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# The support system of novice teachers Country report Latvia

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Prepared by Latvian Trade Union of Education and Science Employees (LIZDA)

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## Introduction

From 1<sup>st</sup> December 2021 till 31<sup>st</sup> January 2024 Latvian Trade Union of Education and Science Employees (LIZDA) together with partners from Lithuania, Poland and Czech Republic implements Erasmus+ programme KA220-SCH - Cooperation partnerships in school education project “Development of Support System for Novice Teachers”, project No. 2021-1-LV01-KA220-SCH-000024284 (further – Project).

According to OECD report Education at a Glance 2020, in 2018 young teachers below the age of 30 is a small proportion of the teachers: 3.03% in Lithuania, 4.06% in Czech Republic, 7.8% in Latvia 7.8% and in lower secondary level only 3.66% in Lithuania, 7.71% in Latvia, 9.42% in Czech Republic which is below OECD averages.

The ageing of the teaching force has a number of implications for countries’ education systems. Attracting new teachers and supporting those in teaching process in first years by building support system for novice teachers are main motivation of all partners’ organizations to participate in the Project and supporting policy makers with proposals for development of support system for novice teachers. There is a need for best practices, experience sharing and knowledge transfer to all countries and organizations.

Main objectives of the project are:

- 1) To develop support system framework for novice teachers based on their needs and stakeholders’ visions.
- 2) To support education policy makers and implementers, novice teachers with information, tools and methods for improvement of support system for novice teachers.

The country report includes the following thematic items:

1. Main challenges
2. Needs of novice teachers
3. Existing support tools in legislation and policies
4. Best practices
5. Conclusions and recommendations

Country report is produced within Erasmus+ programme Strategic Partnerships for school education Project “Erasmus+ programme project “Development of Support System for Novice Teachers”, project No. 2021-1-LV01-KA220-SCH-000024284.

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## Main challenges

### Aging of teachers

The average age of teachers in Latvia is 48 years (the average indicator of OECD countries - 44 years), and teachers in the age group above 50 years are 43% of the total number of teachers (data of the Ministry of Education and Science). Around 13% of Latvian teachers have 1-5 years of working experience. One of the main challenges are that novice teachers enter Latvian education institutions and leave workplaces within few years. Statistics shows that only 6.5% of teachers have 6-10 years of working experience in Latvia and only 8% of teachers have 11-15 years of experience (TALIS, 2018).

### Leaving of teachers' profession

38% of teachers indicate that they would like to leave the profession within the next 5 years (25% on average in OECD countries). Leaving work has far-reaching consequences - it affects the achievements of pupils, negatively affects the emotional climate of the school and the quality of curriculum implementation. Quick, financial and organizational solutions are needed to replace missing teachers (TALIS, 2018).

### Shortage/ insufficient replacement of teachers

One of the most widespread problems is the weak renewal of pedagogues, which causes an increasing shortage of teachers in general education institutions and preschool education institutions throughout Latvia.

### Insufficient working life quality for teachers

Possible reasons - the low competitiveness of the profession, low prestige, uncompetitive salary, inappropriate selection of students in universities, psychological unsuitability of young pedagogues for the profession, as well as insufficient support of young pedagogues from the state, municipality and educational institution where the new pedagogue works.

Based on research "*Teachers working lifes quality*" (2021) carried out by LIZDA with support of the Association of Local Governments of Latvia (LPS), the factors that affect the work of any pedagogue, including the novice teachers in an educational institution, and support measures that need to be implemented at the institution, municipality and national level in order to improve the working life of a teacher have been summarized. (Table 1).

Table 1.

Teachers working life quality	
Factors	Most important support measures
Job motivation	Salary, workload, annual paid leave, evaluation of the quality of work of teachers
Rights of the teachers	Equal opportunities for all, implementation of for labor rights and law
Working environment	Working conditions, work safety, psychosocial work environment
Relations in working environment	Relations with the employer, relations with the pupil, relations with the pupils' parents
Social guaranties	Health insurance, benefits (defined in legislation), financial support in different life situations like solving health problems,

	professional development, birth of a child, death of a loved one, accident, etc.
Profesional support	Methodological support, professional development
Awareness	Availability of workplaces at municipal and national level
Social dialogue	Involvement, collective agreements, general agreement
Prestige of profession	Index of profession prestige
Political and economical situation in Latvia	Compliance with legislation Provision of appropriate resources Education as a priority at the national level

*Source: Teachers working lives quality, LIZDA, 2021.*

### **Change of teachers' generation**

One of the most important challenges in the education system of Latvia is ensuring the change of generations in the teaching profession. Young professionals start work in Latvian education institutions every year, but their number is insufficient. LIZDA has repeatedly called on the representatives of the executive and decision-making powers to solve the problem quickly and comprehensively, so that Latvia does not end up in a situation where quality education is only available for a fee, because there is a risk that there will not be a sufficient number of pedagogues in the state educational institutions who will work accepting their current level of quality of professional life.

### **Lack of professional support for novice teachers**

The LIZDA study "Evaluation of the professional support system for teachers" (2018, n=1258) revealed that two-thirds (69%) of the surveyed teachers completely or partially agree with the statement that "There is no unified and structured support system for novice teachers in Latvia". It is significant that only 29% of novice teachers are satisfied with professional support in educational institutions. Of the surveyed teachers, 44% agree that the novice teachers in the educational institution is offered the support of a mentor in order to provide help in starting the course of pedagogical work, but in only up to 10% of cases the mentor is financially compensated for the mentor's work and the daily workload for the performance of other duties is reduced in order to be able to fulfill the novice teacher mentor duties. Although the existing examples of good practice for supporting novice teachers in educational institutions are evaluated positively, it can be concluded that less than half of teachers (45%) have access to study materials financed by the educational institution, and only 9%-12% of teachers are provided with additional paid working time for the preparation of materials necessary for lessons, the possibility to receive compensation for transport expenses, to receive a service apartment or payment for bachelor's or master's studies in pedagogy programs at universities.

LIZDA has repeatedly invited the representatives of the decision-making and executive authorities to plan the issue of providing support measures for novice teachers in Latvia. The Saeima Education, Culture and Science Commission made a decision to organize a conference "Motivation of young people for the teachers' profession" together with LIZDA, in which all interested parties would identify the factors that would motivate young people to choose a work in educational institutions. The conference will be organized at the end of 2022. The agenda will include reports on the following issues relevant to novice teachers:

- 1) How do novice teachers feel when starting work in an educational institution? LIZDA report on the study "Support mechanisms available to novice teachers"
- 2) What kind of support do employers provide to novice teachers?

- 3) How do universities increase interest of novice teachers to start working in an educational institution after studying in pedagogy programs?
- 4) What factors influence the most the work of novice teachers in an educational institution?
- 5) Sufficiency of new pedagogues to solve the vacancy problem.

LIZDA will present in more detail the results, conclusions and proposals of surveys of novice teachers and heads of educational institutions carried out as part of the Project, which need to be implemented for the development of a support system for novice teachers.

### **The need for psycho – emotional support of teachers**

The need for psycho – emotional support of teachers in Corona urgent situation has increased significantly - changed working conditions, changes in the regulation of public order, lack of necessary social communication, increase in violence, etc.

According to the survey conducted by LIZDA in 2021 "Teachers' wages, principles of workload formation and risks of professional burnout", one third of 10,072 respondents answered: "...I think I suffer from professional burnout syndrome". It is known that professional burnout has already been the reason for teachers' initiative to terminate employment in educational institutions. Survey data show that almost half (46%) of respondents are considering the possibility of leaving their profession in the near future. It should be noted that psychological support, which is possible within the framework of the project "Pumpurs", is available only to a small number of teachers.

In this study, 11 signs out of 26 signs of professional burnout are indicated by 66% teachers, 18 signs - by 50% teachers.

Therefore LIZDA has encouraged the possibility of complex psycho-emotional support initiatives for teachers in order to limit the risks of professional burnout. The quality of implementation of the educational process depends on the well-being of the teacher, as well as the attraction of novice teachers.

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## Existing support mechanisms in the legislation and in policy planning documents

The Education Law of the Republic of Latvia defines the areas of competence of the Cabinet of Ministers, the Ministry of Education and Science and local governments in education, including general instructions on the support of teachers. The Cabinet of Ministers approves requirements of the profession of pedagogues, determines the necessary education and professional qualification. The Cabinet of Ministers regulates the order and the amount of salary of teacher, the lowest rate of monthly salary of the teacher, the amount of workload. In connection with the professional support for teachers, determines the procedure for improving the professional competence of teachers, the directions for the assessment of the quality of the professional activity of the teachers, the description of the levels of the quality of the professional activity and the procedure for organizing the assessment of the quality of the professional activity (Education Law, 1998).

The competence of the Ministry of Education and Science includes organizing the work of improving the education and professional skills of teachers, coordinating research-methodical work and procedures for the acquisition of education and the improvement of professional competence of teachers (Education Law, 1998).

Also, the competence of local governments as the founders of educational institutions includes responsibility for providing methodological, scientific, informational and other types of intellectual support for teachers, organizing the improvement of teacher's professional skills, etc. support activities (Education Law, 1998). Local governments, in accordance with their priorities and financial capabilities, introduce additional support measures for novice teachers who want to be employed in their educational institutions in the longterm. Basically, they are as follows: ensuring the purchase of a service apartment, paying for studies of pedagogy at universities etc.

### Incompetitive salary and inbalanced workload

The motivation of novice teachers to work in an educational institution is largely determined by remuneration and workload. The remuneration and workload of teachers is regulated by the national legal act "Teachers' salary regulations". In 2018, at the initiative of LIZDA, a salary increase schedule for teachers was adopted at the national level, which indicatively determines the increase of the lowest monthly salary rate from September 1 of each year (general education, preschool, vocational education, vocational orientation, interest education) for a period of 5 years.

