



The support system of novice teachers Country report Lithuania

2022

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I. Presentation of the current situation

The pedagogical profession is one of the main priorities of Lithuanian education policy, within the framework of the implementation of pedagogical training, payment, the network of training centers, the content of education and other reforms are being carried out to raise the quality of the education system. The system of planning the demand of teachers is one of the research accompanying these reforms, which aims to improve the orientation of general education school leavers and other persons towards pedagogical studies. The growing average age of teachers working at the school and the declining number of teachers wishing to study and complete teacher (or related) qualifications in Lithuania create preconditions for the inevitable shortage of teachers in the future. However, factors such as demographic challenges - growing emigration, low birth rates suggest that fewer teachers may be needed at the same time. The low popularity of some study programs and the uneven population of teachers in terms of subjects also make it clear that there may be a greater shortage of teachers in some subjects than in others in the future. These and other reasons form the basis for more accurate planning of pedagogical staff and students admitted to studies leading to pedagogical qualifications, considering the changing needs of the economy, the labor market and the education system.

According to the publication “Lithuania: Education in the Country and Regions 2021” in Lithuanian pre-school and general education state and municipal schools worked 40,257 teachers in 2020. Of these - 10,683 are early childhood education teachers, 2,209 are pre-primary education teachers, 8,112 are primary education teachers and 19,253 are basic and secondary education teachers. Changes in the number of teachers were determined not only by changes in the population of the whole country, but also by changes in the number of students. During 2017-2020, the number of children educated under early childhood and pre-primary education programs increased by 3,6 thousand. The number of students in the primary education program did not change, the number of basic education - increased by 4,7 thousand, and the number of students in secondary education decreased by 5,5 thousand. The number of teachers in

all curricula did not change in proportion to changes in the number of students. With the increase in the number of children in early childhood and pre-primary education programs in 2017–2020, the number of teachers also increased: the number of pre-primary education teachers increased by 8,8 percent and the number of pre-primary education teachers by 8,3 percent. Without changing the number of students in primary education programs, the number of their teachers increased slightly - by 0,4 percent. However, with a decrease in the total number of students in primary and secondary education programs of only 0,4 percent, the number of teachers of grades 5 - 12 and gymnasiums I - IV decreased more - by 7,5 percent.

Every year, the demand for new teachers is recorded in Lithuania. In 2021, the largest demand was for early childhood education teachers (133), mathematics teachers (61), pre-primary teachers (59), Lithuanian language teachers (40) and primary education teachers (36). The least is the demand for music, moral education, economics, citizenship and art teachers. For about five years now, there has been a sharp decline in the number of students entering the pedagogy study program. This time slot has not helped fill the growing shortage of teachers. Currently, the average age of teachers working in Lithuanian schools is about 51 years. If the decision of senior teachers, especially those who have reached retirement age, to leave their activities is realized, Lithuania will certainly face a big problem - there will be a shortage of specialists in schools. Addressing the changing demands of teachers is one of the key challenges for the Lithuanian education system.

II. Teacher demand and attraction issues in strategic documents

After Lithuania regained its independence on March 11, 1990, the education reform began, the principles of which were based on the concept of the National School, which was adopted in 1988. This paper does not address the issue of teacher shortages or the issue of attracting new teachers. This aspect is not addressed in the strategic educational documents adopted later - the Lithuanian Education Concept (1992), the Priorities of the Second Education Stage (1998), the Regulations on the State Education Strategy (2003) and the Good School Concept (2013). The problem of teacher shortages and the inclusion of young people in the

education system was not reflected in the Government programs of that time and in the strategic plans of the Ministry of Education, science and sport. As the average age of teachers working in Lithuanian schools grows and the number of students entering pedagogical studies begins to decrease, the problem of teacher shortage is gradually emerging.

One of the goals of the State Education Strategy for 2013-2022 is to reach such a level of pedagogical communities, when most of them are reflective, constantly improving and effective professional teachers and lecturers. The planned course of action to achieve this goal - to motivate talented young people to choose a career in formal and non-formal education institutions - is the first sign that the Lithuanian education system will face a shortage of teachers soon. In the agreement of political parties on education policy (2021-2030) signed in 2021, we already see clear aspirations to attract new (and not necessarily young) people to the education system. The representatives of the parties elected to the Seimas agreed:

- to make the teaching profession attractive, create clear career opportunities and create attractive working conditions;
- to create dignified conditions for pre-retirement age teachers and educational support professionals to leave the teaching profession, legalizing the possibilities to maintain social guarantees;
- to create the most favorable conditions for representatives of other professions to retrain and work as teachers, vocational teachers or educational support specialists by 2024;
- to finance opportunities for already working teachers to acquire additional teacher qualifications with state funds;
- reimbursement of expenses directly related to professional development and professional activities.

