



Policy recommendations for support system for novice teacher at local, national and EU level



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INTRODUCTION

From 1st December 2021 till 31st January 2024 Latvian Trade Union of Education and Science Employees (LIZDA) together with trade unions LESTU (Lithuania), ZNP (Poland), and ČMOS PŠ (the 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).

The document "Policy recommendations for support system for novice teacher at local national and EU level" is a comprehensive guide aimed at improving the support system for novice teachers in Latvia, Lithuania, Poland, and the Czech Republic. It includes an in-depth analysis of the current challenges in the teaching profession, such as teacher shortages, the need for professional development, and creating supportive work environments. The document draws on various studies, including the "Education and Training Monitor 2023"¹ and reports from the OECD. It provides detailed recommendations on enhancing the teaching profession's attractiveness, focusing on competitive remuneration, effective mentorship, continuous professional development, and supportive legislation and administrative practices. These recommendations are designed to be implemented at different levels, from individual schools to national policies, to ensure a sustainable and positive impact on the education system.

The document's focus extends beyond identifying problems; it actively proposes solutions and policy recommendations to support novice teachers. This includes addressing systemic issues such as teacher shortages, aging workforce, and the need for more diversified qualifications among educators. The involvement of multiple European countries in the project and the reference to EU-level policies suggest that the recommendations might be adaptable or relevant across different educational contexts within the European Union.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

¹ <https://op.europa.eu/webpub/eac/education-and-training-monitor-2023/en/index.html>

EUROPEAN CONTEXT

The "Education and Training Monitor 2023"² offers a detailed examination of the teacher shortage crisis in Latvia, Lithuania, Poland, and the Czech Republic, shedding light on various challenges and the measures being taken to address them.

In Latvia and Lithuania, along with other Baltic countries, a significant challenge arises from an ageing teaching workforce. A notable proportion of teachers, especially in secondary education, are aged 55 and over. This demographic trend raises concerns about impending teacher shortages as these older educators approach retirement.

Latvia has responded proactively to this challenge. The country has launched fast-track initiatives enabling young professionals to quickly obtain teaching qualifications, with a particular focus on STEM fields. Additionally, Latvia has created avenues for teachers to expand their qualifications into other subject areas and has introduced scholarships for students undergoing initial teacher training.

A key strategy adopted by several countries, including Lithuania and Latvia, is the implementation of substantial salary increases for teachers. Since 2019, Lithuania has increased teachers' salaries by 70%, while Latvia has implemented a 59% salary increase since 2016. These measures aim to enhance the appeal and competitiveness of the teaching profession.

Another pressing issue is the notable shortage of teachers in specific subjects like Science, Technology, Engineering, and Mathematics (STEM), foreign languages, and informatics. This shortage is particularly acute in Lithuania and is a common challenge across the European Union.

The policy responses in these countries have primarily focused on addressing shortages in specific subjects, rather than tackling geographic imbalances in teacher distribution. Innovative solutions are being considered, such as pooling teachers across schools or reorganizing school timetables. Schools located in large cities, disadvantaged neighborhoods, and remote or rural areas, as well as areas with a predominant population speaking a different language, face greater difficulties in attracting and retaining teachers.

² <https://op.europa.eu/webpub/eac/education-and-training-monitor-2023/en/index.html>

The Czech Republic, similar to Lithuania and other EU countries, has also engaged in significant salary increases to enhance the attractiveness of the teaching profession. However, specific details about the

In Czech Republic the amendment of the Act on Pedagogical workers introduced the induction period of two years for novice teachers (the teachers who are in their first employment after graduating. The induction or adaption period lasts two years and the novice teachers are entitled to a induction / mentor teacher provided by the school. This amendment of the Act means that the professional support of the novice teachers is stipulated by law and therefore there is a legal entitlement for it. (Before it was not legally defined and it depended on the director of the school how to introduce the novice teacher into the profession.)

The same amendment of the Act brought another novelty. It is opening the teaching profession to those who had not studied Pedagogical faculty. In other words it means that people from other faculties (Sciences, Engineering, Economy...) or professionals already working in the profession (engineers, accountants, botanics etc.) can enter the teaching profession / become teachers on condition that they complete minimum pedagogical studies within three years of their practice.

Both these things should encourage more candidates (younger or older and from all range of professions) for the teaching profession into the teaching jobs. The adaptation period should help novice teachers to get into the profession smoothly and it should prevent them from leaving the profession prematurely after experiencing difficult or rough experience at the very beginning of the career.

While specific measures undertaken by Poland in response to teacher shortages are not detailed in the quoted sections, it's implied that Poland, along with the other mentioned countries, is actively working to address these challenges.

In summary, the report illustrates that Latvia, Lithuania, and the Czech Republic are undertaking concerted efforts to combat teacher shortages. These efforts include salary increases, targeted initiatives for specific subjects, and innovative policy responses, all part of a broader strategy to address the challenges posed by an ageing teaching workforce and subject-specific shortages.

The "Education and Training Monitor 2023"³ provides a detailed overview of the best practices implemented within the EU to support teachers. These practices encompass a range of strategies, including induction and mentoring, innovative solutions to teacher shortages, attracting students to teaching professions, and incentives for working in challenging environments.

One key area of focus is the implementation of induction and mentoring programs for new teachers. Recognizing the importance of these programs, which often last at least two years, the EU highlights their role in enhancing teacher retention rates and improving performance. These programs are supported by tutors, higher education institution staff, and school mentors. A compulsory induction

³ <https://op.europa.eu/webpub/eac/education-and-training-monitor-2023/en/index.html>

phase is a feature of most EU education systems, and newly qualified teachers receive mentoring support on a compulsory basis.

To address teacher shortages, countries like Ireland, Romania, and the Netherlands are exploring innovative solutions. Ireland, for instance, has a pilot scheme for sharing teachers among schools. Romania is considering the formation of school consortia for resource sharing, including teachers. The Netherlands is experimenting with alternative week schedules in schools in major cities.

Attracting students to teaching is another focus area. Various measures are being implemented across EU countries to encourage more students to enter initial teacher training programs. These measures include increasing the capacity or quality and duration of professional training. School placements and professional training, integral parts of most initial teacher training systems, help reduce dropout rates from these programs.

Financial incentives are provided for teachers working in challenging environments, such as schools with many disadvantaged students. These incentives, which can include increased basic salaries or additional allowances, however, are not universally available across all EU countries. Countries like the Baltic states and Romania offer increased basic salaries as a financial measure for such teachers.

Additional support is also extended to specific teacher groups. For example, the Flemish Community of Belgium allows retired teachers to earn extra income upon returning to the profession. Spain offers special benefits for teachers accepting positions in rural and remote areas. In Croatia, Hungary, Estonia, and France, teachers working in specific challenging areas receive higher salaries or additional financial support. Estonia, for instance, pays higher salaries to teachers in Russian-speaking areas. Similarly, in the Netherlands and Sweden, disadvantaged schools receive special financial bonuses that can be transferred to their teachers.

These practices collectively represent a comprehensive and diverse approach across the EU to support the teaching profession. They address the challenges of entering the profession and cater to the specific needs of teachers working in diverse and often challenging environments.

