

Teacher training and mentoring

education
estonia

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Estonia: teachers & school leaders as key drivers of educational transformation

612

KINDERGARTENS

8 000
teachers

67 000
students

524

SCHOOLS

16 400
teachers

155 000
students

37

VOCATIONAL SCHOOLS

2 000
teachers

25 500
students

Top-down support

Education Strategy 2021-2035

GENERAL OBJECTIVE:

To equip the population of Estonia with the knowledge, skills and attitudes that prepare people to fulfil their potential in personal, occupational and social life and contribute to promoting the quality of life in Estonia as well as global sustainable development.

- + [Estonian education strategy 2021-2035](#)
- + Professional Standards for Teachers (renewed 2019-2020)
- + [The Digital Competence Framework for Citizens \(DigComp 2.1, 2017\)](#)
- + [European Framework for the Digital Competence of Educators \(DigCompEdu, 2017, 2022\)](#)
- + [Digital Education Action Plan 2021-2027](#)

In-service training
for teachers

Tracing the roots

The start of Estonia's tech education revolution

1960

Institute of Cybernetics

1988

First computers type JUKU reached schools



1996

Tiger Leap

2002

E-School

2004

EHIS
Estonian Education
Information System

2011

Rakett 69.
TV show to promote
STEM education

2016–2017

New computers
for teachers

2016–2022

Modernizing internet connection
in all Estonian schools

1968

First programming
lessons in 3
Estonian schools

2001

All schools connected
to internet and provided
with computers

Look@World Foundation



2012

IT Academy

ProgeTiger

Teachers in-service training in Estonia

In Estonia, teachers' in-service training is designed to support their professional development and help them keep up with new teaching methods, educational technologies, and other changes in the field of education.

6 main characteristics:

- + **Continuous**: In-service training is seen as a continuous process rather than a one-time event. Teachers are encouraged to participate in training opportunities throughout their careers to stay up-to-date with the latest developments in their field.
- + **Voluntary**: In Estonia, teachers are not required to participate in in-service training, but they are strongly encouraged to do so. The training programs are usually voluntary and teachers can choose the programs that best suit their needs and interests.
- + **Collaborative**: In-service training programs in Estonia are often designed to encourage collaboration among teachers. Teachers are encouraged to share their experiences and best practices with their colleagues, as well as to learn from others.

Teachers in-service training in Estonia

- + **Practical:** The training programs in Estonia are designed to be practical and relevant to teachers' work. Teachers are provided with opportunities to practice new teaching methods and techniques in real classrooms, and to receive feedback and support from their colleagues and trainers.
- + **Technology-enhanced:** In Estonia, teachers' in-service training is often technology-enhanced. Teachers are provided with opportunities to learn about and use educational technologies that can enhance their teaching, such as online learning platforms, digital resources, and educational software.
- + **Research-based:** In-service training programs in Estonia are often based on research and best practices in education. Teachers are provided with opportunities to learn about the latest research in their field and to apply this research to their teaching practice.

In Estonia, the digital competence
is a general competence
throughout all the subjects
in national curricula

since 2014

Teaching and learning framework

Guidelines for teachers aiming to help both prepare and conduct the learning process.

- + Effective learning and motivation
- + Mental health
- + Physical health
- + Digital competence
- + Copyright and GDPR

<https://digipadevus.ee/framework>

TEACHING AND LEARNING FRAMEWORK

Guidelines for teacher aiming to help both prepare and conduct the learning process.



EFFECTIVE LEARNING AND MOTIVATION

Learning is a complex process, and supporting it is one of the primary duties of every teacher. In order for real learning to take place, ie for the student's brain to go through permanent change and to internalise the subject, it is necessary to implement methods and strategies that support effective learning and student motivation.



MENTAL HEALTH

In order to learn, one needs to feel safe and well. Relationships with teachers and peers, as well as classroom climate, are important factors for a caring, understanding and supportive environment that promotes learning.



PHYSICAL HEALTH

Children who are physically active and in good shape tend to do better in school. Exercise breaks during the day are necessary for students of all ages.



DIGITAL COMPETENCE

An integral part of modern learning is the meaningful and purposeful use of digital technology where digital tools are not a goal in themselves. Developing digital competence is part of the learning process.



COPYRIGHT ACT AND GDPR

Teachers create educational materials, use the works of other creators in teaching and work with data, so it is essential to handle them properly – to know the Copyright Act and the General Data Protection Regulation (GDPR).