In the 18th Government's program formed in 2019 after the elections to the Seimas, the aim was announced that the teaching profession would become promising, and that young people would see the meaning of choosing the path of a teacher. However, the program did not provide for specific initiatives to invite new teachers to work in schools.

In 2020, approved by the Government Resolution, the growing scarcity of teachers is already clearly identified in the national progress plan for 2021-2030. The implementation of the third strategic goal of the plan - to increase the inclusion and efficiency of education to meet the needs of the individual and society - is to strengthen the prestige of the teaching profession. General measures are planned to address the problem of teachers aging, which is very important

for Lithuania - to seek to attract talented, creative, young people, to motivate older teachers for change, as well as to restructure teacher training and improve professional competencies.

III. Solutions to the problem of teacher demand and attraction have been implemented and are currently being implemented

Although the problem of teacher shortage has not been formally identified in Lithuania until 2020, steps have been taken for almost a decade to address the growing problem of teacher demand and attraction to schools.

Motivational test of pedagogical studies

To motivate young people to work in the field of education, and considering the international experience, a motivational test for pedagogical studies was introduced in the 2010-2011 academic year for those entering bachelor's studies in higher education. This test examines the applicants' conscious determination to study according to pedagogical programs and to pursue a professional career as a teacher or educator. The evaluation of the motivation of the entrants consists of two parts - a written survey and an interview. The written request is made to justify the choice of the intended field of professional activity, to disclose one's past or present activity in the school or other communities. During the interview, the applicants are asked about the factors that determined the choice of the study program, experience of teaching and cooperation, overcoming learning difficulties, and vision of professional activity. The jury seeks to determine whether an entrant's choice is based on personal experience, his or her values and understanding of personal dignity, his or her willingness to accept people's diverse differences, his or her willingness to solve problems, and his or her sense of personal responsibility, communication culture and communication skills.

The introduction of the motivational test did not fundamentally change the situation. Over 1,000 freshmen were admitted to pedagogical studies each year, which theoretically had to meet the demand for new teachers. However, the situation has been getting worse every year for two reasons. First, the number of teachers in the most needed fields (mathematics, physics, chemistry, biology, technology, Lithuanian language and history) has

significantly decreased in higher education institutions. Second, a significant proportion of graduates with teacher diplomas did not go to work in schools, especially in the regions. For example, out of 1,152 graduates who completed their pedagogical studies in 2021, only 40 percent got a job as a teacher. And of those 40 percent, only a 1/5 are employed in the regions and only 1 percent, among all those employed in schools, are the most in-need teachers in the regions.

Introduction of targeted scholarships

Since 2019, a monthly scholarship of 300 EUR has been paid from the state budget to all future teachers studying in state-funded places. According to experts, scholarships for future teachers should increase the attractiveness of pedagogy and andragogy. However, targeted scholarships alone have not addressed all the reasons for the shortage of teachers, as no mechanism has been put in place to ensure that those who receive such scholarships choose a pedagogical work.

A plan for teacher training and in-service training has been prepared by the Ministry of Education, Science and Sports

In 2021, the Ministry of Education, Science and Sport (MESM) developed a plan for teacher training and in-service training, the main goal of which is to reach as many professionals in other fields as possible to retrain and become teachers. Also, the aim is to encourage current teachers to take up a second specialty to teach two subjects. According to this plan, it is planned to train about 800 teachers by 2023. Higher education institutions, MESM and municipalities, which are the owners (founders) of many schools, are responsible for the implementation of the program. This plan includes the following steps:

(a) award scholarships to students studying in priority areas. Increase scholarships (500 EUR per month) for first-year undergraduate, part-time and vocational students who have signed an agreement with a school or municipality where they have completed at least 0.7 full-time job for at least three years;

(b) funding for the acquisition of additional subject competencies or additional pedagogical specialization for existing teachers (500 teachers per year);

c) to attract specialists working in other sectors to schools, increasing the number of state-funded vocational pedagogical studies by 20 percent from September 2022 (250 places);

(d) to remove bureaucratic barriers to become a teacher. Expand the range of

study programs leading to the teaching of a subject or pedagogical specialization (e.g., the possibility for a chemical engineer to recognize the qualification of a chemistry teacher).