Based on the OECD 2023⁴ report, Lithuania and Latvia are facing a significant challenge with a decline in the number of teachers, coupled with an increase in the number of students. This trend indicates a shortage of teachers in these countries. To combat this, there have been notable efforts, particularly in the Czech Republic and Lithuania, to increase teachers' salaries. Between 2015 and 2022, these

⁴ Education at a Glance 2023 *OECD Indicators*

<https://www.oecd.org/education/education-at-a-glance-19991487.htm/?refcode=20190209ig>

countries have seen salary growth of more than 20%, a move likely aimed at making the teaching profession more attractive and addressing teacher shortages.

The motivation of teachers is closely linked to their working conditions. This includes the preparation and support they receive at the start of their careers, as well as opportunities for ongoing professional development. The well-being of teachers and their motivation to remain in the profession are also influenced by factors such as salary attractiveness and other aspects of their work environment.

In terms of the attractiveness of the teaching profession, especially within Vocational Education and Training (VET) programs, there are challenges due to limited appeal as a career choice. This is partly attributed to salary.

The OECD report discusses several key initiatives and strategies aimed at enhancing the attractiveness of the teaching profession, focusing on aspects like competitive salaries, effective recruitment, and promising career prospects.

Competitive salaries and career opportunities are essential in making the teaching profession appealing. Education systems are in competition with other economic sectors to attract high-quality graduates. The attractiveness of the teaching profession is greatly influenced by how teachers' salaries compare to other occupations requiring similar education levels, and the potential for salary growth over time. This approach underscores the necessity of offering financial rewards that match the demands and qualifications required in the teaching field.

In terms of recruitment and Initial Teacher Education (ITE), attracting the best students to the teaching profession is crucial. This can be achieved through effective recruitment strategies during the ITE phase, combined with the promise of attractive salaries and a positive image of the profession. Countries like Finland, Korea, and Singapore have successfully attracted top-tier students to teaching, resulting in superior pupil performance in international comparisons. These countries emphasize the importance of obtaining a professional master's degree for teachers, along with substantial practical training, enhancing the profession's overall image.

Long-term salary growth is another important factor. To increase the supply of teachers and retain well-qualified staff, it is important to offer attractive starting wages and career prospects. In OECD countries, teachers' salaries typically increase over the course of their careers. The average statutory salaries for upper secondary teachers, for example, are significantly higher after 10 and 15 years of experience compared to their starting salaries. This aspect of long-term financial growth serves as a motivating factor for individuals considering entering and staying in the teaching profession.

These strategies underscore the importance of competitive compensation, effective recruitment, and promising career prospects in making the teaching profession more appealing and sustainable.

The TALIS 2018⁵ report provides several policy recommendations to improve the appeal of the teaching profession:

- Attracting High-Calibre Candidates: This involves monitoring and forecasting human resources needs, creating effective recruitment campaigns for a diverse range of candidates, and selecting individuals with strong intrinsic motivation.
- Enhancing Prestige: The report suggests implementing communications and media campaigns to emphasize the intellectual stimulation and societal contributions of teaching. It also recommends developing a systemic approach to elevate the profession's prestige and status.
- Professional Development: High-quality pre-service and in-service training should be provided. There should be alternative paths into the profession, and a link between initial teacher education and ongoing professional development activities. Special emphasis should be placed on professional development in high-need areas, adapting to local and school-specific contexts, and incorporating strategies for diverse settings and special needs students.
- Supporting Growth through Induction and Mentoring: This includes reviewing the distribution of novice teachers, involving school leaders in developing induction and mentoring programs, and creating mentoring programs for new school leaders.
- Fostering Collaborative Culture and Effective Teaching Practices: The report advocates for supporting effective teaching practices, rethinking teachers' schedules to allow for small-group instruction, and addressing issues like bullying. It also encourages collaboration, fostering a collegial climate, and promoting distributed leadership within schools.

⁵TALIS 2018 Results (Volume I) *Teachers and School Leaders as Lifelong Learners*

<https://www.oecd.org/education/talis-2018-results-volume-i-1d0bc92a-en.htm>

- Empowering Teachers through Autonomy and Leadership: Teachers should be empowered with greater autonomy and distributed leadership. Strengthening school leadership and enhancing the voices of teachers and school leaders in policy debates is also recommended.

EUROPEAN LEVEL RECOMMENDATIONS

The European Trade Union Committee for Education (ETUCE)⁶ has set out 10 key demands to enhance the attractiveness of the teaching profession in Europe. These demands are aimed at ensuring that publicly funded education systems are well-staffed to provide quality public education for all. The 10 key demands are:

1. Promote Professional Autonomy: Highlighting the importance of giving teachers the freedom to exercise their professional judgment.
2. Deliver Decent Competitive Salaries: Advocating for fair and competitive salaries for teachers.
3. Support Effective Career Start to Ensure Retention: Emphasizing the need for supportive measures for teachers at the beginning of their careers to improve retention rates.
4. Ensure Quality Professional Development: Stressing the need for ongoing professional development opportunities for teachers.
5. Embed Equality and Diversity: Focusing on the integration of equality and diversity principles in the teaching profession.
6. Sustain Safe and Secure Working Conditions: Calling for the maintenance of safe and secure environments for teachers to work in.
7. Ensure Workload Control and a Work-Life Balance: Addressing the need for manageable workloads and a balance between professional and personal life for teachers.
8. Create Democratic School Cultures: Promoting the development of democratic cultures within schools.
9. Ensure Social Dialogue: Emphasizing the importance of social dialogue in decision-making processes affecting teachers.
10. Value, Respect, and Empower the Teaching Profession: Advocating for greater respect and empowerment of teachers as professionals.

These demands reflect ETUCE's commitment to addressing the multifaceted challenges facing the teaching profession in Europe, including issues related to autonomy, compensation, career development, working conditions, and social recognition.

⁶ <https://www.csee-etuce.org/en/campaigns/make-teaching-attractive>

Support for Novice Teachers by mentors

The "Education and Training Monitor 2023" study on policy measures to improve the attractiveness of the teaching profession provides insights regarding mentorship, highlighting various aspects.

Variety in Supervisory Roles: Supervisors in Early Career Support come from diverse backgrounds such as tutors, advisors, university staff, school heads, mentors, and inspectors. This variety is seen as positive, offering different and complementary types of support, especially since new teachers often turn to experienced colleagues for advice.

Preference for Experienced Teacher Mentors: There is a strong preference among new teachers for being mentored by an experienced teacher, indicating a desire for structured, personal, and professional in-service support that emphasizes the value of practical guidance.

Balanced Induction Approaches: Experienced teachers have found that a balanced approach during their induction, which includes sharing experiences with peers, mentoring by experienced trainers, and supplemented by theoretical and academic education, is most beneficial.

Induction and Initial Teacher Education Preferences: New teachers find the most helpful aspects of induction to be regular meetings with peers, specialized lectures, and mentoring by an experienced teacher. This concurrent model during Initial Teacher Education, combining academic education with reflection on practice, is viewed as making the teaching profession more attractive.

Mandatory Nature of Mentoring in EU Education Systems: Across the EU, mentoring support is provided on a compulsory basis to all newly qualified teachers in education systems where induction is regulated. However, the uptake of mentoring varies across different education systems.

Need for Common Training for Mentors: There's a recommendation for common training for all individuals providing support to new teachers, based on the initial education program, as a good teacher does not automatically make a good mentor. Some countries have specific examinations for certifying experts in mentoring.

Importance of Quality Induction Programs: The quality of induction programs is crucial for the profession's attractiveness. Early-career teachers value good mentoring and training during their initial years as it extends and complements their university education.