Table 1.

**The salary increase schedule for teachers**

	2018	2019	2020	2021	2022
<b>Increasing the lowest monthly wage rate</b>	710 EUR	750 EUR	790 EUR	830 EUR	900 EUR

*Source: On teachers' salaries, Cabinet of Ministers order no. 17, 2018.*

The teacher's minimum monthly salary rate, compared to the salary of teachers in EU countries, is insufficient and not competitive (Table 1). The annual salary increase is only a few tens of euros, which, especially in 2022, does not cover the increase in inflation in the country, and is



not competitive with the average salary in the public sector, which is set at 1527 EUR in 2022 (IZM data, 2022). The founder of educational institutions - schools and kindergartens - is the municipality, therefore, according to their financial resources, the municipalities pay extra to the teachers so that the teacher does not receive only the minimum wage. The amount of additional necessary funding is specified, taking into account the actual number of students in the respective educational institution, guided by the calculation principle "money follows the pupil". In 2022, the Ministry of Education and Science has developed a new draft of the regulations of the Cabinet of Ministers "The procedure for calculating and distributing the state budget target grant for the salary of teachers in local municipality general education institutions and general secondary education institutions of state universities", within the framework of which municipalities are invited to ensure a high-quality education process.

The Informational Report of the Ministry of Education and Science "Proposals for raising teachers' wages and balancing workloads for the period from September 1, 2023 to September 1, 2027" provides for the preparation of proposals for raising teachers' wages and balancing workloads for the period from September 1, 2023 to 2027 for September 1. The draft regulations provide for four academic years, starting from 2022/2023, as a transitional period, school year, so that municipalities can organize the school network and look for opportunities to provide teachers with full-time jobs.

The total fiscal impact of the change in the financing calculation, which covers both municipal and privately founded educational institutions, is 3.5 million. EUR for the months of September-December 2022, 10.6 million EUR for 2023, 9.8 million EUR for 2024, 8.4 million EUR for 2025, 10.2 million EUR for 2026 and 13.7 million EUR annually from now on (New teacher grant, Ministry of Education, Science, 2022).

1. tabula

#### Planned teachers wage increase schedule

Education level	Increase of lowest monthly wage rate, EUR				
	1 <sup>st</sup> September 2023	1 <sup>st</sup> September 2024	1 <sup>st</sup> September 2025	1 <sup>st</sup> September 2026	1 <sup>st</sup> September 2027
<b>General education, vocational education, professional orientation, interest education</b>					
The lowest monthly wage rate for a teacher (30-hour workload)	976	1 058	1 147	1 243	1 347
<b>Preschool education (40 hour workload)</b>					
The lowest monthly wage rate for a teacher	1 141	1 312	1 483	1 656	1 795

*Source: Informational report of the Ministry of Education and Science "Proposals for raising teachers' wages and balancing workloads for the period from September 1, 2023 to September 1, 2027", 2022.*

The planned salary increase for teachers by the Ministry of Education and Science (Table 2) starting from September 1, 2023 is still not competitive, especially considering the rapid increase in inflation in the country - the rise of energy and food prices. The novice teacher, receiving 976 EUR per month full-time before taxes, will not be motivated to choose a job in the education institution. The new salary model cannot be considered a serious financial motivator for novice teachers and it will not solve the growing shortage of teachers in educational institutions.

Currently, the legislation stipulate that the workload of a teacher, which corresponds to one monthly salary rate, is 30 working hours per week, and for preschool education teachers - 40 working hours per week. A teacher's workload – the total number of tariffed hours per week, may not exceed the normal weekly working hours stipulated in the Labor Law – 40 hours per week.

Referring to the draft of the normative act of the Ministry of Education and Science on raising the salary of teachers and balancing workloads, three potential scenarios are offered in the field of general education in connection with equalizing the workload of teachers:

- 1) distribution of workload 60% in lessons and 40% in preparation, etc. the time provided for the implementation of obligations starting from September 1, 2023
- 2) gradual transition to a 60% to 40% ratio of working hours, rounded up by 2% points annually
- 3) envisage a ratio of 60% and 40% working hours as recommended, but not mandatory, with improvements in legal acts (Informative report, 2022).

To improve balancing the workload of teachers, the Ministry of Education and Science proposes from September 2023 to implement a scenario, in which there is gradual transition to the ratio of 60% and 40% of working hours, increasing these numbers by 2% annually. This means that until 2027 the workload of teachers will be balanced only by small % within next 5 years period. LIZDA requires that the workload distribution of teachers is up to 60% for teaching and no less than 40% of working time in preparation, etc. and that these changes have to be started from September 1, 2023 not annually within 5 years period.

Table 3.

**Gradual transition to the ratio of 60% teaching hours and 40% preparation and other duties, changed by 2% points annually**

Benefits	Risks
Balance between teaching hours and other responsibilities increases gradually.	The determined proportion in the legal acts between the teaching hours and the time of preparation reduces the possibilities for flexible organization of work at the institutional level. Gradual transition to 60% and 40% working hours reduces this risk, but does not eliminate it completely, limiting the opportunities of the institution's managers to optimally use the resources of teachers.
The risks of burnout are decreased gradually due to overloads in preparation for lessons and other duties that are not included in the total workload.	Insufficient number of teachers even in the case of such a solution - at the beginning of the 2023 school year, there would be a shortage of 2,652 teachers, in the 2024

Benefits	Risks
	school year – 3,015 and in the 2025 school year – 3,416. Risk mitigation is possible by implementing a plan to reduce vacancies.
Pupils and students are the beneficiaries of the secondary effect. The availability of education, its quality, and the implementation of more comprehensive content based on competences are promoted.	Ignoring the annual data of workload, the actual situation as a whole is misinterpreted.

*Source: Informational report of the Ministry of Education and Science "Proposals for raising teachers' wages and balancing workloads for the period from September 1, 2023 to September 1, 2027", 2022.*

Based on the gradual balancing of the teachers' workload planned by the Ministry of Education and Science, the informative report describes the benefits and risks of the model (Table 3). A gradual balanced approach between teaching hours and other responsibilities, reducing the "burnout syndrome" for educators are mentioned as benefits of balancing the workload. Inadequate opportunities for the heads of educational institutions to optimally use the pedagogue's resources, as well as the still current problem of teachers' vacancies, are mentioned as risks of the gradual balancing of workloads.

"Guidelines for the development of education for 2021-2027" stipulates that in the following years, the country needs to attract novice teachers, ensuring the renewal of teachers. In order to realize the goal, the following directions of action for the support of novice teachers have been determined:

- Strengthening the novice teacher training and support system, i.e. see introduction of the induction year, as well as provision of mentors as advisors for targeted support of novice teachers;
- Increasing the management capacity of the educational institution for targeted development of the educational institution, i.e. see for human resource management;
- Development of the teacher remuneration model and revision of the principles of remuneration (Education Development Guidelines for 2021-2027).

In order to realize the actions for the attraction of novice teachers, the following pedagogic support tasks have been defined:

1. To develop a teacher training system
2. To ensure high-quality and regular professional development of teachers, methodical and consultative support, purposefully coordinating the involvement and cooperation of various stakeholders
3. To create sustainable professional experience exchange and cooperation networks
4. Provide competitive remuneration (Education Development Guidelines for 2021-2027).

The Ministry of Education and Science is delegated as the responsible institution for the performance of tasks for the recruitment of novice teachers, while the founders of educational institutions, as well as social partners and other institutions, are designated as co-responsible. The deadline for completing the tasks set for the creation of the support system for novice teachers is expected only in 2025 and 2027, which delays the need to address the needs of novice teachers now and in the following school years.

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## Best practices of support system

One of the measures implemented in Latvia is the project "Teaching Strength" (Mācītspēks) initiated by the Ministry of Education and Science, which can be characterized as a teacher education project that helps professionals from various fields become teachers of general education subjects who want to work in primary and secondary general education. The project lasts 2 years for its participants. In the first year, participants study in the 2nd level professional higher education study program "Teacher" at the University of Latvia, Daugavpils University or Liepāja University. In the second year of the project, the participants strengthen their knowledge and skills by learning the professional development curriculum. "Teaching Strength" graduates of the first year are already working all over Latvia: 43 teachers are in Riga and the Riga region, 14 in Kurzeme, 6 in Zemgale, 5 in Latgale and 5 in Vidzeme.

81% of young teachers clearly know that they will continue their work at the school and see themselves in the field of education in the coming years. Schools show a great interest and desire to accept the members of "Teaching Strength" - young teachers, and more than 350 schools have applied for approximately 1,500 vacancies. In order to identify current vacancies for teachers in Latvian schools, the national campaign "Be a teacher!" within the framework, a unified school vacancy map was created, which can be found on the website [esiskolotajs.lv](http://esiskolotajs.lv). It is important that young, future teachers can get uniform information about the educational institutions in which they could work. It is determined that the school that offers vacancies for new teachers must meet several criteria - it must offer the support of a mentor to the new teacher and ensure a load of 14 to 21 contact hours per week. Using the newly created map, teachers will be able to select potential jobs based on basic things: subject, class group, school location, salary and others. However, in order to provide a greater understanding of the available vacancy, as well as to enable schools to make teachers more interested in working in the particular school, they are also invited to send additional information, for example, about reimbursements for travel expenses, availability of a service apartment, opportunities for mentor support, health insurance or anything, which, according to the school administration, creates a competitive advantage for new teachers. .