Also, this program aims to strengthen the system of qualification and competence development. This requires:

(a) review the accreditation mechanism for in-service training institutions;

(b) develop a national map of teachers' competences, suggestions and assistance to schools in acquiring necessary / missing competences;

(c) centralize the organization of national training programs in priority areas

(Information and communication technologies, inclusive education, foreign languages, modern didactics).

Finally, it is planned to strengthen the National Education Agency, a state institution whose main purpose is to participate in the implementation of the state policy of early childhood, pre-primary and general education. It is planned to review the functions and establish a department of teachers (human resources) responsible for managing the composition of teachers and improving the qualification of teachers at the state level.

In addition to these specific measures, the MESM declares in the program that graduates of higher education institutions will be motivated to become teachers by competitive salaries, professional development prospects and wide opportunities to realize their talents.



Program "I choose to teach!"

The initiative to attract young and talented people to schools is also implemented by non-governmental institutions. In 2008, the first private business initiative was launched to promote change in the Lithuanian education system. It is a long-term social program "I choose to teach!", which aims to attract the best high school graduates to work as teachers for two years after graduation, while developing their personal leadership skills for further careers in education or any other field. Program "I choose to teach!" was initiated by SEB Bank under the auspices of the Ministry of Education and Science and organized and implemented by the School Improvement Center (public institution). The program partners were large and successful companies and media companies each year. The program "I choose to teach!" is open to all talented, enterprising and creative students who have completed the bachelor's and master's degree programs of various higher education institutions or who have completed their studies at

least three years ago. They are offered a two-year work program, studies that lead to a compulsory teacher qualification to work in a school, and leadership training that gives them an advantage in their future careers. In the first year, 20 young teachers from twelve schools in Vilnius, Kaunas, Klaipeda, Siauliai and Kelme took part in the program. In the following years (until 2021), 206 teachers participating in this program were employed in Lithuanian schools every year. Each year, 20 to 30 participants from 400 to 500 candidates are invited to join the program after four rounds of selection. In selecting schools for the program, priority is given to schools in smaller towns where the help of a young teacher is most needed. After working at the school for two years, the participants of the program are provided with comprehensive assistance - mentors are assigned, trainings, supervision and professional consultations are organized. At the end of the program, about 75 percent of participants have remained in the field of education and continue to work as teachers, school leaders, members of the academic community or education policy. Such a high percentage of those who remained to work demonstrates the effectiveness of this program. On the other hand, this program meets only a small demand for the professionals needed by schools.

The motives that encouraged young people to choose this program are well illustrated by the two statements made by its participants. *“I considered other works and projects, but during the selection I decided to choose this program. Anxiety about how to succeed as a teacher is, I think, moving from a big city to a small town will also change the pace of life. But there, I hope, I will have more opportunities to communicate more closely with the children of the school, to plan extracurricular activities - and I will gain a different experience myself, I will have not only seen city life“* (Rimas Macevicius). *„Everyone is constantly asking me – as here, you graduated from university in London and returned to Lithuania, small of that – to school. I always knew I was going back to my country, and I wanted to do something useful, not just do anything. What could be more important than a teacher’s work? After all, we spend a child there for twelve years. I like to teach; I have a vein for that. The biggest challenge for me will be how to involve older students, interest them - I have theoretical knowledge of how to use popular culture, I will try to put it into practice“* (Barbora Drąsutytė).

For more information: <https://www.renkuosimokyti.lt/>



“I will be a teacher in Vilnius”

A similar project is being implemented in Vilnius City Municipality in 2021. The aim of the “I will be a teacher in Vilnius” program is to train 12 primary education teachers to address the growing shortage of these teachers in the capital. The project is implemented according to a certified, successful "I choose to teach!" program. The project activities envisage the selection of the best specialists with leadership potential and wishing to work as primary education teachers in Vilnius schools, individual professional assistance, a continuous pedagogy and leadership training program starting with a month-long intensive summer school. Each participant can receive a mentor at the school where he or she will start working in September. Participants are also provided with pedagogical advisers (representatives of “I choose to teach”) to help participants meet the specific expectations of the curriculum. At Vilnius College, participants acquire a primary education qualification and work as teachers in schools for at least two years under a school-based teacher employment contract. The program gives priority to schools with more vulnerable children and / or those with low student achievement.

For more information: <https://www.svietimopazanga.lt/projektai/busiu-mokytoju-vilniuje-2/>



Project "Continue!"

