

Improvement Teacher Professional Qualifications in Lithuania and Entrepreneurship

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Abstract. The article analyzes the professional development of teachers Lithuania, proposed new form of teacher internships, teacher development concept, entrepreneurship. Professional training for teachers is required in order to update the teachers of local and national priorities and initiatives being; update their knowledge, understanding and skills in pedagogy, curriculum, use of new technologies in teaching areas. In addition, effective professional learning takes place when teachers work with each other to share practices and learn together. Effective professional training is when: it is a long-term and planned; it is clearly the results expected to be achieved in professional education; it is directly needed for a specific and important teacher, and / or school and takes into account the existing knowledge and experience; it is based on the experience of action and exploration; it is held in conjunction with others; it is based on the best available data on education and training, and is headed by experienced specialists.

Keywords. Teacher, Teachers' Qualifications, Competence, Professional training, Professional development of teachers, Entrepreneurship education.

JEL. I21, I22, I24.

1. Introduction: Hazard Profile of Pakistan

Currently in modern intensive society is undergoing constant social, economic and organizational life changes. Teacher learning is inherent in all activities of teachers. Teacher career is an integral part of lifelong learning. Educator constantly evolving. For teachers is not enough to acquire knowledge, it is necessary to constantly learn. A new concept takes root in society, as lifelong learning. Dautaras, & Rukštelienė (2006), Dačiulytė et al. (2012), Othman, et al. (2012) analyze teachers professional competencies and how arise entrepreneurship competencies.

The purpose of the article - to assess the qualifications of teachers and entrepreneurship. The research object - the qualifications of teachers. Research methods - analysis of scientific literature, legal documents, comparison method.

2. Teacher qualification and competence

Teacher qualification shall mean the employee a certain profession, specialized knowledge. Teacher and skills set by the person who has acquired can qualitatively

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(competently) in type of work. Law of Education state, that qualification is ability and right to engage certain professional activities.

Table 1. Qualifications and competence concept

Author, Year	Description
Seimas (2011)	Competence - the ability to perform certain activities on the basis of acquired knowledge, abilities, skills and values.
Seimas (2011)	Qualification - according laws recognized competencies of personal or professional experience and their competencies required for the operation as a whole.
Joller-Graf (2005)	Competencies are: a) the ability to use personal inner possibilities in the context of external opportunities; b) the ability to demonstrate their expertise in order to target a specific situation; c) the ability to solve problems and overcome them; d) dependence on individual living conditions and their linkages with development; e) increase the continuity of competency, located and utilize new opportunities in childhood or adolescence undeveloped competencies.
Martišauskienė (2009)	Competence has dual scale: the teacher and student level.
European Commission Directorate of Education and Culture (2004)	Competence are the skills, knowledge, inclinations (talent) and provisions associated with holistically perceived personal potential and opportunities to adapt the variable and targeted skills and knowledge, experience.

Teacher competencies can be divided into three groups: 1) the general competencies required in all professional activities; 2) professional competencies specific to the teaching profession; 3) the special powers in relation to a subject-specific.

Prequalification required competencies sets professional standards. Qualification for a person who has obtained the relevant professional standards established competencies. The following distinguished training principles:

1. Equality. Every school teacher, leader, deputy education, social educator, special educator, speech therapist, psychologist, teacher assistant, librarian has the right to raise their qualification.
2. Continuity -a continuous process.
3. Systematic approach. Training is when teachers and other pedagogical staff systematically improve their skills.
4. Selectivity. Qualification are chosen freely, in combination with the school's strategic plan, annual performance goals and objectives.
5. Interest. Participation qualified to pursue a higher qualification category for certification. School administration and methodical group take further training, the work, the teacher's annual performance.

Teacher training conception based on the following principles:

- * self - educator has to understand what his activities should be improved, what knowledge, skills, lack of skills and the attitude and approaches is determined;
- * best practice - the teacher should take the best educational practices, which in many cases is located and properly understood the authentic teaching operating environment (educational institutions and other places where organized educational process), so it mobilized on a large part of the training activities;
- * motivation - the teacher should have an internal values and be externally motivated to continuously improve its operations;
- * subsidiarity - a teacher and educational institution are the key actors together who choose vocational training fields and forms.

3. Teachers qualification forms in Lithuania

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Teacher qualifications are a form of improvement. Pedagogical staff professional development is an integral part of the non-formal education. Pedagogical staff qualifications developed in accordance with the Minister of Education approved act. New approaches to professional development led to new forms of professional development and the emergence of structures.