<https://digipadevus.ee/framework>

Digital Accelerator

6 month programme for school teams



- + Digital training for teachers, 30 h
- + Leadership training, 39 h
- + Educational technology mentoring, 35-80 h
- + Digital practice assessment before and after the programme



Digital integration

31 h programme



- + Focus:
integration between subjects
- + Requirement:
cooperation of two school teams
- + Result:
examples of best practice
that can be used by all teachers

A safe school environment in the information society

39 h programme for school management

- + Digital safety, cybersecurity and hygiene, GDPR
- + Each team will put together a set of rules to ensure digital safety in school environment



Digital ABC & Digital Safety ABC

26 h train-the-trainer programme
for schools & kindergartens

- + Skills to support colleagues
- + Focus in 2021: distance learning
- + 40 different modules



Courses on digital tools

- + Simple drawing tools, 26 h
- + How to activate students in distance learning, 26 h
- + Simple visualization tools for the teacher, 13 h
- + Learning platforms:
 - + Moodle, 31 h
 - + Google Classroom, 26 h
 - + MS Teams, 24 h

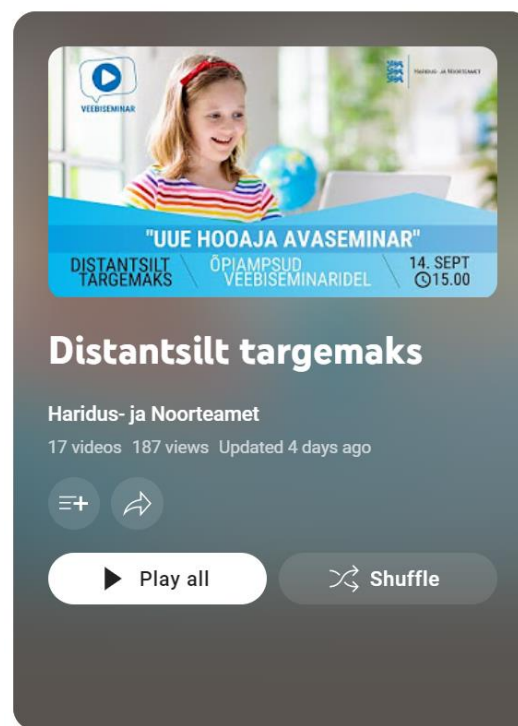


Webinars

Learning from distance

- + At least 1 per week
- + 1-1,5 hours
- + Hot topics in education
- + Educational technology coaching
- + Recordings available in Youtube

2023:
32 webinars
3301
registrations
≈ 10 000
views



- 1 Distsantsilt targemaks "Uue hooaja avaseminar"
Haridus- ja Noorteamet • 282 views • 7 months ago
- 2 Distsantsilt targemaks: ÕPIRAAMI rakendamise võimalused
Haridus- ja Noorteamet • 181 views • 6 months ago
- 3 E-raamatute koostamine rakendusega Book Creator
Haridus- ja Noorteamet • 317 views • 6 months ago
- 4 Distsantsilt targemaks: E2 (eesti keel teise keelena) tunni planeerimine ja õppematerjal
Haridus- ja Noorteamet • 222 views • 5 months ago
- 5 Videoülesannete loomine keskkonnas Edpuzzle
Haridus- ja Noorteamet • 210 views • 5 months ago