Launched in 2018, the project “Continue“ aim - to improve the educational attainment of students by promoting effective change in the performance of educational institutions. Two directions contribute to the implementation of changes: by introducing innovations in the field of teacher qualification improvement and in the field of readiness to work as a teacher. The project includes:

- (a) teachers who have completed their studies and are entering employment;
- (b) teachers seeking retraining or additional qualifications;
- (c) those wishing to become teachers from other sectors who already have a higher education degree.

New measures are being taken to address the challenges and problems facing this group of people:

- I. To solve the problem of the shortage of young teachers in schools and the quality and coverage of compulsory practice at school, a pedagogical internship for novice teachers is being tested. During the project, a model for the implementation of the internship and the

instruments required for its implementation are being developed. Internships are implemented by project partners - higher education institutions.

- II. Addressing the problem of the shortage of teachers and the insufficient number of persons participating in adult education programs, conditions have been created for persons from other sectors who have higher education and wish to work in educational institutions to acquire the qualification of a teacher. The qualification of a teacher will be provided by the project partners.
- III. By solving the problem of poor learning outcomes of students, conditions have been created for working teachers to acquire additional (other or adjacent) subject (in the field of education) preparation (competencies). Measures of pedagogical studies and continuing professional development programs are applied. The measures are implemented by the project partners - higher education institutions - together with the Center for Educational Development.

During the project „Continue!“, additional activities are being carried out to support the implementation of innovations:

- research on changes in teacher education is underway: a study to assess the impact of projected structural changes on teacher education; a study on the monitoring of the implementation of structural changes in the field of teacher training; a study on the effectiveness of educational support for schools and teachers. The results of these research will contribute to the transformation of the teacher training system - will provide a basis for decisions on the improvement of the structure and content of pedagogical study programs, quality monitoring and professional development conditions for working teachers;
- new tools for the assessment, recognition and application of teachers' competencies in professional activities have been developed and tested. This measure is necessary for the successful implementation of the teacher performance appraisal system, which will help to assess the quality of teachers' work and successfully implement the full-time remuneration model, promote teachers' professional development by moving from qualification categories to competence levels.

Aimed results of the project:

- a nationwide internship model for novice teachers has been introduced;
- attracting new people to the teaching profession and improving the image of the teaching profession;

- preconditions have been created to solve the problem of teachers workload and teachers' increased ability to adapt to the changing curriculum;
- preconditions have been created for more efficient evaluation of the quality of teachers' work.

For more information: <https://pdf.viko.lt/visuomenei/kitos-paslaugos/projektas-tesk/>

Attracting teachers by optimizing their numbers

Several years after agreeing on this measure, a description of the procedure for allocating state budget funds for the optimization of expenses related to the optimization of state and municipal school teachers was approved by the order of the Minister of Education, Science and Sports in the Collective Agreement on Education and Science. These funds were used for severance pay for teachers who voluntarily left the education system. The purpose of this measure is to create preconditions, i.e., vacancies, new teachers come to schools.

By the order of the Minister of Education, Science and Sports of March 2, 2022, the funds of the state budget of the Republic of Lithuania for 2022 were approved for the optimization and renewal of the staff of state and municipal school teachers working in early childhood, pre-primary, general education and vocational training programs. The description establishes the distribution by state schools of the state budget funds provided for in the appropriations of the Ministry of Education, Science and Sports for the payment of expenses related to the optimization and renewal of the staff of state and municipal school teachers working in early childhood, pre-primary, general education and vocational training programs. State budget funds for the attraction of teachers are allocated to finance measures applied in state and municipal schools that would encourage a person to take up and work in a vacant position as a teacher. Measures to attract teachers, financed from the state budget, may be applied to a person admitted to a vacant position of a teacher at a school in the current calendar year:

- a) if the person has not worked as a teacher in a state or municipal school according to early childhood, pre-primary, general education or vocational training programs;
- b) if the person has worked as a teacher in a state or municipal school according to early childhood, pre-primary, general education or vocational training programs, except in the following cases:
 - when the teacher admitted to the school has worked there indefinitely for the last 12 months;

- when the teacher has worked indefinitely for the last 12 months in a school located in the same place of residence (same town, town or village) as the school to which he / she is admitted.