The "Teaching Strength" project is a national-level initiative, but the practice of supporting young teachers is also implemented at the local government level. In 2020, LIZDA, in cooperation with the Ministry of Education, the Latvian Large Cities Association (LLPA) and the Latvian Educational Leaders Association (LIVA), started the implementation of the project "Improving social dialogue in education - the experience of Norway and Latvia", within the framework of which not only Norwegian education experience was learned, but social dialogue forums were also organized, in which municipalities shared their experience of supporting pedagogues. For example, Jelgava's education board informed that the share of Jelgava municipality's budget for the education sector in 2021 was 36%, which is a relatively high percentage, considering the sectors financed by municipalities. The following support measures are mentioned: service apartment, 150 EUR apartment rent allowance, "Teaching Strength" project, "Educational Support Fund" foundation, higher monthly salary rate, allowance in the amount of 50% of the monthly salary, annual awarding of teachers with cash prizes/bonuses, payment of further education expenses of teachers, payment of expenses for study trips, transfer of pedagogues' experience with specialists in the education sector of Jelgava twin cities, payment of mandatory health check-ups, payment of a visit to an occupational therapist, free visit to the swimming pool once a week, etc. It is emphasized that the task of the municipality is to provide

the new teachers with a unified, safe and open working environment, methodological support and technology provision (Good examples motivate, 2021).

In the social dialogue forums were concluded that support for novice teachers requires a united approach in all municipalities. More favourable conditions for the work of teachers can affect the widest range of areas - professional support, financial support, special support for novice teachers in the form of service apartments, scholarships, mentoring, as well as a minimum of social support that could be unified in all municipalities - health insurance policies, vision tests, free optics, qualification improvement courses, etc. The fact that, ideally, all Latvian municipalities should move towards a common understanding of cooperation with educators was also expressed by the LLPA in their address to the conference participants, emphasizing that a successful social dialogue with the education sector is very important for all large cities, as a large number of residents work in this sector. and the professional performance of this industry is vital to the future of every municipality.

In addition to the availability of service apartments, partial payment of apartment expenses, scholarships for student teachers in some municipalities, not only the availability of mentors is ensured, but also appropriate remuneration for mentors, involvement in the "Teaching Strength" projects, involvement in municipal foundations, load balancing for novice teachers. The social dialogue forums described the necessary professional support for novice teachers - introduction of the new curriculum, professional development and continuing education needs, paid qualification raising events, methodological support and psychological support in the form of supervision.

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## Needs of novice teachers

In the spring of 2022 LIZDA implemented two surveys - "Support for novice teachers" (number of respondents - 814) and "Heads of educational institutions about support for novice teachers" (number of respondents - 209) with aim to find out needs of novice teachers and visions of policy implementers regarding needed support system for novice teachers.

### Survey No. 1 "Support for novice teachers"

Details of the survey methodology

The survey includes 30 questions, where 17 questions are structured as basic questions, and 13 are questions about respondents' demographic data, which include questions about gender, age, education, teaching experience, information about the region where the respondent's workplace is located, the position in the main job, workload, salary etc. indicators.

89% of women and 11% of men took part in the survey. 76% of respondents are under the age of 35, over 35 years– 24%. The teaching experience of 92% of the respondents is up to 5 years, and 8% - 6 years and more.

The largest part of respondents work in preschool education and general education.

### Results of survey

#### Satisfaction with the chosen teacher profession and support of the novice teacher in the educational institution

The majority of novice teachers rate their satisfaction with their chosen profession on a scale of 1-10 (1-dissatisfied, 10-very satisfied) with a relatively high score - 7, which shows that novice teachers value their chosen profession - work with pupils - highly. When determining to what extent the respondent is satisfied with the support as a novice teacher in the educational institution, the majority of the respondents also noted the support with a relatively high score of - 7.

In the survey, novice teachers evaluated the available methodical support, the availability of a mentor, additional knowledge in positioning oneself as an educator, knowledge about the rights and responsibilities of an educator, building cooperation with colleagues, pupils and their parents, knowledge and skills in preparing teaching materials, classroom management, digital tools and technologies, knowledge and skills in working with children who have special abilities, etc. According to the answers given, it can be seen that more than half of the teachers (55% of the answers - "rather disagree", "completely disagree", "it's hard to say") do not have a mentor assigned in the educational institution where they work, or this issue is so unclear and in the institution it goes without saying that the educator cannot even really tell whether one of the colleagues has been delegated as a mentor or not. Almost all educators (94%) agree that all novice teachers should have access to the services of a mentor from an experienced colleague.

A very large proportion of teachers (81%) believe that they need additional knowledge in positioning themselves as teachers. Even a fairly large part of teachers (33%) believe that they would need additional knowledge about the rights and responsibilities of teachers. Half of the teachers (50%) claim that additional knowledge is not necessary in creating cooperation with colleagues in an educational institution, which, in turn, indicates that mutual cooperation, information exchange between teachers is satisfactory or good. The majority of teachers (57%) believe that additional knowledge and skills would be necessary in creating positive communication with students and their parents, and a large proportion of teachers (68%) admit that additional skills would be necessary for preparing teaching materials and working with



students who have special needs (82%), and classroom management (58%). More than half of novice teachers (52%) believe that they have sufficient knowledge and skills to work with digital tools and technologies.

In connection with the working conditions of novice teachers in the educational institution, the majority of respondents positively assess unrestricted access to computers, the Internet, computer programs, printers, copiers, scanners, interactive whiteboards, and the provision of teaching aids in order to be able to study subjects in a qualitative manner. This means that the availability and use of various, including digital, resources have mostly been resolved in educational institutions. However, the teachers' assessment is not so positive in relation to the provision of the educational institution with portable computers, the Internet financed by the institution, in order to be able to carry out high-quality studies remotely from the place of residence during the restrictions of Covid-19. More than half (56%) of teachers say that such provision is not implemented. 80% of teachers confirm that the educational institution does not provide a smartphone and its use for communication with pupils, colleagues and parents of pupils. An equally large share of teachers (81%) confirms that during distance teaching, when working from the place of residence, electricity, internet, etc. are not compensated. cost of required resources. The majority of respondents affirmatively assess the need for the following support measures for novice teachers: three-year internship, adaptation period, no more than 80% of working time in contact hours, so that the remaining working time can be devoted to the performance of other duties and professional development. 74% of novice teachers confirm that they should have the opportunity to attend pedagogy training "summer schools" financed by the educational institution. The following are also mentioned as the main support measures: one-time allowance for starting working life (82%), available service apartments (80%). Almost all novice teachers (90%) believe that it is necessary to finance part-time studies if the student works as teacher and agrees on employment conditions. To the open question about what kind of support the novice teacher still needs in order for the adaptation process in the educational institution to be as successful as possible, the respondents mentioned: reduction of bureaucratic work, recommendations from experienced colleagues, including hospitalization of lessons, stronger mentor support, supervisions, unified provision of teaching materials and methods, more complete provision of materials of the "School 2030" program and the new standard - it is mentioned that it is not available in all subjects, support of a psychologist, especially for work with students who have behavioral disorders.

### **Salary and workload of the novice teacher**

The question of the salary and workload of novice teachers is particularly important. 44% of the respondents indicated that their workload in the educational institution is from 31 to 40 hours per week. Although the majority of teachers confirm that the tariffication process in the educational institution is objective and open, as well as teachers have clear principles of workload formation, and are paid for all pedagogic duties to be performed, a fairly large proportion of teachers are not satisfied with the remuneration - more than half of novice teachers (55%) believe that they do not receive sufficient remuneration for their work as a teacher. Only 16% of respondents stated that their monthly gross salary in 2021/2022. in the school year was 1000-1500 EUR. For the majority - 84%, the monthly gross salary was 500 to 1000 EUR. When asked what should be the minimum wage rate (EUR) of a teacher for a full-time month, the salary range is very different - from EUR 750 to EUR 3000. However, the majority mentioned the salary they would like, which is around 1,500 EUR after taxes.

More detailed information with results of survey is available in Annex 1.

## **Survey No. 2 "Heads of educational institutions about support for novice teachers"**

### Details of the survey methodology

The survey for heads of educational institutions includes 9 questions structured as basic questions and 3 questions - demographic information of the respondents, which includes the location of the educational institution, work experience as a head of the educational institution, as well as information on whether the respondent - the head of the educational institution is LIZDA member.

The participation of heads of educational institutions in the survey - distribution by regions of Latvia - is relatively even. Slightly more respondents work in educational institutions in Riga and Pieriga (36%), in Vidzeme - 20%, and in Kurzeme, Zemgale and Latgale from 13%-17%. The work experience of heads of educational institutions is varied - 40% have been working as heads for 1-10 years, 17%-20% have been running educational institutions for 20, 30 or more years. The majority of respondents, heads of educational institutions (64%) are LIZDA members.

### **Results of survey**

#### Support for novice teachers

The largest proportion of heads of educational institutions (69%) believe that the support of novice teachers should be solved and resources should be provided at the state level, and only 30% believe that the support system should be provided by local governments.

In response to the open question, what kind of support novice teachers would need the most, the heads of educational institutions mentioned the following aspects: mentor support (including mentor financing), greater opportunities for professional development - especially methodical support in organizing and managing the learning process, and practical support and suggestions for working with pupils with learning disabilities and behavioral problems.

Evaluating the methodical support for novice teachers in the institution they manage, 78% of managers say that mentors are assigned to novice teachers. Likewise, the largest proportion of managers claim that the educational institution provides additional knowledge about the rights and responsibilities of teachers, knowledge about social dialogue and trade unions, knowledge about the rights and responsibilities of pupils and their parents, how to create positive communication with pupils and their parents, additional knowledge and skills in the preparation of teaching materials and classroom management, knowledge and skills in working with pupils who have special needs, and additionally skills in working with digital tools and technologies.

Similar to the novice teachers, the majority of heads of educational institutions also confirm that teachers do not have access to a smartphone and pay for it to communicate with pupils and their parents, and during distance learning, working from home, novice teachers are not compensated for expenses related to electricity, the Internet and others expenses.

