



Russian Miracle: Teachers today and tomorrow.

Contribution by Elena Lenskaya to
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OECD review (1998)

- “The fact that teachers continue doing their professional duty in and do not leave their students in this highly unfavorable context is a miracle”.



Education and Teachers in 2005

- Education- 3.5%GNDP
 - 65 000 schools-21 000 city and 44 000 rural schools;
 - Redundancy of schools, staff;
 - Salaries- 17% of expenditures;
 - 12.5 students per teacher
- (Monitoring of Education, No4, 2005)

Education and Teachers in 2005

- 40-70 % deficit of trained teachers in disciplines most wanted by parents (English, ICT) and oversupply by 30% in Russian, German, French;
- The salaries twice smaller than the country's average and three times less than in industry;
- Salaries paid in 2004- 24,5 billion roubles
- Bribes paid in Education in 2004- 26,4 billion roubles
- August 2005- 11% increase in salaries



Teacher training issues in 2005

- Over 50% of primary school teachers and 12% of secondary school teachers do not have higher education;
- Over 40% of teachers did not get any in-service training for longer than 10 years and 25% report they never have had any INSETT;
- Only 10% of HEI TT come to schools;
- 30% of those will leave schools within the first five years;
- 60 % of practicing teachers are older than 50. (Baseline review for BC INSETT project)





MAJOR REASONS WHY TEACHERS LEAVE THE JOB

(BC ELT baseline study data, 1999)

- Low salaries-44%;
- Concern about remaining a strong subject specialist- 42%;
- No career prospects- 25%;
- Failing to deliver meaningful outcomes-18%
- Overload-17%
- Low incentives for excellency-10%



Main issues

- Quality training;
- Recruitment;
- Retention;
- Upgrading and upskilling;
- CPD

Changes in Teacher training needed

- Focus on outcomes: internships, external certification;
- Mentorship for all new teachers;
- Availability of additional qualifications;
- PRESETT/ INSETT systems functioning as a holistic system;
- Career and CPD planning;
- Teacher assessment- a teacher led process





Pre-service system of teacher training: pilots that work

- Investment into a blended model of degree/non-degree teacher education (Junior colleges) – higher retention – less deficit;
- Investment into pre certification internships – higher retention
- Curriculum reform- accent on learning theory,teaching methodology and techniques;
- Change of theory/ practice ratio;
- Reflective approach to TT;
- Investment into TT staff CPD



Recruitment: policy changes envisaged

- Recruitment through internships;
- Mentorship for new teachers;
- Role models;
- Incentives for greater gender balance;
- Teaming up;
- CPD opportunities



Retention: policies that work

- School based INSETT and a variety of CPD opportunities;
- Career planning and career options;
- School based projects
- Involvement in professional networks
- Criterion referenced teacher assessment
- Access to research and involvement into research projects
- Classroom research
- Mobility



In-service training pilots that work

- Restructuring the network: new institutional patterns;
- Practicing teachers as trainers;
- Client-focused approach;
- Outcome-focused competence based curriculum;
- Additional qualifications available;
- Credit transfers towards Med;
- Diversification according to target groups (re-qualification, upgrading, leadership etc)
- Teacher friendly delivery modes



Management changes that work

- Formula-based funding;
- Performance based salaries;
- Increasing the number of students per teacher: more funds;
- Incentives for young teachers;
- New ways of calculating workload (classroom hours +)

Some results of pilots

- After a year of internship 30% more students stay at schools;
- Teacher-focused INSETTs have high competition rates (3 teachers per place)
- Teachers careers are possible within teaching profession;
- Leaders available for other key innovations;
- Teacher assessment becomes a tool rather than an admin procedure;
- Retention increases significantly