Support factors

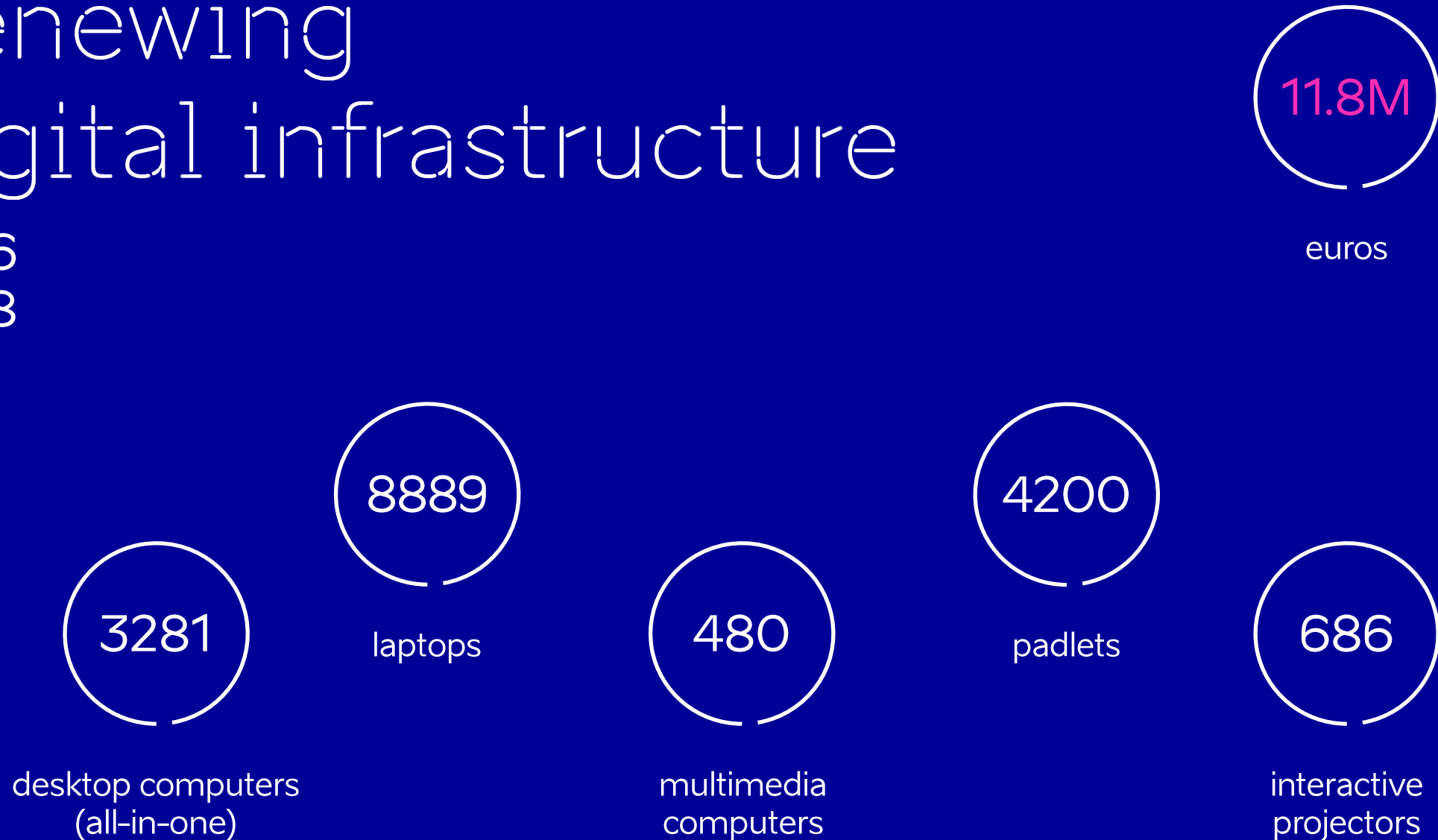
Education Technologists support within schools

- + 2000 first educational technologist started to work in Tartu University
- + 2006 network of educational technologist working in vocational schools and universities was created
- + 2007 general education followed



Renewing digital infrastructure

2016
2018



Empowering teachers

+ Challenges:

- + Shortage of teachers
- + Teacher burnout

+ Solutions:

- + Raising the salary
- + Popularization of the teaching profession.
- + Career changer programmes (Noored Kooli, Edumus School, Tagasi Kooli)
- + Support system. Study sessions, covisions, supervisions etc
- + Empowering school leaders to improve management culture in schools