85% of the heads of educational institutions claim that the novice teacher is fully provided with teaching aids for teaching his subject.

#### **Opinion on teachers' salary and workload**

100% of heads of educational institutions believe that novice teachers need to be provided with a competitive salary. 73% of heads of educational institutions believe that novice teachers are paid for all their pedagogic duties, 58% of respondents also believe that novice teachers receive adequate remuneration, but a smaller number of heads (39%) believe that the remuneration is not sufficiently competitive. 59% believe that the workload of teachers is balanced, because the paid working time for performing other duties is proportionate to the number of contact hours.

Similar to the novice teachers, the educational managers also mention very different, different amounts in the open question of what should be the minimum salary for a full-time teacher.



Statements about the support measures to be taken by novice teachers are evaluated equally by the heads of educational institutions as by the teachers themselves. The greatest support is expressed for the following aspects: novice teachers need an adaptation/internship period of up to 3 years, novice teachers must spend no more than 80% of a full-time teacher's working time in contact hours, which would provide time for performing other duties and professional development.

More detailed information with results of survey is available in Annex 2.

### **Summary of survey results of novice teachers and heads of educational institutions**

1. 94% of novice teachers agree that all they should have access to mentoring services from an experienced colleague. The delegation of a mentor and the support provided in educational institutions are not always agreed, as well as the mentors are busy with direct pedagogic work and do not receive additional remuneration for fulfilling the mentor's duties
2. A very large proportion of novice teachers (81%) believe that they need additional knowledge in positioning themselves as teachers. 33%-68% of novice teachers claim that they would need additional knowledge and skills about the rights and responsibilities of pedagogues, classroom management, building positive communication with students and their parents, preparing teaching materials and working with pupils who have special needs in classroom management.
3. Half of the novice teachers (50%) claim that additional knowledge in creating cooperation with colleagues in the educational institution is not necessary - mutual cooperation, exchange of information between teachers is satisfactory or good. Half of novice teachers (52%) believe that they have sufficient knowledge and skills to work with digital tools and technologies in the teaching process.
4. The majority of respondents affirmatively assess the need for the following support measures for novice teachers: three-year internship, adaptation period, no more than 80% of working time in contact hours, so that the remaining working time can be devoted to the performance of other duties and professional development.
5. An impressive share of novice teachers (74%) confirms that they should have the opportunity to attend "summer schools" of pedagogy studies financed by the educational institution. The following are also mentioned as the main support measures: one-time allowance for starting working life (82%), available service apartments (80%). Almost all educators (90%) believe that it is necessary to finance part-time studies if the student works as teacher and agrees on employment conditions.
6. Additional support measures that novice teachers would need during the adaptation period - reduction of bureaucratic and administrative work, more recommendations from experienced colleagues, including more active hospitalization of lessons, stronger mentor support, supervisions, uniform provision of teaching materials and methods, programs "School 2030" and the new standard, more complete provision of materials, support of a psychologist, especially for work with students who have behavioral disorders.
7. More than half of novice teachers (55%) believe that they do not receive sufficient, competitive remuneration for their invested work. Only 16% of respondents stated that their monthly gross salary in 2021/2022. in the school year was 1000-1500 EUR. For the majority - 84%, the monthly gross salary was 500 to 1000 EUR.

8. When asked what should be the minimum wage rate (EUR) of a teacher for a full-time month, the salary range is very different - from EUR 750 to EUR 3000. However, the majority mentioned the salary they would like, which is around 1,500 EUR after taxes.
9. The majority of novice teachers confirm that the tarification process in the educational institution where they work is objective and open, and teachers have clear principles of workload formation, and are paid for all pedagogic duties to be performed. Almost half of the respondents (44%) indicated that their workload in the educational institution is from 31 to 40 hours per week.
10. The largest proportion of heads of educational institutions (69%) believe that the support of novice teachers should be solved and resources should be provided at the state level, and only 30% of heads of educational institutions believe that the support system should be provided by local governments.
11. In response to the open question of what kind of support novice teachers would need the most, the heads of educational institutions mentioned the following aspects as the main ones: mentor support (including mentor funding), greater opportunities for professional development - especially methodical support in organizing and managing the learning process, and practical support and advice for working with pupils with learning disabilities and behavioral problems.
12. 85% of the heads of educational institutions claim that the novice teacher is fully provided with teaching aids for teaching his subject. The majority of heads of educational institutions (78%) believe that mentors are provided to novice teachers in the institutions they manage. Even the largest proportion of managers claim that the educational institution provides additional knowledge about the rights and responsibilities of pedagogues, social dialogue and trade unions, the rights and responsibilities of pupils and their parents, how to create positive communication with pupils and their parents, additional knowledge and skills in educational materials in preparation and classroom management, knowledge and skills in working with pupils who have special needs, and additional skills in working with digital tools and technologies.
13. Similar to the novice teachers, the majority of heads of educational institutions also confirm that novice teachers do not have access to a smartphone and pay for it to communicate with students and their parents, and during distance learning, working from home, novice teachers are not compensated for expenses related to electricity, the Internet and other expenses.
14. All surveyed heads of educational institutions (100%) believe that novice teachers need to be provided with a competitive salary, and the majority of heads (58%) believe that novice teachers in the educational institution they lead receive adequate remuneration, which is a different opinion from the point of view of novice teachers.
15. Like novice teachers, the majority of heads of educational institutions (73%) claim that novice teachers are paid for all their duties. The majority of managers (59%) believe that the workload of pedagogues in the educational institution they manage is balanced, as the paid working time for the performance of other duties is proportionate to the number of contact hours.
16. Heads of educational institutions, equally as novice teachers themselves, have mentioned the following necessary support measures for novice teachers: adaptation and internship

period up to 3 years, contact hours no more than 80% of the full-time educator's working time, to ensure working time for performing other duties and professional development .

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## **Conclusions and recommendations for support system for novice teachers**

1. A more specific regulation of state and local government regulatory acts is needed, which determines the duties and responsibilities of institutions in ensuring the quality of work and life of novice teachers - competitive salary, balanced workload, professional support and social guarantees.
2. To continue discussions between all stakeholders - representatives of the decision-making and executive authorities, municipalities, educational institutions, universities of pedagogy and LIZDA on the provision of support measures for novice teachers, which include reports on support mechanisms available to novice teachers at the state, municipal and employer levels, initiatives of universities of pedagogy to interest young people in for studies in pedagogy programs to start working in educational institutions, the sufficiency of novice teachers in solving the problem of vacancies.
3. The new salary schedule cannot be considered a serious financial motivator for novice teachers from the state, and it will not solve the growing shortage of teachers in educational institutions, incl. attraction of teachers. Starting from September 1, 2023, the planned remuneration of teachers is still not competitive, especially considering the rapid increase in inflation in the country - the rise in energy and food prices.
4. In order to prevent overloading and burnout of novice teachers, in connection with balancing the workload of teachers, an immediate transition to the ratio of 60% and 40% working hours is required, instead of an annual gradual reduction of the workload by 2% points until 2027.
5. "Education development guidelines for 2021-2027 set the tasks of support for novice teachers - to develop the system of preparation of teachers, to ensure high-quality and regular professional development of teachers, methodical and consultative support, purposefully coordinating the involvement and cooperation of various parties, to create sustainable professional experience exchange and cooperation networks as well as provide competitive remuneration. Achieving the results of the planned tasks is expected only in the long term - in 2025 and 2027, which does not address the support of teachers in the current and next school year.
6. To improve attraction of novice teachers to the work of a teacher in educational institutions, as well as a limited risk of professional burnout will be ensured at the national and local government level by implementing complex psycho-emotional support initiatives.
7. Support for novice teachers requires a unified approach in all municipalities. More favorable conditions for the work of pedagogues referred to professional, financial and social support, especially supporting young pedagogues in the provision of service apartments, scholarships and mentoring.
8. Educational institutions are responsible for the provision and payment of mentor services to all novice teachers, clearly stating the mentor's duties and payment conditions in the internal regulations of educational institutions.

9. Novice teachers primarily need additional knowledge and skills about the rights and responsibilities of a teacher, classroom management, building positive communication with pupils and their parents, preparing teaching materials and working with pupils who have special needs. Also, as the main support measures for novice teachers, the following are necessary: a one-time allowance for starting working life, availability of a service apartment, financing of part-time pedagogic studies, if the student works as a teacher and agrees on employment conditions.
10. In order to acquire the professional experience of a teacher successfully, in a sufficient time frame and without stress, novice teachers need a 3-year internship, an adaptation period, no more than 80% of their working time in contact hours, when they start work at the school, so that the remaining working time can be devoted to the performance of other duties and professional development . During the adaptation period, the bureaucratic and administrative work of the teacher should be reduced, the transfer of the recommendations of experienced colleagues to the novice teachers should be promoted, incl. more active hospitalization of lessons, stronger mentor support, supervisions, unified provision of teaching materials and methods, provision of materials for the "School 2030" program and the new standard, support of a psychologist, especially for work with pupils who have behavioral disorders.
11. Educational institutions should pay for the novice teachers smartphone and its payment for communication with pupils and their parents. During distance learning, working from home, novice teachers should compensate for expenses related to the consumption of electricity, Internet and expenditure.

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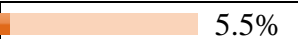





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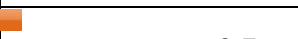





## Annex 1. Survey of the novice teachers.

The survey in Latvia was conducted by LIZDA from February to March 2022. It was attended by 814 respondents, of whom 764 were young teachers with up to and including 5 years of experience.








