

**Ministry of Education and Science
Republic of Latvia**

**National Centre for Education
(VISC)**

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Role of a Teacher/ Teacher's Roles

- Learning About the Students;
- Organizing Classroom Facilities and Resources;
- Planning and Organizing for Instruction and Assessment;
- Monitoring Students' Achievement;
- Providing Support to Students;
- Communicating with Students' Families;
- Reflecting Upon Practice;
- Motivating Students;
- Focusing on Student's Strengths;
- Teaching a Student not a Subject.

Competence Approach

- The Standard of Teacher Profession;
- Regulations on the Requirements for Teacher Training and Professional Qualifications;
- Teacher Professional Quality Evaluation System

Standard of Teacher Profession

Common skills

- To plan one's own and students' work
- To work in compliance with planned goals and tasks
- To assess and promote students growth and academic achievements

General skills

- to gather, analyze, select and use information;
- to develop or choose a teaching-learning program;
- to develop teaching materials;
- to identify pupils' individual features, etc.;

Standard of Teacher Profession

Specific skills for special education teachers:

- Skills to adapt teaching – learning programs for pupils with special needs;
- Skills to recognize observe and research pupils' developmental problems;
- Skills to undertake individual correction work;
- Skills to use alternative ways of communication;
- Skills to promote social and pedagogical integration

Standard of Teacher Profession

Teacher's profesional competence:

- **knowledge** (development of individuality, classroom organization, subject teaching, interaction and cooperation)
- **skills** (learn and teach; motivate; coopearte and lead; solve problems; control and assess)
- **attitudes** (profession; students; values and problems)

Teacher CPD

1) General teacher competences:

Current trends in teaching and education; Pupil in a changing world;
Welcoming education environment; Research

2) Teacher personality/self development competences:

Communication and culture; Self study and self-expression

3) Subject specific education competences:

Teaching methods; Subject content

4) Education process management and administration competences:

school management, classroom management, values education management, hobby education management, methodological work management, project management, CPD management

5) Education experience/practice:

Participation in seminars, conferences, master classes

Teacher Professional Quality Evaluation System

- teacher quality categories (1-5)
- self-evaluation and evaluation by school administration;
- evaluation by the National Evaluation Commission;
- evaluation criteria and requirements;
- differentiated teachers' salaries

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