Table 2. *Qualification training form*

Forms	Feature
Workshops	Seminars, imitation, modeling, lectures and so on.
Monitoring / evaluation	Peer monitoring, giving feedback on ongoing activities / work. As examples; peer tutoring and clinical observation.
Participation aida/ improvement processes (project groups)	Selects the institution concerned area improvement, formed a working group through which the individual (group activity) propose topic/field solutions.
Study group	A group of individuals on the basis of experience and knowledge working in certain areas of performance improvement.
Formulation of problems	Educational troubleshooting action research to find the answers to sensitive questions.
Independent learning	Individually planned activities. Individual professional development and goal-setting activities based on the objectives, the choice.
Activities led by advisor	(Mentor or coach) Less experienced educator with more cooperation an experienced colleague, consultant.

Source: Dačiulytė, et al. (2012).

Loucks-Horsley (1995), Juozaitis (2008), Guskey (2004) describing the professional qualifications distinguish the following forms of training: training events; monitoring / evaluation; participation in the development / improvement of processes (project groups); study groups; formulation of problems; educational action research; independent learning / individually planned activities; activities led by advisor (mentor or coach). Each training form has its own advantages and disadvantages.

4. Placement form of teacher qualifications

Foreign experience shows that the most common foreign countries teacher placement form, complementing the already implemented in Lithuania internship forms are teachers lending, internships in enterprises, exchange of trainees. These forms from teachers already implemented forms of long-term internships in several respects: by content, according to the organization and financing.

Distinguishes between long-term placement form:

Teacher lending. Teacher lending differs from the internship training Lithuanian education, science culture agency, enterprise content and shape according to the type of organization:

* According to the contents of the difference is that an educator seeks not only to join the internship local activities, but used his experience to systemic problems and decision-making, problem-solving the management and coordination. This internship trainee form not only helps to set traps, but will also evolve its own qualification.

* According to the organizational form of the difference is that used in Lithuania yet little is subject to employee hiring mode. Hiring employees can be defined as short-term or long-term employee "borrow" another organizational unit (internal services) or other organization (external services). This internship may be in the form of both individual and group forms - be subject to one teacher and teacher groups.

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The exchange of trainees. Teacher training trainees exchange model is described as a separate form of internship, but in the course of the project in a form already been implemented. The implementation of an internship trainee exchange was tested 3 months. This internship was to improve the form of Lithuanian language teachers are educated subject competencies: Lithuanian language teachers in minority schools improve their knowledge and skills needed to prepare students to keep Lithuanian language exam according to the new requirements of Lithuanian language teachers from Lithuanian schools improved their competencies Lithuanian language education (learning) individualization, aspects of differentiation.

The proposed internship trainee exchange differs from the already tested by way of training and organization, method of financing:

- In-service training is different in the way that the teacher does not apply shading only lesson observation, courtship way, but full lesson management.
- According to the organization, financing method differs in that there is no need to pay a scholarship, because teachers are fully replace each other at the same time in different schools should pay extra just for logistics and accommodation as required, thus reducing the cost of the placement support.

This internship may be in the form of both individual and group forms - be subject to one teacher and teacher groups. This internship form may require longer preparation stage, when originally see how what works, later taken over by the whole training process. 3. Internships in companies. Internships in companies differs from the training Lithuania Education, Science Culture office, company forms according to the type of organization. Already Implemented internship i in place had to be concerned with education, the proposed form of an internship place which is not directly related to education, for example. Chemistry teacher internship at the Institute of Biochemistry. This form is justified internship abroad (mainly in the US) the practice.

School management personnel internship. In order to prepare future leaders and enable the professional development of executives directors recommended internship. This form is suitable for an internship: experienced managers, deputy heads; who aspire to become leaders. Heads of internship can be organized at another Lithuanian or foreign school, whether for business or public sector organizations.

Starter teacher internship. Beginning teachers in the form of an internship based on the argument that teachers' preparation for the practical training of teachers is not enough, therefore, apply to teacher training or testing of the first period of the year (according to a report on a visit to Scotland, the Japanese experience).

5. Teacher training concept

Teacher training concept designed to offer a modern concept of teacher development and the legal and administrative mechanisms to strengthen teachers' continuing professional development of individual and institutional motivation, teacher development to ensure the quality of services and effective and targeted funds allocated from the budget to improve the qualifications of teachers.

Teacher training is based on the concept of principles:

1. the self-assessment;
2. best practices;
3. the motivation;
4. subsidiarity.

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According to the nature of the skills and their application to the following main areas of competence of teachers:

1. the general competence a distinction between: a) the organizational managerial competence; b) cultural competence; c) social competence; d) racing excellence;

2. the subject of competence;

3. didactic competence.