### 2. What motivated you the most to choose pedagogical studies?

state funded budget places in university	45	 5.5%
parents/friends' advice	54	 6.6%
prestige of the profession	11	 1.4%
I like to work with children	509	 62.5%
I was inspired by my teacher/s	107	 13.1%
other (please, specify)	88	 10.8%
Total answers	814	

### 3. Why did you choose to work at the education institution?

competitive remuneration	96	 5.2%
attractive workload	200	 10.8%
well-equipped work environment	148	 8%
support for novice teachers	102	 5.5%
close to my residence place	505	 27.3%
service apartment available	13	 0.7%
compensated day to day travelling expenses	7	 0.4%
paid health insurance	108	 5.8%
vacancy was available	429	 23.2%
head of the education institution is professional	145	 7.8%
other (please, specify)	95	 5.1%
Total answers	1848	

### 4. You are motivated at your workplace:

to increase the quality of my work	326	 17.7%
for personal development	345	 18.7%
to increase my knowledge	461	 25%
to cooperate with other professionals	245	 13.3%
to continue my teaching career at the school	273	 14.8%
to continue studies in another subjects	67	 3.6%
you are not motivated	124	 6.7%
Total answers	1841	



















### 5. Are you satisfied with the chosen pedagogical profession?

Slikti  Labi

7.3 / 10






Aptaujāto 814 respondentu vidējais novērtējums ir 7.3 (vērtējuma skalā no 1 līdz 10).

### 6. Starting my work, You received

Greetings from the educational institution	370	 6.4%
Information about traditions of the education institution	290	 5%
Job description	658	 11.4%
Employment contract with clearly defined remuneration and work load	639	 11.1%
Regulations on procedures and safety	647	 11.2%
Working hours of education institution and administration	327	 5.7%
Ethical codex of education institution	326	 5.6%
Place and time of the weekly teacher meetings	307	 5.3%
Regulations of the use and maintenance of the premises of educational institution	327	 5.7%
Location and opening hours of the library, medical centre and support staff	279	 4.8%
Contact details of colleagues for pedagogical or practical advice	393	 6.8%
Support for classroom design	72	 1.2%
Recommendations for class management	122	 2.1%
Tools for initiating successful communication with the pupils	148	 2.6%
Explanations for filling in the e- journal	416	 7.2%
Tips for communicating with parents	189	 3.3%
Information on the possibility to join an education workers trade union	233	 4%
Other (please, specify)	29	 0.5%
Total answers	5772	






### 7. Please, estimate statements below about the methodological support

After graduating from pedagogy study program, I needed additional methodological support to feel competent to start working at educational institution


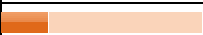
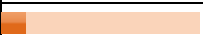


Strongly agree	144	 17.7%
Rather agree	399	 49%
Rather disagree	135	 16.6%
Strongly disagree	30	 3.7%
Difficult to say/NA	106	 13%








I have been assigned a mentor at an educational institution

Strongly agree	192		23.6%
Rather agree	175		21.5%
Rather disagree	112		13.8%
Strongly disagree	220		27%
Difficult to say/NA	115		14.1%






My mentor provides an innovative knowledge and methods, support for me in fulfilling my tasks  
qualitative

Strongly agree	119		14.6%
Rather agree	191		23.5%
Rather disagree	109		13.4%
Strongly disagree	160		19.7%
Difficult to say/NA	235		28.9%






I need additional knowledge in positioning myself as a teacher

Strongly agree	253		31.1%
Rather agree	378		46.4%
Rather disagree	108		13.3%
Strongly disagree	22		2.7%
Difficult to say/NA	53		6.5%






I need additional knowledge about rights and responsibilities of a teacher

Strongly agree	177		21.7%
Rather agree	353		43.4%
Rather disagree	175		21.5%
Strongly disagree	55		6.8%
Difficult to say/NA	54		6.6%






I need additional knowledge in developing cooperation with colleagues in my educational institution

Strongly agree	72		8.8%
Rather agree	232		28.5%
Rather disagree	287		35.3%
Strongly disagree	152		18.7%
Difficult to say/NA	71		8.7%






I need additional knowledge about rights and responsibilities of a pupils and their parents

Strongly agree	128		15.7%
Rather agree	321		39.4%
Rather disagree	235		28.9%
Strongly disagree	92		11.3%
Difficult to say/NA	38		4.7%





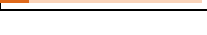
I need additional knowledge and skills to prepare teaching materials

Strongly agree	166		20.4%
Rather agree	379		46.6%
Rather disagree	185		22.7%
Strongly disagree	57		7%
Difficult to say/NA	27		3.3%






I need additional knowledge and skills in working with children with special needs

Strongly agree	383		47.1%
Rather agree	293		36%
Rather disagree	70		8.6%
Strongly disagree	22		2.7%
Difficult to say/NA	46		5.7%






I need additional knowledge in classroom management

Strongly agree	169		20.8%
Rather agree	313		38.5%
Rather disagree	170		20.9%
Strongly disagree	48		5.9%
Difficult to say/NA	114		14%

I need additional knowledge for work with digital tools and technologies






Strongly agree	108		13.3%
Rather agree	254		31.2%
Rather disagree	240		29.5%
Strongly disagree	170		20.9%
Difficult to say/NA	42		5.2%

I need additional knowledge about social dialogue and trade union


Strongly agree	120		14.7%
Rather agree	287		35.3%
Rather disagree	180		22.1%
Strongly disagree	86		10.6%
Difficult to say/NA	141		17.3%

## 8. Please, estimate statements below about working conditions, technical resources

I have unlimited access to computer and Internet in order to perform my duties at work place

Strongly agree	511		62.8%
Rather agree	187		23%
Rather disagree	60		7.4%
Strongly disagree	48		5.9%
Difficult to say/NA	8		1%

I have access to a laptop computer funded by the institution to be able to carry out my duties remotely from home due Covid-19

Strongly agree	162		19.9%
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Rather agree	100	12.3%
Rather disagree	125	15.4%
Strongly disagree	323	39.7%
Difficult to say/NA	104	12.8%

I have necessary software on my computer to do my job well

Strongly agree	239	29.4%
Rather agree	303	37.2%
Rather disagree	146	17.9%
Strongly disagree	92	11.3%
Difficult to say/NA	34	4.2%

I have a printer and paper available to support the teaching process

Strongly agree	389	47.8%
Rather agree	252	31%
Rather disagree	109	13.4%
Strongly disagree	58	7.1%
Difficult to say/NA	6	0.7%

To ensure the learning process, I have access to a copier and paper

Strongly agree	428	52.6%
Rather agree	247	30.3%
Rather disagree	87	10.7%
Strongly disagree	43	5.3%
Difficult to say/NA	9	1.1%

I have a scanner available to support the teaching process

Strongly agree	322	39.6%
Rather agree	226	27.8%
Rather disagree	118	14.5%
Strongly disagree	96	11.8%
Difficult to say/NA	52	6.4%

I have availability to use an interactive whiteboard and projector in the teaching process

Strongly agree	348	42.8%
Rather agree	218	26.8%
Rather disagree	96	11.8%
Strongly disagree	114	14%
Difficult to say/NA	38	4.7%

I have a paid smartphone available to communicate with pupils, their parents and colleagues

Strongly agree	77	9.5%
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Rather agree	43	5.3%
Rather disagree	74	9.1%
Strongly disagree	558	68.6%
Difficult to say/NA	62	7.6%

I am provided with technologies necessary for organizing educational process

Strongly agree	174	21.4%
Rather agree	376	46.2%
Rather disagree	159	19.5%
Strongly disagree	74	9.1%
Difficult to say/NA	31	3.8%

During remote educational process, working from home is reimbursed for additional expenses (electricity, internet, etc.)

Strongly agree	18	2.2%
Rather agree	23	2.8%
Rather disagree	82	10.1%
Strongly disagree	561	68.9%
Difficult to say/NA	130	16%

I have been provided with teaching aids to ensure qualitative teaching of a subject

Strongly agree	154	18.9%
Rather agree	339	41.6%
Rather disagree	194	23.8%
Strongly disagree	91	11.2%
Difficult to say/NA	36	4.4%

**9. Please, estimate statements below about the novice teachers' attitude in regard to remuneration and workload at your educational institution!**






Tariffication process in my educational institution is made objective

Strongly agree	191	23.5%
Rather agree	327	40.2%
Rather disagree	120	14.7%
Strongly disagree	38	4.7%
Difficult to say/NA	138	17%






Tariffication process in my educational institution is transparent

Strongly agree	178	21.9%
Rather agree	275	33.8%
Rather disagree	134	16.5%
Strongly disagree	67	8.2%
Difficult to say/NA	160	19.7%






I am paid for all duties what I have done as a teacher

Strongly agree	219	 26.9%
Rather agree	313	 38.5%
Rather disagree	143	 17.6%
Strongly disagree	75	 9.2%
Difficult to say/NA	64	 7.9%






I receive a competitive pay for my work as a teacher

Strongly agree	102	 12.5%
Rather agree	207	 25.4%
Rather disagree	229	 28.1%
Strongly disagree	221	 27.1%
Difficult to say/NA	55	 6.8%





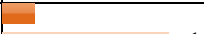
I am clear about the principles how my workload is developed

Strongly agree	265	 32.6%
Rather agree	326	 40%
Rather disagree	126	 15.5%
Strongly disagree	58	 7.1%
Difficult to say/NA	39	 4.8%





My workload is balanced, as the paid working time for other duties is proportional to the number of contact hours

Strongly agree	127	 15.6%
Rather agree	253	 31.1%
Rather disagree	192	 23.6%
Strongly disagree	152	 18.7%
Difficult to say/NA	90	 11.1%

I am very busy at work and I fulfil my responsibilities with great effort

Strongly agree	115	 14.1%
Rather agree	223	 27.4%
Rather disagree	300	 36.9%
Strongly disagree	132	 16.2%
Difficult to say/NA	44	 5.4%