These insights stress the importance of mentorship in the teaching profession, especially for new teachers, and suggest that a combination of practical experience, peer support, and theoretical education is key to successful induction and professional development.

Competitive Remuneration and Financial Support:

The study highlights various examples and insights on competitive remuneration and financial support for teachers:

Across-the-Board Salary Increase: Increasing salaries across the board is considered an effective way to attract individuals to teacher training programs, thus enhancing the profession's status and reflecting the value placed on education. However, this is one of the costliest options for policymakers. Countries like Czechia, Estonia, France, and the Netherlands have implemented salary increases to make teacher salaries more competitive. Additionally, targeted incentives like bonuses or salary increases for teachers in high-needs areas or teaching specific subjects are suggested as more cost-effective.

Importance of Competitive Salaries: While many choose teaching out of vocation, salaries in some European countries are not competitive when compared to other professions with similar educational qualifications. Research shows that adequate salaries are crucial in attracting and retaining qualified candidates. Salaries should also reflect the unique challenges of different geographical areas.

Examples of Financial Support Measures: Various countries have implemented specific financial support measures for teachers. The Flemish Community of Belgium allows retired teachers to earn extra income upon returning to their profession. Spain provides benefits to teachers in rural and remote areas. Croatia offers higher salaries to teachers in areas of special state concern. Hungary has higher salaries for teachers in socioeconomically disadvantaged schools. Estonia and France offer additional support for starting teachers, with Estonia providing higher salaries in Russian-speaking areas. In the Netherlands and Sweden, disadvantaged schools receive financial bonuses that can be transferred to their teachers.

These examples underscore the importance of competitive remuneration and targeted financial support in making the teaching profession more attractive and sustainable.

Professional Development and Training:

The study sheds light on various aspects of professional development and training for teachers:

Encouraging Continuous Professional Development (CPD): The study suggests that advancement and pay raises should be linked to ongoing professional development. Sabbaticals are recommended to facilitate CPD. It is important for school heads to encourage all teachers to engage in CPD. Improving conditions for CPD, including planning, infrastructure, and documentation, is also highlighted. Teachers should be prepared for teaching or study periods in other European countries every ten years. Raising awareness among future teachers about mobility and comparative education system analyses is advised. School heads who promote international openness and teachers participating in mobility schemes should be rewarded. Personal inter-professional retraining assistance is also recommended.

Development and Improvement of CPD: CPD is increasingly important due to societal changes and new challenges faced by schools and teachers. However, economic recessions have led to reduced CPD programs in many European countries. Prioritizing CPD, especially for implementing new curricula and teaching key competences, is crucial. The documents designed in Ireland and Scotland, offering a continuum of teacher education from CPD to induction and then back to CPD, are cited as good practices.

Effective CPD Policy: An effective CPD policy can positively impact the image of an education system and its adaptability to changes. CPD is a key factor for job satisfaction and the attractiveness of the teaching profession. There is a need for coherence in CPD programs, adjustments to assessments, and addressing the authority issue in education.

Training and Certification for Teacher Educators: The study emphasizes the importance of common training for all individuals supporting new teachers, based on the initial education program. Specific training and formal certification procedures for teacher educators are advised. Countries like France and Scotland use specific examinations for certifying experts. Closer ties between the stages of Initial Teacher Education (ITE), Early Career Support (ECS), and CPD are recommended, as seen in the models of Ireland and Scotland.

Overall, these insights highlight the critical role of continuous professional development and training in enhancing the attractiveness and effectiveness of the teaching profession.

Legislation and Administrative Support:

The study on policy measures for enhancing the teaching profession's attractiveness provides insights into the role of legislation and administrative support:

Addressing Teacher Shortages Through Administrative Support: In countries like the Flemish Community of Belgium, Bulgaria, Ireland, and Lithuania, the impact of teacher shortages is acknowledged, focusing on salary disparities and increased workloads for current teachers. To mitigate these challenges, some countries have implemented measures involving support staff, which may include teacher training students, special education teachers, and social workers. These staff members assist by taking over certain duties, such as additional supervision during non-instructional periods, preparing the learning environment, handling administrative tasks, and providing closer supervision of students with special educational needs.

Legislation and Administrative Support for Salary Increases: Major salary increases for teachers have been introduced in several countries as a legislative or administrative measure. This strategy aims to make the teaching profession more attractive by reducing the salary gap between teachers and other tertiary-educated workers. On average, teachers' salaries in the EU are 10.5% lower than those of other tertiary-educated workers. Addressing this disparity through legislative actions is a significant step towards improving the profession's attractiveness.

European Union Support and Regulations: The study, prepared for the European Commission, is supported by the European Union. It reflects the need for collaborative efforts at the EU level to address issues related to the teaching profession. This includes legislative support, policy formulation, and funding mechanisms to help member states implement reforms and improvements in the education sector.

These insights underscore the importance of legislative and administrative measures in supporting the teaching profession, particularly regarding salary disparities, workload management, and enhancing the profession's overall status and attractiveness within the EU.

Attracting Young Talent:

The study on enhancing the teaching profession's attractiveness offers insights on attracting young talent:

Recruitment and Initial Teacher Education (ITE): In the recruitment phase and during ITE, it is crucial to pair an attractive salary with a positive perception of the teaching profession to draw in top students. An American study referenced in the document shows that countries like Finland, Korea, and Singapore successfully attract high-caliber students to their education programs, resulting in improved international student performance. Requiring a professional master's degree for teachers, with ample practical training, positively influences the profession's image. For candidates without a master's degree,

it's important to provide in-service professional development and time to complete their education to the master's level.

Incentives and Career Advancement: To attract young talent, it's vital to develop incentives and link career advancement to teachers' effectiveness and dedication to improvement. Institutional recognition should be given for mobility, continuous professional development, and innovative initiatives by teachers. One proposal includes remunerating student teachers through a pre-salary for a commitment to teach for a minimum of 8 to 10 years. Increasing the salary for new teachers in some countries could make the profession more appealing to capable and motivated students. Swift salary progression for effective teachers, especially those working in challenging environments like priority education zones, could be incentivized financially or through faster career advancement. Designing career advancement systems that help retain good teachers and fostering a social dialogue on these topics are also recommended.

These measures emphasize a strategic approach to attracting young talent into the teaching profession, focusing on financial incentives and enhancing the profession's image and career prospects.

Class Size and Working Environment:

The study on policy measures to improve the attractiveness of the teaching profession sheds light on the issues of class size and working environment:

Improving Working Conditions - Class Size and Workload: There has been an observed increase in pupil numbers per class in countries like Italy, Portugal, Slovakia, and Spain, along with an increase in the weekly workload for teachers in Cyprus, Greece, Hungary, Italy, Poland, Portugal, and Turkey. Conversely, only a few countries like Austria, Estonia, Hungary, and Poland have utilized a decrease in the number of children to reduce class sizes. However, support for teachers facing difficulties or those seeking to retrain for other jobs remains inadequate in many European countries.

Impact of Class Size and Stress: A perceived negative correlation exists between high stress levels and large class sizes. Educators identifying one of these as a problem often do not acknowledge the other, despite a likely connection between the two. The profession's challenges, thus affecting its appeal, include the demanding nature of programs with insufficient support for struggling teachers, and the difficulties posed by pupil attitudes and behaviors, which are often exacerbated in large classes.