The measures of teacher recruitment applied to a person shall be individually coordinated with it and determined for a period determined by the decision of the head of the school, but not longer than until the end of the current calendar year. Measures to attract teachers to which the state budget funds are allocated in accordance with the procedure established by the school owner (municipality or MESM) may be the following:

- material support;
- to reimburse the cost of travel to and from work with public transport as well as own vehicle;
- to compensate for the cost of renting living space;
- to cover the costs of acquiring and improving qualifications (to compensate for the acquisition of competencies of a teacher's qualification, another subject or pedagogical specialization, in-service training and related expenses);
- to cover the costs of moving from another place of residence.

The state budget for 2022 allocates 3,000,000 EUR for these needs, which are distributed proportionally according to municipalities and public schools.

Other measures to attract teachers

For more than 30 years, other means of attracting teachers have been tried in Lithuania. One of them is compensation for travel to and from work. The provisions of the Law on Transport Preferences, which obliged municipalities to cover the costs of teachers' travel from the city to the rural area, have been in force for several years. At the time of the law, there was no problem of a sharp shortage of teachers, so the application of this measure did not produce the desired results. It was abandoned a few years later. A few years ago, some municipalities, on their own initiative or with the encouragement of education trade unions, adopted arrangements for reimbursing teachers' travel and home travel expenses to municipal staff, including teachers. However, this practice is not very widespread nationwide, making it difficult to talk about its impact on attracting teachers to schools.

Another effective way of attracting young teachers to schools could be a higher percentage increase in the salaries of novice teachers, raising salaries for all teachers in general. From 2017, the salary of Lithuanian teachers is regulated by Annex 5 to the Law on Remuneration of Employees of State and Municipal Institutions. In it, the salaries of novice teachers working in early childhood, pre-primary and general education, non-formal education

and vocational training programs are differentiated for those with up to 2 years of pedagogical work experience and those with more than 2 to 5 years of work experience. Analyzing the dynamics of changes in teachers' salaries from the beginning of the 2019-2020 school year (since then the full-time teacher remuneration model came into force), there is no at least a slightly significant increase in the salaries of novice teachers compared to other teachers, that is, salaries increased equally for all teachers.

Year (2019-09-01)	Up to 2 years	2 – 5 years	Over 25 years (expert)
	1103,74 EUR	1112,39 EUR	
	1192,84 EUR	1194,57 EUR	
		1220,52 EUR	1557 EUR
Year (2022-01-01)			
	1346,64 EUR (Salary increased by 22 percent)	1352,07 EUR (Salary increased by 21,6 percent)	
	1446,19 EUR (Salary increased by 21,2 percent)	1449,81 EUR (Salary increased by 21,4 percent)	
		1480,58 EUR (Salary increased by 21,3 percent)	1891,45 EUR (Salary increased by 21,5 percent)

MESM declares that to increase the motivation of teachers who have completed pedagogical studies, it is necessary to change the “flat” system of teachers' remuneration. According to MESM, real preconditions will be created for teachers to pursue a career in school, that is, to achieve high qualification categories and to receive significantly higher salaries. The largest trade union of education and science in Lithuania, representing the interests of those working in educational institutions in Lithuania, did not make demands to exclude novice teachers when raising salaries for teachers in the negotiations on the collective agreement in the field of education and science.

Thus, in Lithuania this leverage of attracting teachers to the education system is not used.

IV. IV. The situation of novice teachers in Lithuania schools (LESTU survey overview)

To find out about the situation of novice teachers in schools, LESTU conducted a survey of these teachers in 2022. The survey was carried out with 100 respondents, 88 % of whom were women and 12 % of whom were men, who identified themselves as novice teachers. 44% of them have 1-3 years of teaching experience, 13 % up to 1 year and 30 % 3-5 years. In the survey participated 13% of teachers with more than 5 years of experience who identified themselves as novice teachers. It can be assumed that they are answering about their work at their last job, where they worked for the first year. Even 92% of respondents worked in one educational institution and 8% in two. A statistically insignificant part worked in 3 and more educational institutions.

Various studies to date have shown that teachers of different ages are motivated by different professional goals. For teachers under 30, personal professional development is usually the most important professional goal. Teachers in their fifties and older strive for meaningful activities and focus on student progress and success. Many studies show that personal professional development is the most important professional goal for teachers under 30. Meanwhile, young teachers are motivated by help to participate in professional development activities and support to improve their qualifications. Young teachers are the most insecure about achieving their professional goals. Educational talks or mentoring can help reduce these doubts, as learning from more experienced colleagues is one of the most important factors in achieving professional goals. These trends are also reflected in the LESTU survey of novice teachers working in Lithuanian schools.