Over the next five years, I am considering leaving the teaching profession

Strongly agree	154	 18.9%
Rather agree	155	 19%
Rather disagree	169	 20.8%
Strongly disagree	190	 23.3%

Difficult to say/NA	146	17.9%
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**11. Please, estimate, which of the following statements describe you in the last year?**

I am more and more often kind at work	23	2.8%
I am full of energy for my job responsibilities	72	8.8%
I successfully cope with challenges of teaching	102	12.5%
I have ability to accept my mistakes and improve my professional activity	220	27%
I have higher demands on myself	102	12.5%
I have a reduced ability to be kind	12	1.5%
I feel guilty about not being able to be kind	9	1.1%
I have increased tension when I try to be kind	12	1.5%
I feel that there is a loss of success or failure in my working life	15	1.8%
I am overwhelmed by a feeling of helplessness	14	1.7%
I am overwhelmed by a feeling of hopelessness	26	3.2%
I run out of strength, I feel unwillingness to work, protest, anger	154	18.9%
I think I suffer from professional burnout syndrome	53	6.5%
Total answers	814	

**12. When you started to work at educational institution, what did you experienced?**

lack of experience in working with pupils	511	16.4%
negative attitude on the part of administration	117	3.8%
negative attitude on the part of colleagues	203	6.5%
negative attitude on the part of mentors	18	0.6%
working more hours than regulated in tariffication	289	9.3%
lack of information	405	13%
work creates tension for a teacher	372	11.9%
work doesn't correspond with the job description	145	4.7%
disrespect on the part of pupils	391	12.6%
mistrust on the part of parents	288	9.2%
knowledge and skills provided at the university do not correspond with the practice	309	9.9%
there is no experience / information that novice teachers face problems	45	1.4%
other (please, specify)	21	0.7%
Total answers	3114	

**13. Please, estimate, to which extent you are satisfied about the support provided to you as a novice teacher by the educational institution!**






very disappointed  very satisfied

7.05 / 10

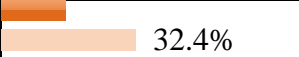




Average mark by 814 respondents were 7.05 (in scale from 1(very disappointed) till 10 (very satisfied)).

**14. Please, estimate statements below about the necessary support activities for the novice teachers!**






Novice teachers need internship / adaptation period of up to 3 years

Strongly agree	211		25.9%
Rather agree	295		36.2%
Rather disagree	170		20.9%
Strongly disagree	54		6.6%
Grūti pateikt	84		10.3%






Novice teachers need to have not more than 80% of contact hours, which would allow the remaining time to be devoted to other duties and professional development

Strongly agree	264		32.4%
Rather agree	330		40.5%
Rather disagree	120		14.7%
Strongly disagree	41		5%
Grūti pateikt	59		7.2%






Novice teachers should have access to mentoring provided by experienced colleagues

Strongly agree	529		65%
Rather agree	237		29.1%
Rather disagree	20		2.5%
Strongly disagree	7		0.9%
Grūti pateikt	21		2.6%






Novice teachers must have the opportunity to attend educationally funded 'summer schools' in pedagogy

Strongly agree	277		34%
Rather agree	301		37%
Rather disagree	91		11.2%
Strongly disagree	21		2.6%
Grūti pateikt	124		15.2%


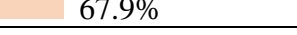



To attract teachers to work in educational institutions, the granting of a one-time benefit for starting a working life would be an important motivating factor.

Strongly agree	453	 55.7%
Rather agree	207	 25.4%
Rather disagree	54	 6.6%
Strongly disagree	17	 2.1%
Grūti pateikt	83	 10.2%

Service apartments must be available on the part of municipality to attract novice teachers

Strongly agree	376	 46.2%
Rather agree	240	 29.5%
Rather disagree	54	 6.6%
Strongly disagree	18	 2.2%
Grūti pateikt	126	 15.5%



It is necessary to ensure state funded budget for part-time studies if the student works as a teacher and agrees to continue the teaching job after studies

Strongly agree	553	 67.9%
Rather agree	177	 21.7%
Rather disagree	21	 2.6%
Strongly disagree	11	 1.4%
Grūti pateikt	52	 6.4%

### 15. What other support would be necessary to you as a novice teacher in order to successfully go through adaptation process at your workplace?

Pleasant atmosphere, positive attitude, support, cooperation, communication between colleagues, how to make good and respectful contact with pupils when they first encounter a new class, recommendations from an experienced teacher about the learning process, an common event with colleagues, when starting to work in pre-school, there is no pre-school methodology in the Primary Education Teacher Program at all. In reality, only in the second half of the 3rd year pre-school subjects appear, and these years, since I worked, I had to learn all the methodology independently, devoting a lot of time to it. When I started working, my colleague was like a "stone in the neck" - everything has to be taught from scratch. It would be good if a more experienced colleague would participate in my lessons and suggest what to do better or differently. My adaptation process is successful because I have finished my own school - I was waiting for work before I left school. Communication. Explaining more organizational moments - that example, planning Olympiads and preparing students. Methodological support. More information on working with students with mental health problems. When starting the course of work, someone would immediately tell about everything that is happening in the workplace, what and what the teacher should do. Instead of learning something else every week. A mentor who has knowledge in my subject.





### 16. Your gender

Female	722	 88.7%
Male	92	 11.3%





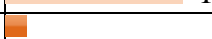




Total answers	814	
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#### 17. Your age

Till 24 y/o	194	 23.8%
25-29 y/o	211	 25.9%
30-35 y/o	190	 23.3%
36 years and older	219	 26.9%
Total answers	814	







#### 18. Your education:

I am studying for a Bachelor	361	 40.3%
Bachelor degree	315	 35.2%
I am studying for a Masters	52	 5.8%
Master degree	101	 11.3%
I am studying for a PhD	4	 0.4%
PhD	1	 0.1%
Teachers education Project “Mācītspēks”	62	 6.9%
Total answers	896	




#### 19. My studies were/are financed from




State budget	339	 39.1%
Local municipality/ education institution budget	18	 2.1%
Personal, including relatives, budget loan	405	 46.7%
loan	105	 12.1%
Total answers	867	

#### 21. Your pedagogical work experience:




Til 1 year	231	 28.4%
2 years	197	 24.2%
3 years	154	 18.9%
4 years	103	 12.7%
5 years	79	 9.7%
6 years and more	50	 6.1%
Total answers	814	

#### 22. In which region are you working:











Rīga	206	 25.3%
Pierīga	78	 9.6%
Vidzeme	173	 21.3%

Kurzeme	140	 17.2%
Zemgale	117	 14.4%
Latgale	100	 12.3%
Total answers	814	




**23. Size of your workplace/education institution:**

Small (bellow 100 pupils)	158	 19.4%
Medium (100 till 500 pupils)	461	 56.6%
Large (above 500 pupils)	195	 24%
Total answers	814	



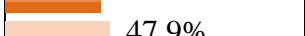

**24. Your job position (multiple choices are possible):**

Pre-school teacher	336	 27.7%
Teacher in 1 <sup>st</sup> – 4 <sup>th</sup> grade	223	 18.4%
Teacher in 5 <sup>th</sup> -9 <sup>th</sup> grade	258	 21.2%
Teacher in 10 <sup>th</sup> -12 <sup>th</sup> grade	103	 8.5%
Vocational education institution teacher	23	 1.9%
Special education institution teacher	27	 2.2%
Interest education teacher	112	 9.2%
Assistant of head or other administrative worker	21	 1.7%
Support specialist	32	 2.6%
Other	42	 3.5%
Total answers	1215	



**25 In this school year You were working:**

At one education institution	702	 86.2%
At two education institutions	93	 11.4%
At three and more education institutions	19	 2.3%
Total answers	814	



**26. Your workload per week is:**

Till 15 hours	91	 11.2%
From 15 till 30 hours	251	 30.8%
From 31 till 40 hours	390	 47.9%
More than 40 hours	82	 10.1%
Total answers	814	

**27. Your average gross wage per month is**

till 500 EUR	126		15.5%
from 500 till 789 EUR	289		35.5%
from 790 till 999 EUR	281		34.5%
from 1000 till 1500 EUR	107		13.1%
higher than 1500 EUR	11		1.4%
Total answers	814		

**28. Are you a member of LIZDA?**

Yes	267		32.8%
No	547		67.2%
Total answers	814		



















## Annex 2. Survey of heads of educational institutions about support for novice teachers.

Total respondents: 209

### 1. Do novice teachers need a support system?

Yes, at state level	170		68.8%
Yes, at local government level	75		30.4%
Not needed	2		0.8%
Total answers	247		

### 2. What support does the novice teacher receive when starting a career in the educational institution you manage: (many answers possible)

Greetings from the educational institution	160		6.2%
Information about traditions of the education institution	179		6.9%
Job description	205		7.9%
Employment contract with clearly defined remuneration and work load	191		7.4%
Regulations on procedures and safety	205		7.9%
Working hours of education institution and administration	154		6%
Ethical codex of education institution	144		5.6%
Place and time of the weekly teacher meetings	138		5.5%
Regulations of the use and maintenance of the premises of educational institution	131		5.1%
Location and opening hours of the library, medical center and support staff	131		5.1%
Contact details of colleagues for pedagogical or practical advice	162		6.3%
Support for classroom design	77		3%
Recommendations for class management	110		4.3%
Tools (methods) for initiating successful communication with pupils	110		4.3%
Explanations for filling in the e- journal	171		6.6%
Recommendations for communication with parents	146		5.6%
Information on the possibility to join a trade union	138		5.3%
Other	32		1.2%
Total answers	2586		


Other answers: Mentor support, advice and encouragement for professional growth, opportunity for professional development; School specific issues, information on experience exchange activities; Support entering the classroom; Teacher - a mentor who helps to start working at the school during the school year; The opportunity to observe the forms of work of other colleagues; A mentor who provided support for 1 month; Greetings from the municipality at the beginning of the school year; The employment contract is, the workload is not fixed, because it changes every year, and even the salary is variable, so these two terms are not in the contract; Insight into the philosophy of the school; Events together, excursions.