These insights reveal that class size and workload significantly influence the working environment for teachers, impacting the profession's overall appeal. There is a highlighted need for better support mechanisms for teachers, especially in challenging environments with large class sizes.

Stakeholder Engagement:

The study on policy measures to enhance the teaching profession's appeal underscores the significance of engaging with stakeholders, particularly trade unions:

Quality of Social Dialogue with Trade Unions: The study identifies the quality of social dialogue with trade unions as a key factor in making the teaching profession more attractive. Effective social dialogue is essential for the success of educational reforms, efficient human resource management, improving the education system, ensuring teachers' well-being, and positively influencing the profession's image in society. Successful engagement hinges on the willingness of all stakeholders to cooperate and maintain transparency.

Finland and Ireland as Examples: These countries are highlighted as exemplars of good practice in stakeholder engagement. They have successfully incorporated trade unions into discussions and decision-making processes that impact the teaching profession.

The importance of this engagement with trade unions and other stakeholders is emphasized as crucial in creating a supportive environment for teachers. By addressing their concerns and needs, such collaboration contributes significantly to the overall attractiveness and sustainability of the teaching profession.

Safety in workplace

The study on enhancing the teaching profession's attractiveness addresses critical issues related to teachers' workplace safety, particularly concerning psychological violence:

Challenges Faced by Teachers: Teachers may face various personal challenges, relationship conflicts, or difficulties in adapting to certain types of pupils. These issues can significantly affect not only the teachers' well-being but also the effectiveness of the schools they work in.

Stress Linked to Teaching Activity: Surveys conducted by the European Trade Union Committee for Education (ETUCE) have revealed that stress among teachers is predominantly associated with the organization of their teaching activities.

Measures for Teachers Facing Personal Difficulties: Only 13 European countries have enacted measures, either as regulations or recommendations, to support teachers dealing with personal difficulties.

Aid Package for Teachers Faced with Conflicts: In 19 countries, there are specific aid packages available for teachers who encounter conflicts in their professional environment.

Need for New Approaches in Teaching: The study advocates for a reinvention of teaching methodologies. It suggests moving away from the traditional model where teachers work in isolation within their classrooms to a more collaborative approach. This new model would emphasize teamwork, collective reflection, individual autonomy, and greater autonomy for schools. Such a shift is believed to be crucial in addressing the myriad challenges and stressors teachers face, including psychological violence.

The insights from this study highlight the recognition of the complex and multifaceted challenges that teachers confront, including psychological aspects. It underscores the necessity for systemic changes to better support teachers and enhance their working conditions.

From both the OECD report and the Education and Training Monitor we could find main points regarding novice teachers support.

1. Teacher Shortages and Recruitment:

- Both reports emphasize the issue of teacher shortages, particularly in certain European countries. The OECD report highlights salary increases as a method to attract candidates, while the Education and Training Monitor suggests that enhancing working conditions and offering support for personal difficulties can also be effective.

2. Salaries and Financial Incentives:

- The OECD report notes significant salary increases in certain countries, indicating a move towards more competitive remuneration. The Education and Training Monitor echoes this by suggesting that across-the-board salary increases could enhance the profession's attractiveness, though targeted financial incentives might be more cost-effective.

3. Professional Development and Training:

- Continuous Professional Development (CPD) is identified as crucial in both reports. The OECD report underlines the importance of career-long learning and development, while the Education and Training Monitor recommends integrating CPD into a continuum of teacher education.

4. Working Conditions and Class Size:

- The Education and Training Monitor points out the challenges teachers face due to increased class sizes and workloads, reflecting on the negative impact these factors have on the teaching profession's attractiveness.

5. Mentorship and Support:

- The importance of mentorship for new teachers is highlighted in both reports, with the Education and Training Monitor advocating for structured and effective mentorship programs.

6. Legislation and Administrative Support:

- The Education and Training Monitor suggests that legislative and administrative actions, such as salary adjustments and support for teachers facing difficulties, are crucial for improving the profession's attractiveness.

7. Attracting Young Talent:

- Both reports agree on the need to attract top-tier students to the teaching profession. The OECD report emphasizes competitive salaries and positive profession image, while the Education and Training Monitor suggests incentives like remuneration for student teachers and swifter salary progression.

8. Teachers' Safety and Psychological Well-Being:

- The Education and Training Monitor addresses the need for systemic changes to support teachers' psychological well-being, indicating a growing awareness of the mental health challenges in the teaching profession.

In summary, both the OECD report and the Education and Training Monitor provide a comprehensive analysis of the current state of the teaching profession in Europe. They underline the necessity of competitive salaries, continuous professional development, supportive working conditions, effective mentorship, legislative support, attracting young talent, and addressing psychological challenges to enhance the attractiveness and sustainability of the teaching profession.

COUNTRY ANALYSIS

Czech Republic

In the Czech Republic, the strategy for supporting teachers, especially those new to the profession, is multi-faceted, encompassing elements like competitive pay, mentoring, professional growth, legislative measures, and enhancements to the work environment.

The issue of teacher remuneration in the Czech Republic is difficult with salaries lagging behind other professions requiring a university degree, especially in larger cities. For some schools / regions it is difficult to find teachers (especially of certain subjects – sciences, ICT, languages). This discrepancy has led to a rise in the number of unqualified teachers, particularly in metropolitan areas. Although there are plans to increase salaries, the increments are considered inadequate for competitiveness, and the realization of these increases to 130% of the average salary remains uncertain. From 1 January 2024, the statutory indexation of teachers' salaries should be set at 130% of the average wage in the economy⁷. However, it is questionable whether this level will be maintained. The statutory provision states that the total amount of funds allocated for teachers' salaries under the Education Act should correspond to at least 130% of the average gross monthly nominal wage per full-time teacher in the national economy. The head teacher will continue to have the possibility to decide how to use the allocated funds for the school's activities. Therefore, the newly established rule of the Education Act does not imply that the salary of each individual teacher will be at least 130 % of the average gross monthly nominal wage in relation to the national average number of employees. Thus, in reality, there may not be much practical effect on teachers' salary increases.

Novice teachers in the Czech Republic benefit from the Professional Development Support System for Teachers and School Headmasters (SUSY), a project in partnership with the European Union. Running from January 2018 to June 2030, SUSY aims to foster the professional development of teachers and school managers, with a strong emphasis on mentorship for new teachers.

Professional development for teachers is aligned with both the school's pedagogical plan and the individual's professional goals. This approach honors teachers' personal choices and includes an

⁷ Act No. 183/2023 Coll., amending Act No. 563/2004 Coll., on pedagogical staff and amending certain acts, as amended, and Act No. 561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (Education Act), as amended.

obligation for employers to facilitate further education opportunities. Teachers are also encouraged to use self-study leaves more effectively.

The Czech Republic has made strides in incorporating the institute of an adaptation period (a period during which a novice teachers is attributed a mentor) and the institute of the mentor teachers. However, this legislative amendment is not without questions because it does not specify what remuneration the mentor should receive for his/her work, what criteria there are for choosing a mentor or if mentors can get a reduced number of teaching time so that they can cater for their mentee (e.g. providing feedback, doing observations, analyzing the lessons, helping with preparation or formulating strategies of further development).

While specific initiatives to attract young talent in the education sector were not detailed in the documents, programs like SUSY and improvements in professional development and mentorship contribute to making teaching an attractive career choice for graduates.

