THE SCHOOL UNIVERSITY PARTNERSHIP

EVE EISENSCHMIDT
VICE- RECTOR OF TALLINN UNIVERSITY
• Opens Estonian context
• Gives examples of partnership:
  ➢ Initial teacher education
  ➢ Induction period
  ➢ School development
Context: Challenges in Estonian educational system

- Change towards student centered teaching approach
  - Improve teachers' profession in society
  - Implementing lifelong learning approach
  - Developing digital literacy skills
  - Strengthening the connection between education and innovative economy
Responsibility – People understand that learning and self-development are their own choice and responsibility.

Needs – Studies are based on the learner’s interests and capabilities, they support his or her development and meet actual labour market needs.

Opportunities – The lifelong learning system offers good quality, modern, flexible study opportunities that also take the learners’ special needs into account.
Radical change in learning and teaching approaches and assessment principles

The role of school and university teachers in approaching the individuality of students

Formative assessment of students, teachers, headmasters, schools, universities
The teacher is the heart of educational system!

The typical Estonian teacher is 48 years old woman having pedagogical preparation from university (master level)
Talis 2013

Female teachers % vs. average age
More than 90% of teachers are satisfied with their job, but only 14% believe that teaching profession is valued in society

_Talis survey 2013_
Standing points for Estonian teacher education

- Teacher’s profession is not popular among young people
- Not enough candidates in teacher education
- Schools have big autonomy
- Still good results in international surveys
  (PISA; TIMSS)
Requirements for Teacher Training in Estonia

- Teacher training is provided at university on master level (Tallinn University, University of Tartu)

- Induction year for beginning teachers

- Every teachers have to pass 160 hours in-service training during five years
### Main steps of teacher’s professional development

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**Teacher’s competences**

- Lecturers
- Tutors
- Mentor
- Colleagues
- Head teacher
- Society
Forms of the partnership

• Initial education - student teachers’ practice, developing new approaches in teaching and learning
• Induction period – support system for newly qualified teachers
• School development and teachers’ in-service training
Practice oriented teacher education reform in University of Tartu

Author: Margus Pedaste
Head of the Pedagogicum
Professor of Technology Education
Continuous pedagogical practice

- Opportunities to associate studies of the basic module with teacher’s activities in an educational institution. Mainly conducted in **Innovation Schools**.

- Forms skills to reflect teachers’ and learners’ activities in order to support his/her own development as a teacher.

- Gives a student teacher an opportunity to perform observation tasks in different institutions, levels, and with different students (incl. those with special educational needs).

(Pedaste, UT)
Teaching practice

- Observation, assisting teaching
- Teaching single units/lessons
- Peer-teaching
- Teaching longer term (up to 3 month)
School teachers as teacher educators

- The new role of a teacher: teacher educator – double identity
- Observing and supervising student teachers throughout a school year and acting as a mentor teacher for a group of two to three students during their pedagogical studies, which often last two years.
- „Academic parent“ and „friend“.
- Requirement for new knowledge and skills in mentoring and adult education and positive attitude toward improving student teachers’ competences.

(Pedaste, UT)
Professional development (school teachers and university lecturers)

• Gap between theory and practice in education. School teachers tend not to analyse their professional practice through educational theories.

• Teacher educators at universities do not have enough practice-oriented experiences.

• All university teacher educators should have practice in schools. Schools provide university lecturers with extended possibilities to practice in schools (e.g., teach classes, conduct research, observe learning and teaching).

• Teachers are supported by the university lecturers to apply learning theories in practice. (Pedaste, UT)
• Teacher have to benefit more from research and they have to be involved in educational research in order to detect, show, and understand changes and implement new approaches.

• Teachers have to reflect their own practice to make evidence based decisions.

• Changes in education should be proved and analysed in practical situations (piloted and evaluated).
The journey: Finding Myself as a Teacher

Induction year

- Supporting the professional development of a novice teacher;
- Supporting sozialisisation into school as an organization;
- To increase the cooperation between teachers and form professional learning communities;
- To have a bridge between initial education and continuing professional development.
New teachers need support:

**Personal support**
- from other beginning teachers
- a safe environment
- a reduced workload

**Social support**
- Support from a mentor
- Collaborative work (co-teaching / project groups)

**Professional support**
- from experts (e.g. Teacher Education Institutions);
- Exchange of knowledge, collaborative learning communities
Different parties in induction year

**At School**

**Head of school** – is responsible for the induction year at school

**Novice teacher** – graduate of teacher training, who works as a first-year full-time teacher

**Mentor** – supports novice teacher’s learning

**University induction center** (Tallinn University, University of Tartu) –
- peer group mentoring sessions 4 times per year to support novice teachers’ professional development and self-analysis (8 days total);
- mentor training
Good mentors are made, not born

- Basic course lasts 8 days (160 h – 6 ECTS)
- Funded by Estonian Ministry of Education and Research
- Learning methods - discussions, case studies, role plays, self analysis, video training
Content of the mentor course

- The purpose of induction programme
- Mentoring and mentor’s role
- Beginning teacher as adult learner
- Beginning teacher’s needs and concerns
- Communication skills, active listening
- Classroom observation and feedback
- Reflection, self-analysis and professional development
Teachers In-Service Education (CPD)

• Professional continuing education for teachers takes place at school (workplace) or municipal establishment;

• In-service training is part of school development, head of the school is responsible for planning teachers’ professional development;

• Teachers participate in professional continuing education of at least 160 hours (6 ECTS) within every five years (policy regulation);

• Vocational school teachers participate in professional continuing education of at least two months every three years.
New initiatives
The purpose of CIE is to elaborate upon the new approaches to teaching/learning and support their implementation in teacher education (pre- and in-service and school development).
Innovation centre in Tallinn University

- incubator for developing new teaching and learning ways, testing new learning environments and evaluating their efficacy

- greenhouse of exciting approaches and a testing field of crazy ideas in education
School development projects

- Aim: to improve certain area at school (implementing new methods, supporting teachers’ cooperation etc)
- All staff or certain group is involved
- Duration: 1 academic year
- Role of the university: support, give feedback, evaluate, plan action research
Design and develop in collaboration web-based environment for didactical knowledge:

- to aggregate information exchange across the universities;
- to promote the collaboration between the didactics;
- to publish and find learning materials, resources;
- to provide feedback.
Target group

- University lecturers
- Student teachers
- In-service teachers
- Researchers
eDidaktikum is..

**Learning environment** – formal courses; pedagogical practice support;

**Bank of experiences** – exchange of the best practices between teachers and lecturers;

**Repository** – add and exchange of the learning materials;

**Personal development portfolio** – collection of reflected materials
KÖSZÖNÖM A FIGYELMET!