### 3. Please, estimate statements below about the methodological support for novice teachers!

Upon completion of pedagogy studies, new teachers are competent to start working in an educational institution

Strongly agree	7		3.3%
Rather agree	100		47.3%
Rather disagree	76		36.4%
Strongly disagree	18		8.6%
Difficult to say/NA	8		3.8%

Novice teachers have been assigned a mentor at an educational institution

Strongly agree	89		42.6%
Rather agree	72		34.4%
Rather disagree	32		15.3%
Strongly disagree	9		4.3%
Difficult to say/NA	7		3.3%

Education institution have supported novice teachers by additional knowledge how positioning self as teacher

Strongly agree	46		22%
Rather agree	115		55%
Rather disagree	33		15.8%
Strongly disagree	5		2.4%
Difficult to say/NA	10		4.8%

The educational institution provides additional knowledge about the rights and obligations of the novice teacher

Strongly agree	76		36.4%
Rather agree	110		52.6%
Rather disagree	19		9.1%
Strongly disagree	3		1.4%
Difficult to say/NA	1		0.5%

Novice teachers need additional knowledge about social dialogue and trade unions

Strongly agree	44		21.1%
Rather agree	86		41.1%
Rather disagree	45		21.5%

Strongly disagree	13		6.2%
Difficult to say/NA	21		10%

Novice teachers need additional knowledge about rights and responsibilities of a pupils and his / her parents

Strongly agree	82		39.2%
Rather agree	104		49.8%
Rather disagree	17		8.1%
Strongly disagree	3		1.4%
Difficult to say/NA	3		1.4%

Novice teacher need additional knowledge in creating positive communication with pupils and their parents

Strongly agree	78		36.4%
Rather agree	106		50.7%
Rather disagree	16		7.7%
Strongly disagree	4		1.9%
Difficult to say/NA	5		2.4%

Novice teacher need additional knowledge and skills to prepare teaching materials

Strongly agree	76		36.4%
Rather agree	110		52.6%
Rather disagree	18		8.6%
Strongly disagree	3		1.4%
Difficult to say/NA	2		1%

Novice teachers need additional knowledge and skills in working with children with special needs

Strongly agree	72		34.4%
Rather agree	87		41.6%
Rather disagree	36		17.2%
Strongly disagree	8		3.8%
Difficult to say/NA	6		2.9%

Novice teachers need additional knowledge in classroom management

Strongly agree	52		24.9%
Rather agree	110		52.6%
Rather disagree	24		11.5%
Strongly disagree	3		1.4%
Difficult to say/NA	20		9.6%

Novice teachers need additional knowledge for work with digital tools and technologies


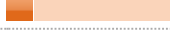

Strongly agree	70		33.5%
Rather agree	98		46.9%
Rather disagree	32		15.3%
Strongly disagree	5		2.4%
Difficult to say/NA	4		1.9%

**4. Please, estimate statements below about working conditions, technical resources of novice teachers.**

Novice teachers have unlimited access to computer and Internet in order to perform their duties at work place

Strongly agree	167		79.9%
Rather agree	34		16.3%
Rather disagree	7		3.3%
Strongly disagree	1		0.5%
Difficult to say/NA	0		0%






Novice teachers have access to a laptop computer funded by the institution to be able to carry out their duties remotely from home due Covid-19

Strongly agree	80		38.3%
Rather agree	51		24.4%
Rather disagree	43		20.6%
Strongly disagree	31		14.8%
Difficult to say/NA	4		1.9%

Novice teachers have necessary software on their computers to do their job well

Strongly agree	90		43.1%
Rather agree	85		40.7%
Rather disagree	27		12.9%
Strongly disagree	5		2.4%
Difficult to say/NA	2		1%


Novice teachers have a printer and paper available to support the teaching process

Strongly agree	136		65.1%
Rather agree	62		29.7%
Rather disagree	8		3.8%
Strongly disagree	2		1%
Difficult to say/NA	1		0.5%

To ensure the learning process, novice teachers have access to a copier and paper

Strongly agree	151		72.2%
Rather agree	53		25.4%
Rather disagree	4		1.9%
Strongly disagree	1		0.5%
Difficult to say/NA	0		0%

Novice teachers have a scanner available to support the teaching process

Strongly agree	118		56.3%
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Rather agree	65		31.1%
Rather disagree	20		9.6%
Strongly disagree	6		2.9%
Difficult to say/NA	0		0%

Novice teachers have availability to use an interactive whiteboard and projector in the teaching process

Strongly agree	89		42.6%
Rather agree	63		30.1%
Rather disagree	26		12.4%
Strongly disagree	24		11.5%
Difficult to say/NA	7		3.3%

Novice teachers have a smartphone available to communicate with pupils, their parents and colleagues

Strongly agree	31		14.8%
Rather agree	19		9.1%
Rather disagree	34		16.3%
Strongly disagree	113		54.1%
Difficult to say/NA	12		5.7%

Novice teachers are provided with technologies necessary for organizing teaching process

Strongly agree	63		30.1%
Rather agree	106		50.7%
Rather disagree	32		15.3%
Strongly disagree	7		3.3%
Difficult to say/NA	1		0.5%

During remote educational process, working from home is reimbursed for additional expenses (electricity, internet, etc.)

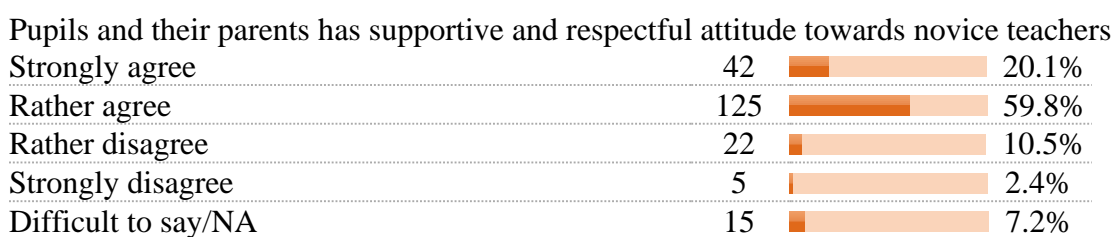
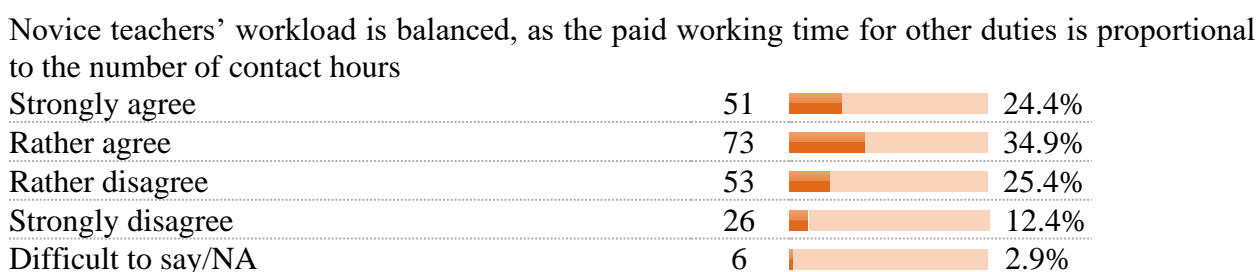
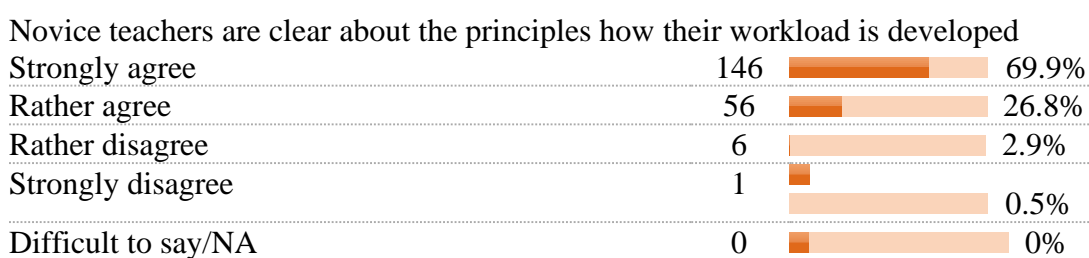
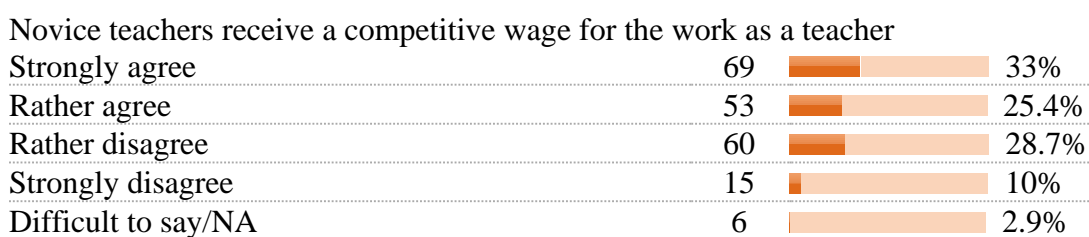
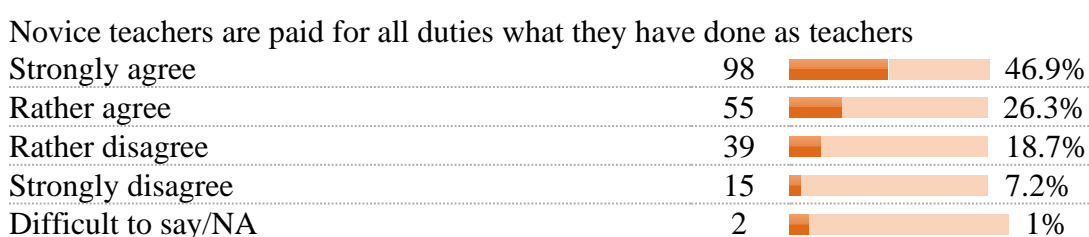
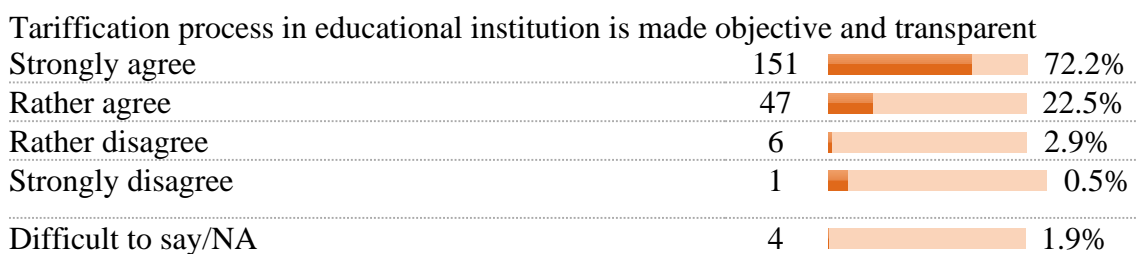
Strongly agree	5		2.4%
Rather agree	7		3.3%
Rather disagree	28		13.7%
Strongly disagree	147		70.3%
Difficult to say/NA	22		10.5%