The documents did not explicitly discuss class size and working conditions. However, these factors are typically significant in the overall appeal of teaching and are likely considered in wider educational reforms.

In summary, the Czech Republic's approach to enhancing the teaching profession is comprehensive, with a particular focus on professional development and mentoring for new teachers. However, there are ongoing challenges, especially regarding competitive salaries and the execution of planned salary reforms.

Latvia

Latvia's approach to enhancing the teaching profession is multifaceted, addressing aspects such as competitive pay, mentoring, professional development, legislative support, and improvements in the working environment.

Financial incentives play a significant role in motivating novice teachers in Latvia. A schedule for salary increases was implemented in 2018 to address concerns regarding remuneration and workload. Despite this, the minimum monthly salary rate for teachers is still seen as inadequate and not competitive with other EU countries. Yearly salary increments have been modest and struggle to keep up with inflation. Municipalities also provide additional funding based on student numbers to ensure teachers receive more than the minimum wage.

In supporting novice teachers, Latvia has introduced measures like providing service apartments and covering the cost of pedagogy studies at universities. Programs such as "Teaching Strength" offer mentorship for new teachers, with appropriate remuneration for the mentors involved.

The Ministry of Education and Science is committed to developing a robust teacher training system, ensuring high-quality, regular professional development. This includes methodological and consultative support, and the creation of networks for professional experience exchange and cooperation.

Legislatively, the Latvian government is actively involved in revising the teacher remuneration model and principles, as outlined in the Education Development Guidelines for 2021-2027.

To attract young talent, Latvia focuses on providing competitive salaries, developing a comprehensive teacher training system, and ensuring regular professional development opportunities.

The importance of a unified, safe, and open working environment for teachers is emphasized. Municipalities bear the responsibility for providing methodological support and technological resources.

The Latvian Large Cities Association (LLPA) highlights the significance of successful social dialogue in the education sector, indicating active stakeholder engagement.

While specific details about safety measures in schools were not explicitly covered in the provided sources, the emphasis on a safe working environment implies that this is a priority in Latvia's educational institutions.

Overall, Latvia's initiatives and policies demonstrate a comprehensive strategy to improve the teaching profession, with a strong focus on mentorship, professional development, and remuneration. However, challenges persist, particularly in making salaries competitive and keeping pace with increasing inflation rates.

Poland

Poland's approach to supporting teachers, particularly those new to the profession, involves a comprehensive set of strategies addressing aspects such as competitive remuneration, mentorship, professional development, legislative support, and enhancements to the working environment.

The issue of teacher salaries in Poland is a significant concern. The education system has struggled with noncompetitive remuneration, leading to proposals for substantial salary increases and a more straightforward calculation of average salaries. The base gross salary for teachers varies by grade, with a

novice teacher earning around 3424 PLN (approximately 700 EUR). Teachers are also eligible for various allowances based on workplace specifics, and until 2018, newly ranked contract teachers received a one-time development allowance, which from 2019 has been replaced with a start-up allowance for each trainee teacher.

Mentorship is a key component of Poland's support system for novice teachers, with most having access to mentoring in their initial years of teaching. This system is crucial in providing the necessary guidance and support for new teachers.

In terms of professional development, the Polish government financially supports courses and training programs to enhance teachers' professional qualifications. Notably, changes in 2022 unified the roles of trainee and contract teachers into a new rank of novice teacher, affecting professional development pathways.

The Polish education system operates within a regulatory framework that ensures adequate funding for teaching materials and sets guidelines for career advancement and remuneration.

While the provided information does not specifically address initiatives to attract young talent, efforts like competitive remuneration and professional development opportunities contribute to making teaching a more appealing profession.

Details about class sizes and working conditions in Polish schools were not explicitly covered in the provided documents. However, these factors typically play a crucial role in the overall attractiveness of the teaching profession.

The documents did not provide specific details on stakeholder engagement in Poland's education sector. Nonetheless, stakeholder involvement is vital in educational reform and policymaking.

Workplace safety in schools, a fundamental concern, was not detailed in the sources. However, ensuring a safe working environment is generally a priority in educational institutions.

In summary, Poland's approach to enhancing the teaching profession is comprehensive, with significant emphasis on professional development, mentorship for novice teachers, and competitive remuneration. Nevertheless, challenges remain, particularly in ensuring adequate compensation and simplifying the remuneration system.

Lithuania's strategy for supporting teachers, particularly those new to the profession, includes a broad range of measures focused on competitive remuneration, mentorship, professional development, legislation, and improving the working environment.

One key focus area is ensuring that qualified teachers receive higher salaries. The country is actively working to enable teachers to achieve higher qualification categories, which leads to significantly higher salaries. Recognizing the importance of competitive salaries, Lithuania is also striving to establish appealing remuneration for novice teachers to attract them to the education system.

Mentorship programs in Lithuania are comprehensive, offering novice teachers assistance through mentor assignments, training, supervision, and professional consultations. These programs have proven effective, with about 75 percent of participants remaining in the education field.

Lithuania

The Lithuanian Ministry of Education Science and Sport has developed a detailed plan for teacher training and in-service training. This plan includes retraining professionals from other fields to become teachers, thereby addressing key issues in the education sector.

Efforts are also being made to coordinate various initiatives at the national level to attract teachers to schools, ensuring that these measures are well-funded.

For attracting young talent, Lithuania has specific programs aimed at schools in smaller towns where the need for young teachers is most pressing. These programs provide a pathway for young professionals to enter the teaching profession and receive the necessary support.

While the provided documents do not explicitly address class sizes and the working environment, these factors are generally considered crucial in determining the overall attractiveness and effectiveness of the teaching profession.

The Ministry of Education and Science plays a central role in involving and cooperating with various stakeholders in the recruitment and support of novice teachers, emphasizing the importance of stakeholder engagement in this process.

Although specific details about safety measures or policies in Lithuanian schools are not covered in the sources provided, maintaining a safe working environment is typically a priority in educational institutions.

The 2023 research report by the Lithuanian Education and Science Trade Union and a team from Mykolas Romeris University⁸ reveals significant concerns regarding violence and bullying in the educational sector in Lithuania. The key findings of the report highlight various issues and experiences of educators:

1. Inadequate Legal Regulation: The current legal framework in Lithuania is insufficient in protecting educators and educational staff from violence inflicted by students or their parents. The response to such incidents is often left to the personal emotional and financial capabilities of the educators.

2. Culture of Bullying: More than half of the educators surveyed have witnessed instances where parents or guardians ridiculed teachers. There is also a significant presence of bullying among educators themselves and from administration towards teachers.

3. Experience of Violence:

- Half of the educators reported social and verbal violence from students, while about a third experienced sexual violence from students and violence from parents.
- Nearly a fifth of educators faced physical harm instigated by students, with about two-fifths experiencing instigations to disobey and insult the teacher. Additionally, nearly a tenth encountered offensive messages, photos, or videos, with more than a tenth suffering intentional property damage.
- Verbal abuse and threats were the most common forms of violence from parents.
- Specific groups of educators, such as pre-school teachers, subject teachers, and primary education teachers, experienced different forms of violence more frequently.
- Urban educational institutions reported a higher frequency of all types of violence (except property damage from students) compared to other settings.

4. Quality of Relationships:

- Educators with more work experience reported better relationships with colleagues and students.
- Primary education and non-formal education teachers had the best relationships with students.