A survey of novice teachers conducted by the LESTU shows that novice teachers experience more positive than negative emotions in schools. More than 50% of respondents feel energetic and interested, 54% energetic and 58% interested. On the other hand, others feel worried, overwhelmed and uninformed - 27% worried, 31% overwhelmed and 19% uninformed. It should also be noted that some respondents feel helpless and angry - helpless 3%, angry 3%.

Young teachers' well-being at work is influenced by many factors - the working conditions they were offered, the information they received at the beginning of their work, the support they received from the school administration and colleagues. It is also very important to what extent their preconceived expectations matched the reality of the workplace. The responses

show that, at the start of their work, novice teachers were introduced to the documents provided for by the legislation - the contract of employment (91%), the job description (90%), the rules of procedure (70%), the rules for completing the electronic diary (53%), and the timetables of the educational institution and its administration (29%). A significant number of respondents were provided with information that was not required by law, but which was very important for successful work, such as congratulations on starting work (62%), information about the traditions of the educational institution (52%), regulations on the use and maintenance of the premises of the educational institution (13%), and colleagues' contact information (21%). However, novice teachers are not provided with all the information they need to be successful, especially guidance on how to work with the classroom (15%), how to start communicating with parents (11%), etc. This fragmentation of information for novice teachers makes them feel anxious, uninformed or even angry in their new workplace.

A separate question was about the methodological support that a novice teacher receives at school. More than 88% of respondents strongly or rather agree with the statement that additional methodological support is needed after completing their pedagogical studies to be able to successfully start working in an educational institution. The lack of knowledge needed to become a real teacher is complained about by 79% of those surveyed. Lack of additional knowledge and skills to prepare teaching materials is a complaint of 78% of respondents. However, the biggest gaps for novice teachers are related to working with students with special needs, even 90% agreeing that they lack such knowledge. It is clear from the survey that novice teachers need and receive a lot of support. The survey shows that the support provided by the education authority is generally well received by novice teachers. 14% rate it as a 10 (the highest rating), 24% as a 9, 16% as a 8, 15% as a 7, 15% as a 5, 9% as a 6, 4% as a 4, 2% as a 2, 1% as a 3. Commenting on their choice, teachers write (unedited texts):

- *The educational institution is always supportive and very warmly welcomed.*
- *Both staff and authorities are supportive, helpful and cooperative.*
- *I had a great mentor and her support at the beginning of the school year, and a great team of professionals. However, I would like to see more involvement and support from the administration.*
- *I am not satisfied with the support from the educational institution where I work because I do not receive it. Although the school is not very large, the principal seems to notice me only when something needs to be done extra or when the*

assigned work is not done correctly, or when the educational class commits an offense, then I am reprimanded for the behavior of the students.

- *As a novice teacher, I received little help from the administration, so I had to look for it myself. Making friends with a social educator helped. I'm still learning things almost last, and I lack help in working with the classroom.*
- *When I came to work, I was introduced to the staff working in that group and I was told to ask them questions. The colleagues were not very helpful, so I gathered information from everywhere.*
- *Whenever I ask for help or advice, I always get support and constructive advice from the administration and some colleagues. Even during lessons, when I ask for help, the social worker comes to my aid.*
- *The basics are given at the beginning, but concrete examples are lacking. You must ask yourself, ask your colleagues, and the beginning was really very difficult. Not much attention is paid to this, you usually feel like a self-taught person.*

The survey asked, "What kind of support would a novice teacher need to successfully adapt to the workplace?". Here are some of the responses that reflect the prevailing trend (unedited texts):

- *need help with paperwork because there is too much of it.*
- *For a normal introduction to the program, what needs to be taught because the general programs on the Internet are very vague, especially since everything there is put together and you must figure out for yourself what is meant for 9th grade and what is meant for 10th and so on. It would also be good to be familiar with legal matters and additional salary payments, because in the public space it is noticeable that in some place's teachers receive extra money for working with students with special educational needs when I get nothing. There should be a normal introduction to career opportunities and how to get a qualification category, because then you try to adapt somehow, and then you find out that it's not enough just to teach lessons, you must be involved in the community as much as you can, or else you won't be awarded a qualification category.*
- *I missed regular consultations with a psychologist who works outside the school and is not related to the particular school where the teacher works.*