Novice teachers have been provided with teaching aids to ensure qualitative teaching of a subject

Strongly agree	82		39.2%
Rather agree	97		46.4%
Rather disagree	26		12.4%
Strongly disagree	2		1%
Difficult to say/NA	2		1%













**5. Please, estimate statements below about the novice teachers' attitude in regard to remuneration and workload at your educational institution!**



**6. What do you think should be the minimum monthly salary rate (in EUR, before taxes) for full-time work in order for the new teacher to be motivated to work as a teacher?**

1200; 2000; not less than 1800; 1400; 2500; 1200; 2000; 1200 -1500; 10) 1200 eiro 1500,00; 1200; 1300; 1900; 1500; 1000; 1200; 1200; 2000; not less than 1800; 1400; 2500; 1200; at least 1500; Compared to what other young professionals receive, I think they could be 2000.00 euros; 1200 -1500 euros for workload + preparation classes, events, competitions (it is about interest education); 1200; 1500; 1200; 1200.00; 1500 euros for the rate. Not only the salary rate is important, but also the relationship between contact hours and other responsibilities, especially for new teachers; 1300; 1900; 1500; 1000; 1200.





**7. In your opinion, what are the most important challenges that novice teachers face when starting their careers**

lack of experience in working with pupils	201		24.3%
negative attitude on the part of colleagues	13		1.6%
negative attitude on the part of mentors	1		0.1%
working more hours than regulated in tariffication	111		13.4%
lack of information	37		4.5%
work creates tension for a teacher	145		17.6%
disrespect on the part of pupils	61		7.4%
mistrust on the part of parents	104		12.6%
knowledge and skills provided at the university do not correspond with the practice	142		17.2%
Other	11		1.3%
<b>Total answers</b>	<b>826</b>		

Other answers: Lack of quality teaching materials; The scope of the curriculum needs to be reviewed; Self-confidence in one's professionalism, lack of skills in communicating with co-workers, lack of responsibility for one's actions and common goals; Illness of colleagues, unforeseen replacement, etc.; Development of teaching materials; If we talk about preschool, students with the skills to work no longer come to work from university. They only get it in the real garden; Lack of quality, standard teaching aids; Long working hours; Lack of technology, housing assistance and reimbursement of travel expenses; Personal problems could be disturbed, for example, shyness, insensitivity, laziness, inability to react quickly to the changing environment, the desire to pour everything into the mouth with a spoon ... etc.

**8. Please, estimate statements below about the necessary support activities for the novice teachers!**

Novice teachers need internship / adaptation period of up to 3 years

Strongly agree	69		33%
Rather agree	87		41.6%
Rather disagree	39		18.7%
Strongly disagree	5		2.4%

Difficult to say/NA 9 4.3%

Novice teachers need to have not more than 80% of contact hours, which would allow the remaining time to be devoted to other duties and professional development

Strongly agree	65	31.1%
Rather agree	95	45.5%
Rather disagree	35	16.7%
Strongly disagree	8	3.8%
Difficult to say/NA	6	2.9%

Novice teachers should have access to mentoring provided by experienced colleagues

Strongly agree	148	70.8%
Rather agree	53	25.4%
Rather disagree	5	2.4%
Strongly disagree	0	0%
Difficult to say/NA	3	1.4%

Novice teachers must have the opportunity to attend educationally funded 'summer schools' in pedagogy

Strongly agree	67	32.1%
Rather agree	114	54.3%
Rather disagree	13	6.2%
Strongly disagree	3	1.4%
Difficult to say/NA	12	5.7%

To attract teachers to work in educational institutions, the granting of a one-time benefit for starting a working life would be an important motivating factor.

Strongly agree	99	46.3%
Rather agree	68	34.6%
Rather disagree	22	9.3%
Strongly disagree	7	3.7%
Difficult to say/NA	13	6.2%

Service apartments must be available on the part of municipality to attract novice teachers

Strongly agree	134	64.1%
Rather agree	57	27.3%
Rather disagree	8	3.8%
Strongly disagree	3	1.4%
Difficult to say/NA	7	3.3%

It is necessary to ensure state funded budget for part-time studies if the student works as a teacher and agrees to continue the teaching job after studies

Strongly agree	116	55.5%
Rather agree	79	37.8%
Rather disagree	10	4.8%

Strongly disagree	1		0.5%
Difficult to say/NA	3		1.4%

It is necessary to strengthen the rights of teachers, the responsibility of pupils and their parents

Strongly agree	149		71.3%
Rather agree	50		23.9%
Rather disagree	7		3.38%
Strongly disagree	0		0%
Difficult to say/NA	3		1.4%

It is necessary to provide teachers with a more competitive salary

Strongly agree	195		93.3%
Rather agree	14		6.7%
Rather disagree	0		0%
Strongly disagree	0		0%
Difficult to say/NA	0		0%

Need free consultations (by phone) for new teachers

Strongly agree	79		37.8%
Rather agree	81		38.8%
Rather disagree	30		14.4%
Strongly disagree	2		1%
Difficult to say/NA	17		8.1%

Methodological support is needed in working with children with special needs

Strongly agree	165		78.9%
Rather agree	42		20.1%
Rather disagree	1		0.5%
Strongly disagree	0		0%
Difficult to say/NA	1		0.5%





It is necessary to develop a manual for the new teacher to start the work process

Strongly agree	107		51.2%
Rather agree	72		34.4%
Rather disagree	19		9.1%
Strongly disagree	1		0.5%
Difficult to say/NA	10		4.8%


Experience exchange activities for young teachers should be organized at national level

Strongly agree	96		59.3%
Rather agree	52		32.1%
Rather disagree	8		4.9%
Strongly disagree	0		0%
Difficult to say/NA	6		3.7%






It must be possible to observe the lessons of the most experienced teachers for new teachers

Strongly agree	169		80.9%
Rather agree	38		18.2%
Rather disagree	1		0.5%
Strongly disagree	0		0%
Difficult to say/NA	1		0.5%

In the first year of schooling, a teaching assistant should be provided for new teachers

Strongly agree	86		41.4%
Rather agree	83		39.7%
Rather disagree	20		9.6%
Strongly disagree	6		2.9%
Difficult to say/NA	14		6.7%

Practical classroom training should be provided for new teachers

Strongly agree	81		38.8%
Rather agree	101		48.3%
Rather disagree	7		3.3%
Strongly disagree	2		1%
Difficult to say/NA	18		8.6%

**9. What other support would the new teacher need (in addition to the above) to make the adaptation process in your educational institution as successful as possible? (optional question)**

Respect and understanding from students and parents; Collaboration events; Teacher's prestige in society; Database of all university graduates whose professional qualifications correspond to starting a teaching job; Consultations; Time to talk to colleagues; Regular favourable interest from the management in the daily work of the novice teacher; Sincere conversations; A well-known support team that you can turn to for help on a daily basis; A paid mentor in an educational institution who independently maintains contact, observes his / her activities and provides feedback, thus creating an emotionally and professionally safe work environment;) Willingness to work at school for a long time; ) Reduced number of contact hours; All of the above; Supervision; Joining the team - work-related activities (meetings, methodological activities, etc.), joint leisure activities; Prepare the teacher for real work in higher education; School administration support; Successful integration into the work environment by entrusting some insignificant or significant (realizing the employee's abilities) tasks related to ensuring the well-being of employees.

**10. Your workplace is located:**

Riga	48		23%
Pieriga	27		12.9%
Vidzeme	42		20.1%
Kurzeme	29		13.9%

Zemgale	28		13.4%
Latgale	35		16.7%
Total answers	209		

11. Your experience as head of education institution:

Till 1 year	13		6.2%
1 till 10 years	84		40.2%
11 till 20 years	41		19.6%
21 till 30 years	36		17.2%
More than 31 year	35		16.7%
Total answers	209		

12. Are you a member of LIZDA?

Yes	133		63.6%
No	76		36.4%
Total answers	209		