⁸ PEDAGOGŲ IR KITŲ ŠVIETIMO DARBUOTOJŲ SMURTO PATIRČIŲ ŠVIETIMO ĮSTAIGOSE TYRIMAS TYRIMO ATASKAITA 2023 <https://www.svietimoprofsajunga.lt/wp-content/uploads/2024/02/Pedagogu-ir-kitu-svietimo-darbuotoju-patirtys-svietimo-istaigoje-tyrimo-ataskaita.pdf>

- Administrative staff rated their relationships with school management and other educational institutions in the municipality the highest.

- Educators in rural institutions reported better relationships with colleagues, school leaders, and other municipal educational institutions.

- There was a general feeling among teachers of being insufficiently understood by students, colleagues, administration, and representatives of municipal education institutions.

5. Seeking Help: A significant majority of teachers were aware of where to seek help after experiencing violence. A third of those who experienced violence sought and received help from family members, while a tenth sought help from their institution's administration but did not receive adequate support.

6. Internal Regulations: Educational institutions in Lithuania have established internal legal acts and procedures related to violence and bullying.

These findings indicate a complex and concerning situation regarding violence and bullying in Lithuanian educational settings, underscoring the need for more robust legal protections, support systems, and a shift in the culture within educational environments.

In summary, Lithuania's approach to enhancing the teaching profession is comprehensive, focusing on areas such as professional development, mentorship for novice teachers, and competitive remuneration. Despite these efforts, ongoing challenges remain in fully addressing these issues.

RECOMMENDATIONS

Recommendation on Competitive Remuneration and Financial Support

At School Level:

1. **Implement a Transparent Salary Structure:** Establish a clear and transparent salary structure that recognizes experience, education level, special skills, and performance. This structure should include clear progression pathways, allowing teachers to understand how they can advance and what salary increases they can expect.

2. **Incorporate Performance-Based Incentives:** Introduce performance-based incentives that reward exceptional teaching, contributions to school development, and extracurricular involvement. These incentives can be in the form of bonuses, additional leave, or funding for professional development.
3. **Offer Financial Support for Professional Development:** Provide financial assistance for teachers seeking further education or professional development. This could include tuition reimbursement for advanced degrees or certifications, and funding for attending conferences or workshops.
4. **Allocate Funds for Classroom Resources:** Ensure that teachers have access to necessary classroom resources without having to pay out of pocket. Allocate a budget for each classroom, allowing teachers to purchase supplies or educational materials as needed.
5. **Involve Teachers in Financial Decision-Making:** Include teachers or their representatives in discussions and decisions related to remuneration and financial support. This involvement ensures that the policies developed are in line with teachers' needs and expectations.

At National level:

1. **Establish a National Commission on Teacher Salaries:** Form a national commission to regularly assess and benchmark teacher salaries against other professions with similar educational and experience requirements. This commission should ensure that teachers' salaries are competitive and fair, reflecting the critical role they play in society.
2. **Legislate Minimum Wage Standards for Teachers:** Implement legislation that sets a minimum wage standard for teachers across the country. This standard should take into account the cost of living, the level of education required, and the complexities of the teaching profession.
3. **Ensure Equitable Funding Across Regions:** Address disparities in school funding across different regions to ensure that teachers in all areas receive equitable support. This includes ensuring that schools in economically disadvantaged areas have sufficient resources to offer competitive salaries and support to their teachers.

4. **Fund Professional Development at the National Level:** Allocate national funds specifically for teacher professional development. This could include scholarships for further education, grants for research, and funding for national and international teacher exchange programs.
5. **Implement Tax Benefits for Teachers:** Introduce tax benefits or deductions for teachers, recognizing their contribution to the nation's development. This could include deductions for educational supplies, professional development costs, or housing in certain areas.
6. **National Campaigns to Elevate the Teaching Profession:** Launch national campaigns that highlight the importance and value of the teaching profession. Such campaigns can help in attracting talent to the profession and in garnering public and political support for better teacher remuneration.
7. **Regular State-level Consultations with Trade Unions:** Engage in regular consultations with teacher unions and associations to understand their perspectives and needs. This collaboration is essential for developing policies that are responsive to the realities faced by teachers.
8. **Support Research on Teacher Workforce Dynamics:** Fund research to understand the dynamics of the teacher workforce, including factors affecting recruitment, retention, job satisfaction, and the impact of remuneration on these aspects.

Recommendations for supporting novice teachers by mentors

At the school level:

1. **Diverse Supervisory Roles:** Encourage a variety of supervisory roles in early career support, involving tutors, advisors, university staff, school heads, mentors, and inspectors. This diversity offers different and complementary types of support, benefiting novice teachers who often seek advice from experienced colleagues.
2. **Experienced Teacher Mentors:** Foster a mentorship culture where novice teachers are paired with experienced teachers. This approach should prioritize structured personal and professional in-service support, emphasizing the value of practical guidance.

3. **Balanced Induction Approaches:** Implement a balanced induction program for new teachers that includes sharing experiences with peers, mentoring by experienced trainers, and supplemented by theoretical and academic education.
4. **Regular Peer Meetings and Specialized Lectures:** Ensure that induction programs for novice teachers include regular meetings with peers and specialized lectures. These elements, combined with mentoring by experienced teachers, help integrate academic education with practical experience.
5. **Practical Experience, Peer Support, and Theoretical Education:** Emphasize a combination of practical experience, peer support, and theoretical education in mentorship programs. This combination is key to successful induction and professional development for novice teachers.

At National level

1. **National Framework for Mentorship Programs:** Establish a national framework or guidelines for mentorship programs in schools. This framework should outline the roles and responsibilities of mentors, the structure of the mentorship program, and the expected outcomes for novice teachers.
2. **Mandatory Induction and Mentorship for Novice Teachers:** Make induction programs and mentorship mandatory for all novice teachers across the country. This policy ensures that all new teachers receive consistent and quality support as they begin their careers.
3. **Standardized Training for Mentors:** Develop a standardized training program for mentors at the national level. This program should equip experienced teachers with the skills and knowledge necessary to effectively mentor novice teachers.
4. **Funding and Resources for Mentorship Programs:** Allocate national funding and resources to support mentorship programs in schools. This could include grants for schools to develop their mentorship programs or financial incentives for teachers who take on mentoring roles.
5. **Research and Development in Teacher Induction:** Invest in research to continuously develop and improve teacher induction and mentorship practices. This research can inform national policies

and ensure that mentorship programs are based on the latest educational theories and practices.

6. **Collaboration with Higher Education Institutions:** Encourage partnerships between schools and higher education institutions to support the transition of novice teachers from university to the classroom. This could involve joint mentorship programs or continued education opportunities.
7. **Peer Support Networks:** Facilitate the creation of national peer support networks for novice teachers. These networks can provide additional support and a platform for sharing experiences and best practices.

Recommendations for Professional Development and Training (CPD)

At the school level:

1. **Link Advancement and Pay to CPD:** Align teachers' career advancement and pay raises with their participation in ongoing professional development. This approach motivates teachers to engage in continuous learning and development.
2. **Encourage Sabbaticals for CPD:** Implement sabbatical leave policies to facilitate teachers' participation in CPD. This can provide them with the necessary time and space to focus on their professional growth.
3. **School Leadership in Promoting CPD:** Encourage school heads to actively promote and support CPD among all teaching staff. This can involve providing resources, time, and encouragement for teachers to participate in CPD activities.
4. **International Mobility and Comparative Education:** Prepare teachers for teaching or study periods in other European countries. Promote awareness and understanding of different education systems and encourage international mobility as a part of CPD.
5. **Coherence and Adaptability in CPD Programs:** Ensure coherence in CPD programs, making them adaptable to the changing needs of the education system. This involves adjusting assessments and addressing authority issues within the educational framework.