- *Lack of psychological support.*
- *I do not receive practical information about the problems encountered.*
- *There are no materials for teaching art - paper, markers, pencils, pins, coloured paper - and I had to buy them all with my own money. Classrooms are never about everyone having everything, and you can't always leave those who don't bring anything without work. And one weekly art lesson is not enough. And classes are too big. Maybe we should divide the classes, like in technology or foreign language classes. Otherwise, creative work done in haste really suffers. And we still have a lot of theory to teach our students.*
- *Longer internships are needed during the studies, observing the work and activities of several institutions.*

The survey shows that Lithuanian teachers are well equipped with the necessary tools for their workplace - internet access (93%) and software (89%). Novice teachers feel less equipped with traditional technical tools such as a scanner (34%). Although teachers in schools are strongly encouraged to communicate regularly with parents of students, only 12 % of respondents say they are equipped with smartphones for work.

The slightly worse situation of novice teachers is related to their salaries and workload. Less than half of the respondents strongly or rather agreed that the workload distribution in the institution is objective and transparent. It is, therefore, logical to see that 76% of respondents are clear about their workload design principles. Despite the lack of objectivity and transparency in workload allocation, only 77% of novice teachers are satisfied with their workload. This can be seen by looking at the workloads of the respondents - 31% work more than 36 hours (contact and non-contact) per week, 42% work 24 to 36 hours (contact and non-contact) per week, 20% work 18 to 24 hours (contact and non-contact) per week and 7% work less than 18 hours (contact and non-contact) per week. The survey shows that 64% of novice teachers are satisfied with the balance between contact and non-contact hours in their workload and 54% - say they are paid for all the work they do. This is also illustrated by the survey respondents' answers about the salary they are paid - 6% earn more than EUR 1 500 (gross), 60 % earn between EUR 1 000 and EUR 1 500 (gross), 11% earn between EUR 790 and EUR 999 (gross) and 6 % earn between EUR 500 and EUR 789 (gross). The statistically insignificant part of the salary of novice teachers is less than 500 EUR (gross).

Information, including mentoring, the provision of a workplace, the workload, and the salary they are paid, all play a role in determining the feelings and well-being of novice teachers at work. Overall, only a half of novice teachers feel good at school - 52% are positive at work, but 25% are less able to be positive. 33% can correct their mistakes and improve, but 11 % suffer from professional burnout syndrome. 20% are increasingly demanding of themselves, but 8% feel emotionally uncomfortable about not being able to do their job properly. Worryingly, 11% of novice teachers have feelings of helplessness, and 7 % have feelings of powerlessness, reluctance, protest and anger at work.

There are a few wide-ranging comments that cover many aspects of a novice teacher job (unedited texts):

- *„As soon as I started, I felt very good, full of energy and joy. However, in my second year, all the good emotions have disappeared because I didn't get support from other teachers and the administration. The administration has given me a lot of work - I work more than 1 full-time job, I have a parenting class, it's hard to communicate with parents, especially with teenagers! I had a lot of desire to work in a different way, to incorporate my digital knowledge, but I was reprimanded by the administration for the use of phones and computers during the school year, which further reduced my motivation and my desire to work at school. Because I must work with the same old methods, which are completely uninteresting even for me, and even less so for a modern student. In fact, I'm seriously considering whether I should try my hand in other sectors after this academic year“.*
- *„There is not a lot of support. Some of the issues I'm concerned about I'm working on until I find out, but I always feel tired of it. Adding to the fatigue is the fact that I have previously held other non-teaching positions in this institution“.*
- *„As a novice teacher, I received little help from the administration, so I had to look for it myself. Making friends with a social educator helped. I'm still learning things almost last, and I lack help in working with the classroom“.*
- *„I'm frustrated - I love my work with children, I feel like I'm doing a job I love, but my hands and motivation are completely washed away when my dedication to my work is not appreciated by the school administration, there are no rewards, no incentives, no motivation, and, in general, it's a very overloaded time as a teacher, you have to be able to keep up, you have to push yourself over the top, you have to*

please everybody, and you have to be able to be competitive among your colleagues. I'm very reflective at the moment, I'm even thinking of trying to work in another field, it's hard enough as it is, and they're increasing the number of students in the group, when they should be reducing it“.

