



ŠIAULIAI
UNIVERSITY

FACULTY OF SOCIAL
WELFARE AND
DISABILITY STUDIES



European Agency for Development in Special Needs Education

A Profile of Teachers' Competence: Lithuania's Perspective

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- Currently, the culture of teaching and learning is rapidly changing
- National Education Strategy 2003–2012 envisaged measures for education quality assurance aimed at upgrading of the initial teacher training and teachers' performance
- a new Regulation on Teacher Training was adopted in 2010

Major regulatory documents

- National Education Strategy (2003-2012);
- Law on Education (2011);
- Regulation on Teachers' Training (2010);
- A Profile of Competence of Teacher's Profession (2007);
- Law on Higher Education and Research (2009);
- Teacher Training Standards.

Education in Lithuania: Core Values

- the unrivalled value and dignity of an individual
- love of our fellow
- the natural equality of people
- the human rights and freedoms
- tolerance
- declaration of democratic relations in the society

National Education Strategy (2003-2012)

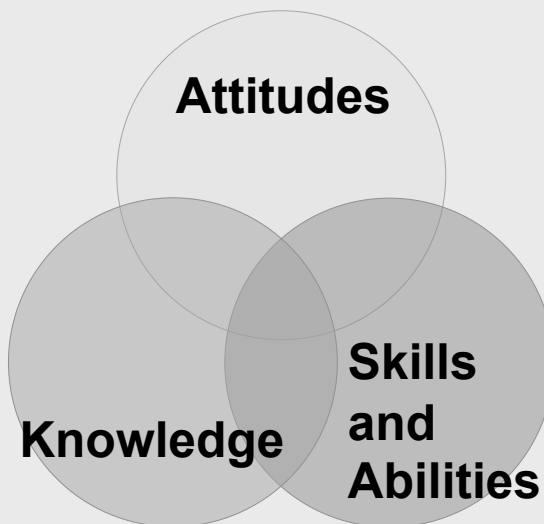
Key Aims

- 1) to develop an efficient and consistent education system which is based on the responsible management, targeted funding and rational use of resources;
- 2) to develop an accessible system of continuing education that guarantees life-long learning and social justice in education;
- 3) to ensure a quality of education which is in line with the needs of an individual living in an open civil society under market economy conditions, and the universal needs of society of the modern world.

Structure of Teacher's Competence in Lithuania

**General
competences**

**Common-cultural
competences**



**Professional
competences**

Special competences

Teacher Competences

Lithuanian structure	European structure
<i>General competences</i>	Communication in the mother tongue and foreign languages. Mathematical competence and basic competences in science and technology. Digital competence. Learning to learn competence. Sense of initiative and entrepreneurship.
<i>Professional competences</i>	Digital competence. Learning to learn competence.
<i>Common-cultural competences</i>	Social and civic competences. Cultural awareness and expression.
<i>Special competences</i>	

Profile of Teachers in Lithuania: Competences which relate to inclusive practice (1)

- **Valuing pupil diversity**

- ... respect to social, cultural, ethnic and linguistic identity of learners;

- **Supporting all learners**

- ... identifying pupils' special educational needs and meeting them;

- ... addressing diversity in curriculum implementation individualizing programmes;

- **Working with others**

- ... create environment and relations which is based on tolerance and collaboration in classroom;

- ... respect for the cultural and social backgrounds and perspectives of parents and families;

- ... collaborate with other teachers and educational professionals, different institutions and organizations;

Profile of Teachers in Lithuania: Competences which relate to inclusive practice (2)

- **Personal professional development**
 - ... development of personal learning to learn skills;
 - ... development of reflective evaluation skills
 - ... design and organize research in educational environments

Categories of teachers

- teachers for pre-school education,
- teachers for primary, basic and secondary education,
- teachers for non-formal children education,
- specialists of vocational subjects,
- social teachers,
- special educational needs teachers,
- andragogues
- education management specialists

Content of teacher education for inclusion in HEI

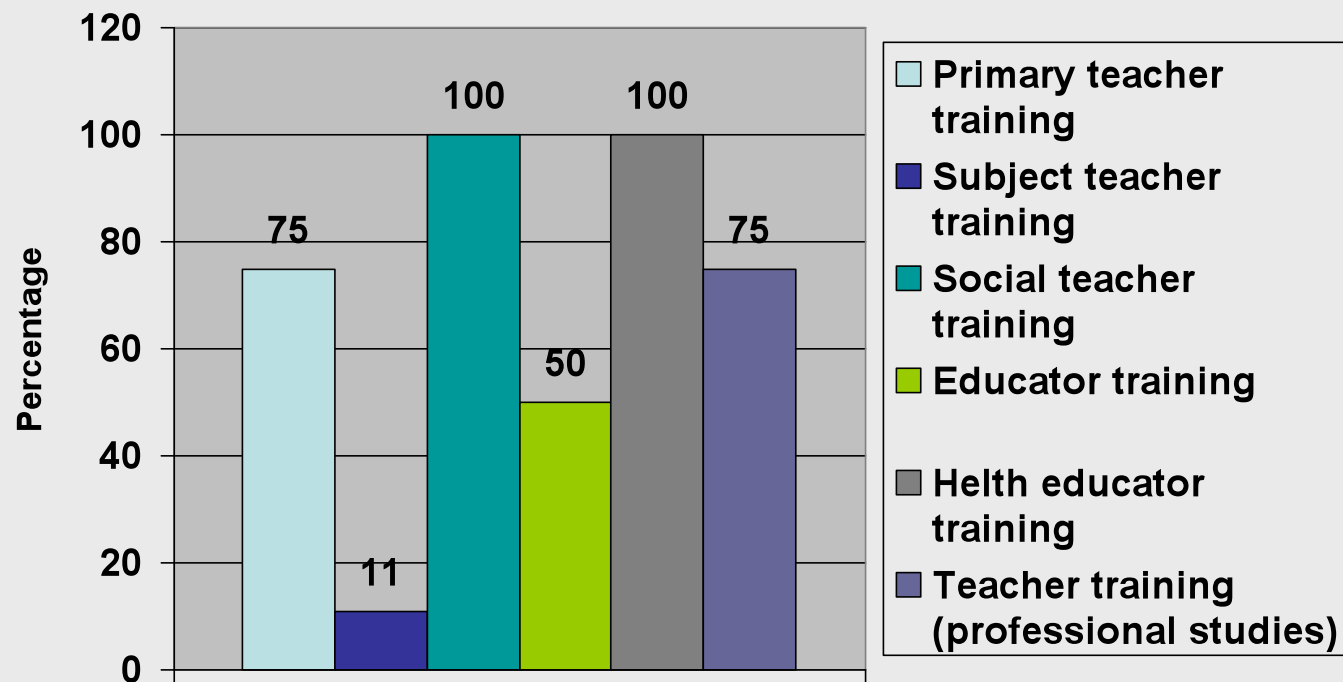
- **Politics**

From 1995 according to recommendations by Ministry of Education and Science every student who attempts to become a primary grades or subject teacher ought to study compulsory course in special needs education.

- **Reality**

Only in 25 programmes (31 % of all 70 analysed teacher training programmes) there were at the least one course in special needs education or related with inclusive education. Usually these courses were found in programmes for primary teacher and social pedagogue training.

Study programmes in which are included courses related with inclusive education (%)



Some facts

~ 1415 schools of general education
(including 67 special schools)

~41 000 teachers

440 504 school aged pupils (51 881 have
SEN)



Thank You for attention