At national level:

1. **National Policy for Continuous Professional Development (CPD):** Establish a comprehensive national policy for CPD, which mandates ongoing professional development as a key component of the teaching profession. This policy should outline clear objectives, standards, and expected outcomes of CPD.
2. **Funding and Resources for CPD:** Allocate dedicated funding at the national level to support CPD programs. This could include grants for schools, subsidies for teachers attending training programs, and investment in online learning platforms.
3. **National Framework for Sabbatical Leaves:** Develop a national framework for sabbatical leaves specifically for CPD purposes. This framework should facilitate teachers' ability to take time off for professional growth without financial or career progression penalties.
4. **Incentives for CPD Participation and International Openness:** Implement national incentives for teachers who actively engage in CPD and those who demonstrate international openness. Rewards could be in the form of recognition, career advancement opportunities, or financial bonuses.
5. **Professional Development in Key Competences and New Curricula:** Prioritize CPD that focuses on key competences, new teaching methodologies, and the implementation of new curricula. This ensures that teachers are equipped to meet contemporary educational challenges.
6. **Integration of ITE, ECS, and CPD:** Promote an integrated approach that connects Initial Teacher Education (ITE), Early Career Support (ECS), and CPD. This holistic approach supports continuous learning and development throughout a teacher's career.
7. **Collaboration with Educational Stakeholders:** Foster collaboration between government agencies, educational institutions, teacher unions, and other stakeholders in the development and implementation of CPD programs. This collaborative approach ensures that CPD is relevant and responsive to the needs of teachers and the education system.

Recommendations for Legislation and Administrative Support

At the school level:

1. **Administrative Support for Addressing Teacher Shortages:** Implement measures to address teacher shortages, focusing on salary disparities and increased workloads for current teachers. This can involve deploying support staff, such as teacher training students, special education teachers, and social workers, to assist with additional supervision, preparing the learning environment, handling administrative tasks, and providing closer supervision of students with special educational needs.
2. **Enhance Administrative Efficiency in Schools:** Improve administrative efficiency in schools to manage workload and distribute tasks effectively. This could involve investing in administrative technologies and training for administrative staff.
3. **Involve Teachers in Policy Formulation and Implementation:** Actively involve teachers in the formulation and implementation of policies that affect them. This participatory approach can ensure that the policies are more effective and responsive to teachers' needs.
4. **Regular Review and Adaptation of Policies:** Regularly review and adapt policies and administrative measures to ensure they are effective and align with the changing needs of the education sector and the teaching profession.

At national level:

1. **National Strategies to Address Teacher Shortages:** Develop comprehensive national strategies to tackle teacher shortages. This should include an analysis of the root causes, such as salary disparities and increased workloads, and the implementation of effective solutions like increasing the number of support staff in schools.
2. **Enhanced Administrative Support in Schools:** Provide schools with the necessary administrative support to effectively manage workloads and improve operational efficiency. This may include increasing the number of administrative and support staff in schools and investing in technology to streamline administrative processes.

3. **National Policies for Teacher Workload Management:** Implement national policies focused on teacher workload management. These policies should aim to create a balanced workload for teachers, ensuring they have sufficient time for both teaching and professional development.
4. **Strengthen Teacher Training and Professional Development:** Strengthen national teacher training and professional development programs to ensure that teachers are well-equipped to meet the challenges of modern education. This includes continuous professional development opportunities and support for teachers to upgrade their skills.
5. **Participatory Policy Development:** Involve teachers and their representative organizations in the development of educational policies. This participatory approach can lead to more effective and practical policy solutions.

Recommendations To attract young talent into the teaching profession.

At the school level

1. **Attractive Salary and Positive Profession Perception:** Pair an attractive salary with a positive perception of the teaching profession during the recruitment phase and Initial Teacher Education (ITE). This combination is crucial to draw in top students, as demonstrated by the success of countries like Finland, Korea, and Singapore in attracting high-caliber students to their education programs.
2. **Incentives and Career Advancement Links:** Develop incentives linked to teachers' effectiveness and dedication to improvement. This can include institutional recognition for mobility, continuous professional development, and innovative initiatives by teachers.
3. **Remuneration for Student Teachers:** Consider remunerating student teachers through a pre-salary arrangement for a commitment to teach for a minimum period (e.g., 8 to 10 years). This approach can make the profession more appealing to capable and motivated students.
4. **Swift Salary Progression for Effective Teachers:** Implement swift salary progression for effective teachers, especially those working in challenging environments like priority education zones. This could be incentivized financially or through faster career advancement.

5. **Career Advancement Systems:** Design career advancement systems that help retain good teachers. This involves creating clear pathways for professional growth and recognition within the school system.

At the national level:

1. **National Campaigns to Enhance the Image of Teaching:** Launch national campaigns to improve the public perception of the teaching profession. These campaigns should highlight the impact and value of teaching, showcasing it as a rewarding and respected career choice for young people.
2. **Attractive Compensation Packages:** Implement policies to ensure competitive and attractive salaries for teachers, especially starting salaries for new entrants. This approach should be aimed at making the profession financially appealing to high-caliber students.
3. **Incentives and Career Advancement Opportunities:** Develop national incentives linked to teacher effectiveness, dedication to professional growth, and innovative practices. This could include financial bonuses, fast-tracked career advancement, and recognition programs.
4. **Student Teacher Remuneration Programs:** Consider programs that offer stipends or pre-salaries to student teachers, in exchange for a commitment to teach in the system for a specified number of years. This can attract motivated individuals into the profession.
5. **Progressive Salary Structure:** Implement a progressive salary structure that rewards effectiveness, particularly for teachers in challenging environments or priority education zones. This could involve financial incentives or opportunities for accelerated career progression.
6. **National Dialogue and Policy Development:** Engage in a national dialogue with stakeholders, including teachers, educational institutions, and trade unions, to develop and refine policies aimed at attracting young talent. This dialogue should focus on the long-term sustainability and attractiveness of the teaching profession.

7. **Professional Development and Support:** Ensure robust national programs for professional development and support for teachers at all stages of their careers. This includes continuous learning opportunities, mentorship programs, and resources for personal and professional growth.
8. **Research and Data-Driven Approaches:** Invest in research to understand the factors that attract young people to the teaching profession and monitor the effectiveness of implemented strategies. Use this data to inform ongoing policy and program development.

Recommendations for addressing Class Size and Working Environment issues.

At the school level:

1. **Optimize Class Sizes:** Work towards maintaining optimal class sizes that allow for effective teaching and learning. This might involve hiring more teachers or adjusting class structures to avoid large class sizes, which are correlated with higher stress levels and challenges in classroom management.
2. **Assess and Adjust Workloads:** Regularly assess teachers' workloads and make necessary adjustments to ensure they are manageable. This might include reducing non-teaching responsibilities or providing additional support staff to assist with administrative tasks.
3. **Support for Teachers in Challenging Environments:** Provide targeted support for teachers working in challenging environments, such as schools with large class sizes or high-needs students. This support could include additional resources, teaching assistants, and access to specialist advice.
4. **Teacher Training on Classroom Management:** Offer professional development opportunities focused on effective classroom management strategies. This training can help teachers better handle the complexities that arise in larger classes.
5. **Implement Stress-Reduction Programs:** Develop and implement stress-reduction programs for teachers, including counseling services, wellness programs, and workload management strategies.

