STAKEHOLDERS INTERVIEW REPORTING TEMPLATE (filled in by the interviewer)

Safe Education

Identification code for Interview Country/In/No. (i.e. '1' or '2'):

<div style="border: 2px solid blue; text-align: center;">

EN/LT/1

</div>

Instructions:
Follow these steps to fill in the stakeholders/policy makers interview report templates.
1) Conduct the interview and then make notes in each thematic section of the interview report template. The notes should reflect the content of the stakeholders/policy makers speech as well as any salient observations on non-verbal behaviour.
2) Listen to the audio recordings of each interview and transcribe them.
3) Fill in this template based on the transcripts and integrate the notes you took into the interview report template after the interview took place.
When filling in the report templates, please:
- **Identify the key themes** and summarise the content of the speech in each section.
- **Provide (at the end of each section) common quotes from participants** to illustrate the results of each section, bearing in mind that:
    - All quotations should be **preceded by an introduction,** and should be an exemplary illustration of a research finding/statement.
    - Some **quotations** should also be included **that are useful** to reach an understanding of the research objectives: for example, to identify the factors that facilitate and hinder the development of safe teaching, what difficulties teachers have in establishing links with their students....
    - Each citation must be in both the **original language and in English.**
    - Direct quotes from informants are often not analysed grammatically, or not taken completely out of context. It is up to the researcher to **edit them for clarity**.
    - Please clarify **who is the author of each quote** (in case more than one person speaks during the interview).
- Please note the research objectives of:
1) Identify factors that promote and facilitate safe schools/safe education.
2) Identify barriers and difficulties to safe schools/safe education.
- In this regard, be sure to reflect these issues in the templates.
- Indicate whether the answers are mainly based on participants' direct experience (i.e. their own experience), indirect experience (stories/situations they know) or whether their answers are mainly opinions (not based on their own experiences or the experiences of others).
- Use as much space as you need to give a comprehensive response; do not limit yourself to the space provided in the template.

1. Introduction and professional background

Q1- Summarize the experience and professional trajectory.

Director of Panevėžys Šaltinio Progymnasium for 8 years. She has 25 years of teaching experience and 17 years as a mathematics teacher.

> *Panevėžio Šaltinio progimnazijos direktorė 8 metus. Pedagoginė patirtis 25 m., o 17 metų dirbo matematikos mokytoja.*

WP3. Data collection and analysis

T3.3. Interviews with policy makers and stakeholders_Qualitative and collaborative data collection with policy makers and stakeholders

Q2- Summarize the interviewee's role in the entity in relation to this area.

As a maths teacher, she was always the head of the class, and now, as head of school, she is also responsible for everything from start to finish.

> *Kaip matematikos mokytoja, klasės vadovė visada buvo, o dabar kaip mokyklos vadovė irgi atsakinga už viską nuo pradžios iki pabaigos.*

2. Approach to educational inclusion

B) Headmasters/headmistresses of centers, people in management of educational centers:

Q1- State the main results on how the reality in the family affects the results at school in academic and relational terms.

Indeed, the family plays a pivotal role in shaping children's outcomes, influencing their pathways in life. While schools and other environments certainly contribute, the family holds the most significant impact. The learning outcomes of children are often deeply intertwined with the support, encouragement, and educational environment provided within their family.
A nurturing and supportive family environment can contribute positively to a child's educational journey, fostering a love for learning and providing a foundation for academic success. Understanding and acknowledging the critical role of the family in shaping educational outcomes is essential for developing comprehensive strategies to support children's growth and development.

> *Vaikų rezultatus situacija šeimoje lemia tiesiogiai. Mokykla, tiek kita aplinka daro įtaką, bet šeima didžiausią įtaką. Mokymosi rezultatai dažnai irgi priklauso nuo šeimos.*

Q2- Present the main results on the impact of gender on experiences and on school success or dropout.

"It doesn't matter. There are various examples, but gender does not matter."

> *„Neturi jokios reikšmės. Turi įvairių pavyzdžių, bet nuo lyties nepriklauso."*

Q3- Collect the initiatives that influence the teacher-pupil and school-family relationship. Discuss ways in which a good relationship between the parties is fostered.

   1. Projects:
The Quality Basket project, with its focus on improving both the physical and emotional learning environment, reflects a holistic approach. Engaging in classroom conversations and individual teacher interviews with pupils not only addresses academic aspects but also strengthens the crucial student-teacher relationship, as evidenced by positive survey results.

   2. Trainings:
Bringing in speakers for training sessions is an effective means of continuous development, fostering a culture of learning within the school community. This not only benefits the teachers but contributes to an enriched educational experience for the students.