By skill development techniques, the following forms of acquisition of competences: 1. independent training and enrichment;

2. collegial sharing of experiences;

3. specialized events;

4. academic;

5. public-work activities.

Professional training for teachers is required in order to update the teachers of local and national priorities and initiatives being; update their knowledge, understanding and skills in pedagogy, curriculum, use of new technologies in teaching areas. In addition, effective professional learning takes place when teachers work with each other to share practices and learn together.

Effective training is when:

* it is a long-term and planned;

• it is clearly the results expected to be achieved in professional education;

* it is directly needed for a specific and important teacher, and / or school and takes into account the existing knowledge and experience;

* it is based on the experience of action and exploration;

* it is held in conjunction with others;

* it is based on the best available data on education and training, and is headed by experienced specialists.

This model is applicable to all teachers and includes professional learning throughout life starting from the early phase and further developing their pedagogical skills and leadership abilities.

According to the teachers' professional development model teachers plan their own professional development and are working individually or in collaboration with colleagues, that reflect and evaluate their work. They are established learning objectives and learning opportunities to participate in professional development activities and evaluate its results. This model, which is based on self-directed learning, the scientific literature does not specifically named as a liberal or decentralized. More often it is called "self-directed".

Professional lifelong learning model focuses on the individual, the nature and form of learning and impact on pupils' educational practices depends largely on the cooperation with colleagues and peers. Both in the classroom and school community education teaching practices improvement always depends on whether there is gaining support around. In addition, changes in educational practices must be supported by consistent training programs, and not unrelated to each other short-term experiments.

6. Entrepreneurship

Pupils should benefit from entrepreneurial experience before leaving secondary school education. For the education and training sector, this means that efforts need to be taken to make sure that today's Lithuanian pupils develop entrepreneurial skills and get the chance to have a practical entrepreneurial experience.

The strategy of the European Union mentions the importance of the development of entrepreneurial culture by fostering the right mindset,

entrepreneurship skills and awareness of career opportunities (Commission of the European Communities 2006).

In entrepreneurship education literature, two names exist as synonyms for entrepreneurship education – entrepreneurship teaching and entrepreneurial learning. The former consists of two components (European Commission 2002) – the transfer of entrepreneurial attitudes and skills developing relevant personal characteristics which are not directly linked to the business context (e. g. creativity, risk-taking, responsibility), and specific training on how to create a new firm (e. g. technical and business skills).

Entrepreneurship in education is based on a dynamic and social process where individuals, alone or in collaboration, identify opportunities for innovation and act upon these by transferring ideas into practical and targeted activities, whether in social, cultural or economic context (Roe Odegard, 2004).

A useful working definition of the entrepreneurial higher education institution is provided by Gibb (2013): "Entrepreneurial higher education institutions are designed to empower staff and students to demonstrate enterprise, innovation and creativity in research, teaching and pursuit and use of knowledge across boundaries. They contribute effectively to the enhancement of learning in a societal environment characterised by high levels of uncertainty

and complexity and they are dedicated to creating public value via a process of open engagement, mutual learning, discovery and exchange with all stakeholders in society - local, national and international."

Because entrepreneurship education was introduced by the United States in the 1940s, this concept has been adopted and integrated into education in many countries as a component of new economic strategies for fostering job creation (European Commission (2008).

For the further development of entrepreneurship education in Lithuanian schools series of recommendations are provided below.

1. Apply a broader definition of entrepreneurship so that school will no longer equate engagement in entrepreneurship only with business ventures and offer incentives to expand the entrepreneurial spirit across the institution.

2. Develop a policy framework to mainstream entrepreneurship into secondary schools.

3. Provide sustained funding and support for entrepreneurship education activities.

4. Integrate entrepreneurship-related programs and activities in the established curriculum across different subjects so that it may add value to all degree courses.

5. Develop strong partnerships among schools, businesses, and other community organizations.

6. Evaluate the effects of entrepreneurship education and prove its legitimacy on campus.

According Othman, Othman, Ismail (2012) entrepreneurship education should be implemented and offered continuously in order to promote interest in entrepreneurship as a career choice. In addition, it will help develop graduates who are more competitive, knowledgeable, creative, and innovative in the global workforce—world class human capital.

7. Conclusions

Teacher training needs to grow, the various external and internal factors of the education system change, which affects all the teaching activities. Educator takes care not only pedagogical competences, but the professional and functional competencies, which are most easily acquired through work experience in teaching.

World technological, organizational and other changes encourage the regular and regular teacher training needs analysis and the results of these studies guiding the organization and the need for in-service training of teachers.

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