6. **Feedback Mechanisms for Teachers:** Establish regular feedback mechanisms where teachers can express their concerns regarding class sizes and workload. Use this feedback to make informed decisions and necessary adjustments.
7. **Community and Parental Engagement:** Engage with the community and parents to create awareness about the impact of class sizes on education quality. Garner support for initiatives that aim to improve working conditions for teachers.

At National level:

1. **National Standards for Class Sizes:** Establish and enforce national standards for maximum class sizes. These standards should be based on educational research and best practices, ensuring optimal learning environments for students and manageable workloads for teachers.
2. **National Policies for Workload Management:** Develop and implement national policies that address teacher workloads. This could include setting limits on teaching hours, providing additional support for administrative tasks, and ensuring adequate non-instructional time for planning and professional development.
3. **Investment in Additional Teaching Staff:** Allocate funds at the national level to hire additional teachers and support staff. This investment can help reduce class sizes and distribute the workload more evenly among educators.
4. **National Dialogue and Collaboration:** Facilitate a national dialogue among educators, policymakers, unions, and other stakeholders to discuss and address issues related to class size and working conditions. Collaboration is key to developing effective and sustainable solutions.
5. **Stress Reduction and Well-being Programs:** Implement national programs focused on teacher well-being and stress reduction. These could include access to mental health services, wellness programs, and initiatives aimed at improving work-life balance.

Recommendations for engaging stakeholders

At school level:

1. **Foster Quality Social Dialogue with Trade Unions:** Establish a framework for effective and regular social dialogue with trade unions. This dialogue is crucial for educational reforms, efficient human resource management, improving the education system, ensuring teachers' well-being, and positively influencing the profession's image.
2. **Incorporate Trade Unions in Decision-Making:** Actively involve trade unions in discussions and decision-making processes that impact the teaching profession. This collaborative approach ensures that teachers' voices are heard and their concerns are addressed in policy development.
3. **Transparency and Cooperation:** Ensure transparency and cooperation in all interactions with trade unions. Open communication helps build trust and facilitates effective problem-solving and policy-making.
4. **Address Teacher Concerns and Needs:** Use the insights gained from engagement with trade unions to address the concerns and needs of teachers. This includes working conditions, salary negotiations, professional development opportunities, and other key areas affecting teachers.
5. **Regular Feedback and Review Mechanisms:** Implement mechanisms for regular feedback and review of policies affecting teachers. Involve trade unions in these processes to ensure continuous improvement and responsiveness to the evolving needs of the teaching community.
6. **Engage in Constructive Negotiations:** Engage in constructive negotiations with trade unions on matters such as salaries, working conditions, and other key issues. Aim for outcomes that are mutually beneficial and contribute to the betterment of the teaching profession.
7. **Promote Awareness of Trade Union Activities:** Promote awareness among teachers about the activities and support available through trade unions. Encourage teachers to participate in union activities and benefit from the representation and support they offer.

At National level:

1. **National Framework for Social Dialogue with Trade Unions:** Establish a national framework for regular and structured social dialogue with trade unions. This framework should facilitate constructive discussions on educational reforms, teacher welfare, and policy development.

2. **Inclusion in Policy-Making:** Actively involve trade unions in the policy-making process, particularly in decisions that directly impact the teaching profession. This inclusion ensures that policies are grounded in the practical realities and needs of teachers.
3. **Transparency and Open Communication:** Maintain transparency and open communication in dealings with trade unions. This openness fosters trust and a cooperative spirit, which is essential for effective policy implementation.
4. **Regular Consultation and Feedback:** Set up mechanisms for regular consultations and feedback from trade unions. Utilize their insights for continuous improvement of policies and practices related to education and teacher welfare.
5. **Addressing Teacher Concerns and Needs:** Focus on addressing key concerns and needs of teachers as identified through dialogue with trade unions. Prioritize areas such as working conditions, salary structures, professional development, and work-life balance.
6. **Joint Initiatives for Teacher Support:** Collaborate with trade unions on joint initiatives aimed at supporting teachers. These might include professional development programs, wellness initiatives, and support for classroom resources.
7. **National Campaigns for Teacher Advocacy:** Conduct national campaigns to highlight the role of trade unions in advocating for teachers' rights and contributing to the improvement of the education sector. This can raise awareness among teachers about the benefits of union involvement.

Recommendations for Teachers' Safety and Psychological Well-Being:

At school level

1. **Conduct Regular Microclimate Surveys:** This involves assessing the school environment frequently to identify instances or risk factors of violence and bullying. The data collected can help in implementing targeted prevention measures.

2. Evaluate Preventative Programs: Regular evaluation of existing prevention programs in schools helps in understanding their effectiveness and areas that need improvement.
3. Organize Training for School Community Members: Training sessions for teachers, staff, and students about the causes, manifestations, and coping strategies for violence and aggression can be very beneficial.
4. Promote Interventions to Neutralize Bullying Culture: Introducing and encouraging practices like mediation and non-violent communication can help in mitigating the culture of bullying.
5. Publicize Cases of Violence: Making instances of violence known within the institution can act as a deterrent and also encourage victims to come forward.
6. Improve Managerial Competencies: Enhancing the skills of school leaders in creating and maintaining a positive and inclusive organizational culture is crucial.
7. Improve Understanding of Children's Behavior: Educators and staff should be trained to understand and appropriately respond to children's behaviors, which can often be a sign of underlying issues.
8. Enhance Collaboration with Families: Building strong, cooperative relationships with students' families can help in creating a supportive environment for children.
9. Develop Skills for Positive Organizational Culture: Focusing on skills that help create and nurture a positive organizational culture can have a significant impact on reducing violence and bullying.
10. Adhere to a Zero-Tolerance Policy: Implementing a strict policy against violence and aggression, including publicizing incidents and seeking external help when necessary, is critical for maintaining a safe environment.

At national level

1. Define Violence Against Teachers: Clearly delineate what constitutes violence against teachers, distinguishing it from other social and legal norms.
2. Amend Education Law: Modify the Law to include comprehensive definitions of various forms of psychological violence such as effects on mental health, threats, stalking, intrusion into private life, and specific forms like economic and cyberbullying.
3. Enhance Protection of Educational Workers' Rights: Implement mandatory reporting of violence cases with prompt psychological and legal support for victims.
4. Initiate External Research Studies: Conduct systematic, independent research to identify instances and patterns of violence and bullying within school communities.
5. Evaluate Preventative Programs: Regularly assess the effectiveness of anti-violence programs in educational settings to ensure they are addressing the issue effectively.
6. Provide Comprehensive Support for Affected Educators: Offer free legal and psychological assistance to educators and staff who have experienced violence in schools.
7. Organize Training on Violence and Aggression: Train school community members about the causes, manifestations, and strategies to combat violence and aggressive behavior.
8. Initiate Interventions to Reduce Bullying: Implement interventions like mediation and non-violent communication techniques to address and mitigate the culture of bullying in schools.
9. Train Leaders on Positive Organizational Practices: Provide educational institution leaders with training on how to foster a positive, supportive, and safe organizational culture.