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> 3. *Meetings:*
> *Pupil Council meetings provide a valuable platform for direct interaction with students, offering insights into their challenges and concerns. Supervision sessions with a psychologist for teachers demonstrate a commitment to the well-being of the staff, acknowledging the importance of mental health in the educational context.*
>
> *Establishing a local community and integrating school activities with community events, such as the "White Dinner" celebration, strengthens the bonds between the school and the broader community. Involving families, teachers, and community members in shared activities creates a sense of unity and fosters a positive and supportive environment.*

> *Projektai:*
> *Įgyvendinome keletą projektų, pvz., Kokybės krepšelis, kuriame vienas iš uždavinių buvo mokinių mokymosi tiek fizinei, tiek emocinei aplinkai gerinti – buvo organizuojami pokalbiai klasėse, individualūs mokytojo pokalbiai su mokiniais. Aptaria vaiko sėkmes, nesėkmes, problemas ir kt. Tai stiprina mokinių ryšį su mokytojais ir tai rodo atliekamos apklausos.*
> *Mokymai:*
> *Dar viena priemonė – socialiniams / emociniams ryšiams ugdyti ir stiprinti kviečiame lektorius mokymams, ugdomės patys, mokyklos bendruomenė.*
> *Susitikimai mokyklose:*
> *Mokinių tarybos susitikimai – artimas ryšys su mokiniais, siekiant suprasti, su kokiomis problemomis jie susiduria.*
> *Supervizijos jus su psichologu mokytojams.*
> *Įkurta vietos bendruomenę ir daug veiklų yra neatskiriamos nuo mokyklos ir vietos bendruomenės, pvz., praeitais metais turėjo šventę "Balta vakarienė", kur susirinko apie 700 žmonių apsirengę baltai bendrai vakarienei: šeimos su vaikais, mokytojai ir visi kiti bendruomenės nariai.*

Q4. List the initiatives carried out that influence the improvement of the relationship between the above-mentioned parties.

It all comes through communication and talking.

> *Viskas ateina per bendravimą ir kalbėjimąsi.*

Q5- List the measures aimed at encouraging teachers' work and well-being that exist in the center or that you have personally enjoyed. Comment, if applicable, on the feeling of belonging or coexistence in the center.

Prioritizing the well-being and motivation of teachers is crucial for creating a positive and effective learning environment. We focus on fostering a supportive and uplifting atmosphere for educators. The efforts to organize activities that bring teachers together not only promote a sense of community but also contribute to a collaborative and cohesive teaching team.

Providing financial recognition for extra work is a tangible way to appreciate and acknowledge the additional efforts put in by teachers. This not only serves as a form of motivation but also reinforces the value placed on their dedication and contributions.

> *Labai daug dėmesio skiriama, kad mokytojai jaustųsi gerai. Organizuojamos įvairios veiklos, kurios suburia. Kad būtų sumokėta už kiekvieną papildomą darbą, kad jaustų motyvaciją ir norą dirbti gerai.*

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Q6. List programs and measures that encourage children's participation in school and those that manage diversity by promoting accessibility and an individualized response.

Organizing events with students, especially those rooted in tradition, is a way to build a sense of community and engage students in meaningful activities. Events like Christmas celebrations and sports festivals not only add a festive and celebratory atmosphere but also contribute to creating lasting memories for the students.

Taking the time to talk to pupils individually reflects a personalized and caring approach. It's crucial to make efforts to notice and involve every student, ensuring that each one feels seen and valued. Individual conversations provide an opportunity to understand their interests, concerns, and perspectives, fostering a stronger connection between students and educators.

By combining both traditional events and personalized interactions, we create a well-rounded approach to student engagement. This not only enhances the overall school experience but also contributes to a positive and inclusive learning environment.

> *Organizuojami renginiai kartu su mokiniais.*
> *Daug renginių, kurie remiasi tradicijomis, pvz., Kalėdos, sporto šventės.*
> *Taip pat kalbamasi su mokiniais individualiai, siekiant jį įtraukti, sudominti.*
> *Stengiamasi pastebėti kiekvieną.*

Q7- Comment on the educational guidance measures and their results.

The use of annual school surveys for parents and adaptation surveys for first and fifth graders demonstrates a commitment to understanding the needs and experiences of the school community.

The emphasis on reflection is a key aspect of effective school management. Addressing challenges in classes through measures and subsequent reflections is a proactive approach that allows for the identification of successful strategies and areas that may require further attention.

Encouraging parents to ask questions directly contributes to transparent communication and builds a partnership between the school and families. This open dialogue fosters a collaborative approach to education, where everyone feels involved and informed.

The organization of individual counseling on academic subjects is a valuable resource for students who may need additional support. This personalized approach recognizes the diverse learning needs of students and ensures that they receive the assistance required for their academic success.

> *Kasmetinės mokyklos apklausos tėvams*
> *Pirmokų ir penktokų adaptacijos tyrimas.*
> *Daug refleksijų organizuojama, pvz., jei klasei sekasi sunkiau, įgyvendinama priemonė ir tada vyksta refleksija, ar pavyko pagerinti.*
> *Tėvai patys kelia klausimus.*
> *Individualių konsultacijų akademiniams dalykams organizavimas.*

Q8- Summarize the improvements made in terms of educational success, as well as the proposals for improvement made by the interviewee.

