicts;

Teacher training

- Concerning continuous professional development and In-Service teacher training, in 2007 according to requirements by Ministry of Education and Science, all teachers seeking or want accept higher professional qualifications have 60 hours training courses in special needs education and psychology.

What we are doing?

- Higher Education Reform. Dialog between universities and practices about assessments, and cooperation in teacher training, competences, etc.
- There are implementing some projects, which tries to solve the problems of teacher training, renew teacher training system, training forms(peer coaching, supervision, mentoring etc.)
- Preparing new conception of teacher training and professional development
- Challenge – there is lot excellent documents and strategies, lows about competences, about education, about inclusion, but only theoretical. How to realize in practical live?