- *I would be happier if I could spend more time working with children and implementing my ideas, but now even my free time must be sacrificed to bureaucratic paperwork. On top of that, there is so much to do that there is no free time even for myself.*
- *I had a very positive attitude towards the work, but eventually it became difficult to cope with the workload and intensity. Communication and cooperation with parents and administration is sometimes difficult because there are so many psychological and social aspects involved.*
- *I like working with children, I like passing on my knowledge to others, the only thing I don't like is the education system, which is very unfavorable to a teacher's work, and the excessive rules that sometimes ruin children's potential or even provoke a resistance reactions.*
- *I'm very happy with what I do, the way I interact with children and colleagues, but I need a teacher's salary that's at least close to enough to cover more than just food and the essentials (utilities, child maintenance). To have all this, you need to work at least 1.5 full-time jobs, and then the workload is incomprehensible.*
- *I like the direct work, i.e., educating children, finding more interesting activities, useful project activities, but there are too many children in the group for one teacher, the workload is heavy, the demands are high on all sides, the pay is disproportionate, especially for a novice teacher, the salary is the lowest, although the knowledge is not inferior to that of working retirees. Also, having two bachelor's or master's degrees in education does not even qualify as a head teacher.*
- *Very often, teachers feel unappreciated by students' parents and sometimes even by their own school administration. That's why I sometimes doubt whether the work and effort will pay off.*

The survey on the needs of novice teachers was carried out by a trade union and included a question on how important it would be to address concerns and problems with the help of a trade union. 57,6% said it would be relevant, 19,2% said they would

not need help from a trade union and 23,2% did not know if a trade union could help. Such results are not surprising, as the LESTU clearly declares that it focuses on defending the socio-economic interests of teachers and other employees of educational institutions and pays less attention to problems related to the organization of the educational process.

Summarizing these and other results of the survey, the following conclusions can be drawn:

- most novice teachers do not have the necessary knowledge to work with students,
- higher education does not provide this knowledge and the necessary skills for novice teachers,
- almost half of novice teachers lack the information they need to do their job properly,
- lack of the necessary skills, knowledge and information causes problems for novice teachers in their role,
- these problems create tensions for novice teachers when dealing with students, their parents, colleagues and school administration,
- tension in the workplace prevents the novice teacher from feeling comfortable, which is not motivating.

V. SWOT analysis of the situation of novice teachers

Strengths	Weaknesses
<ul style="list-style-type: none"> • Higher education institutions train enough teachers. • Education policy makers are aware of the need for national, coherent and sustainable measures to attract teachers. • Increasing number of public and private initiatives to attract teachers. • Lithuania has a vision to make teaching a prestigious profession by 2025. 	<ul style="list-style-type: none"> • National education strategy documents do not include a target for attracting young teachers. • All existing measures to attract teachers are fragmented and unsustainable. • Existing teacher databases do not allow for forecasting the need for teachers in specific municipalities or schools. • Novice teachers are not given the

<ul style="list-style-type: none"> • The State plans to improve the teacher training system, which will make it easier for novice teachers to start their careers at school. 	<p>conditions they need to successfully adapt to the school.</p> <ul style="list-style-type: none"> • Graduates of pedagogical studies are ill-prepared to work independently in schools. • The current system of teachers' pay does not motivate people to enter the teaching profession.
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Measures to attract young teachers can be agreed in the Education and Science Collective Agreement. • Planning teacher needs at national, municipal and school level. • Percentage of novice teachers in Lithuanian schools increases every year. • Education trade unions in the education and science sector can offer measures to attract young teachers in their collective agreement. • To establish a competitive salary for novice teachers in the teacher pay system. 	<ul style="list-style-type: none"> • More than 50% of Lithuanian teachers are over 50 years old. • 7.25% of teachers have reached retirement age. • There is no coherent and sustainable system of support for novice teachers in schools. • Insufficient state funding for measures to attract young teachers. • By encouraging the recruitment of other professions to schools, the qualification requirements for teachers will be reduced.

VI. LESTU suggestions and recommendations for solving the problems of novice teachers and teacher attraction

1. Improve existing teacher databases to enable them to forecast the demand for teachers in specific municipalities and schools each year.
2. Use data-based short-term and long-term forecasts when preparing admission plans for pedagogical studies.
3. Reforming the teacher education system to make it easier for novice teachers to start their careers at school.
4. Establishing a system in schools to help novice teachers adapt to their new workplace.
5. Establish a competitive salary for novice teachers.
6. Coordinate at national level all initiatives to attract teachers to schools.
7. The state must ensure that all measures to attract teachers to schools are adequately funded.
8. Abandon plans to expand the attraction of other specialties' to schools.
9. LESTU to prepare proposals for a collective agreement on measures to attract teachers to schools in the Lithuanian education and science sector.

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