More information ais needed on how to prevent harmful habits.

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Užtikrinti žalingų įpročių prevenciją, nes stokojama informacijos.

4 - Describe the expectations in relation to children's academic future

First and foremost, wellbeing is important, followed by academic achievement.

Pirmiausia gera savijauta, o to po ir akademiniai pasiekimai.

Provide here at least 1-2 exemplary direct quotations used by the interviewees (please report them in national language and English)

"A child typically carries with them the entirety of their experience from the family. The upbringing in a family profoundly influences all emotional and social skills, shaping the habits they develop and more. It determines the level of freedom they feel and their capacity for acceptance of others."

"Ultimately, only a content and fulfilled teacher can nurture and guide children to happiness."

"*Vaikas apskritai viską atsinešą iš šeimos, didžiąją dalį savo patirties. Taip kaip vaikas auginamas šeimoje, tai atsiliepia visiems emociniams, socialiniams gebėjimams. Kokius jis įpročius išsiugdo ir pan. Kiek jis jaučiasi laisvas, keik jis gali priimti kitus.*"

"*Tik laimingas mokytojas gali ugdyti laimingus vaikus.*"

3. Cross-sectoral collaboration

COMMON QUESTION-Explain the measures observed that favor the integration of families in the local/educational community.

Parents aspire to actively participate in their children's lives and witness their happiness at school. There is a growing desire for parental involvement, signaling a shift towards more active engagement. Rather than excluding parents, consider assigning them greater responsibilities, leveraging their increased enthusiasm and participation. The initial connections are often established with class teachers, forming the foundation for broader parent-community relationships.

Tėvai nori dalyvauti vaikų gyvenime, nori įsitraukti, nori matyti savo vaiką džiaugsmingai veikia mokykloje. Nereikia užsidaryti nuo tėvų. Dabar tėvai daug aktyvesni nei anksčiau. Suteikti daugiau atsakomybių tėvams.
Ryšiai pirmiausia susikuria su klasės auklėtojais. O tada jau buriasi tėvai.

B) Headmasters / Headmistresses of centers, people in management of educational centers:

Q1- State the activities they collaborate with the school and the local, regional or national government.

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1. **Local institutions - Police**
2. **Regional institutions - Municipal Educational Psychology Service, Education Centre, Child Rights Protection Service**
3. **National institutions - Child Mental Development Centre**

The role of the authorities working with schools is not strong - the authorities formally regulate, but if there is a problem, it is very difficult to get help, and processes are slow. The school is left with all the responsibility.

1. *Lokalios institucijos - Policija*
2. *Regioninės institucijos - Savivaldybes pedagogine psichologinė tarnyba, Švietimo centras , Vaiko teisiu apsaugos tarnyba*
3. *Nacionalinės institucijos - Vaiko psichikos raidos centras*

Institucijų dirbančių su mokyklomis vaidmuo nėra stiprus – institucijos formaliai reguliuoja, bet jei iškyla problema, pagalbos sulaukti labai sunku, lėti procesai. Mokyklai paliekama visa atsakomybė.

Q2- Collect the activities carried out with third sector entities, related to the issues discussed.

Projects preparation and implementation

Rengiami projektai

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4. Proposals and vision for the future

Q1- Essential steps to achieve a vision of an ideal future in education in your community or country.

The vision of a safe school is intricately tied to the concept of a secure teacher. The teacher's role is pivotal, not only in providing physical safety but also in contributing to the overall well-being of the school community. The question of the teacher's prestige is paramount; when teachers are empowered, the school becomes a safer and more enriching environment for everyone involved.

Saugios mokyklos vizija per saugų mokytoją, jo vaidmenį, jo prestižo klausimas, kai mokytojas turės daugiau galių, mokykloje visiems bus saugiau ir geriau.

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5. Closing

Summarise any additional comments by participants.

It had thanked them for the kind communication and hopes that the examples provided will help.

Padėkojo už malonų bendravimą ir kad padės pateikti pavyzdžiai.

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Information about interview facilitator and setting
Please fill in the information about the interviewer. Tick all boxes that apply.
Date: 24 October, 2023
Country: Lithuania
City/area: Vilnius
Location of interview: MS Teams
On-site or online? Online
Language of interview: Lithuanian
Interview recorded? Yes
Name of interviewer: Inga Zilinskiene
Organisation: PRSC
Comments on the interview, taking into account atmosphere, level of trust and openness, interruptions, etc.: The interview went smoothly, nor interruptions or unexpected behaviour appeared.

Interviewee 1		
Name of the interviewee	Zina Stripeikienė	
Profession	Pedagogue	
Current place of employment and working position	Panevezys "Saltinio" progymnazium, principal	
Gender of participant	Male	
	Female	x
	Not reported	
	Other	