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Leadership trainings

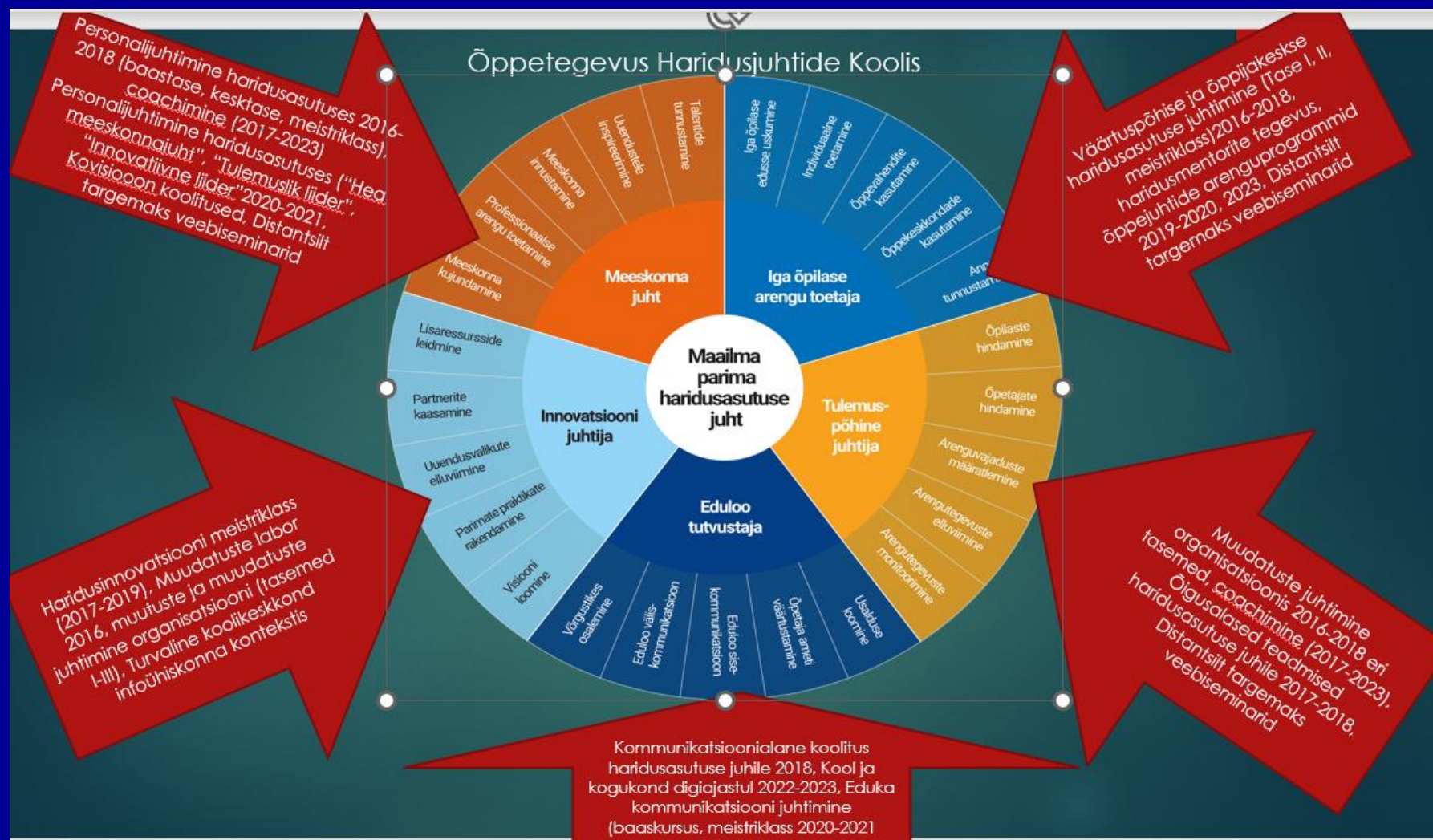


The school leader competency model and 360° feedback mechanism

- + Intended to serve as a reference point for school leader self-evaluation and self-development
- + A tool to obtain anonymous feedback on the school leadership from groups of teachers, students, and parents.
- + Used in hiring, coaching, mentoring, training, recognizing and rewarding, and evaluating school leaders.



Competency model as a guide for improvement



Access to literature



Webinars: Art of leading



Webinar poster for "Meeskonna arengu juhtimise kunst" (The Art of Leading Community Development). The poster features two speakers: Ivo Visak (left) and Kadi Hajetski (right). A book titled "Meeskonna arengu juhtimise kunst" by Elena Aguilas is shown in the center. The background is light blue with a white banner at the bottom. Logos for "Õpime koos", "HARIDUS- JA NOORTEAMET", "Euroopa Liit", and "Eesti Kultuurkapital" are visible. The text at the bottom reads: "Õpime koos & 'Meeskonna arengu juhtimise kunst' DISTANTSILT TARGEMAKS JUHTIMISE KUNST 18. JAAN 15.00".



Facebook post by Kadi Hajetski (Administrator) dated 14 h. The post discusses the webinar "Meeskonna arengu juhtimise kunst" and mentions Ivo Visak, the head of Saaremaa Gümnaasiumi koolijuht. The text includes: "Missugune raamat on Sul aidanud kasvada paremaks juhiks? Saaremaa Gümnaasiumi koolijuht Ivo Visak jagab meiega oma lemmikraamatut juhiks kasvamisel. Ivo: 'Hea juht saad sa olla mu silmis vaid siis, kui sa oled hea inimene. Mõõtkava headusele võib leida näiteks religioonist või õhtumaade humanismist, millest viimase puhul on alati hea lugeda Antoine de Saint-Exupéry teoseid. 'Inimeste maa' ei ole ainult lugu lenduri elust ja seiklustest, aga sinna sisse mahuvad ka lood raskete ... Vaata veel'". Below the text is a section titled "Lugemissoovitus" (Reading recommendation) featuring a book cover and a portrait of Ivo Visak, identified as "Ivo Visak Saaremaa Gümnaasium".

Challenges

Leadership competences in modern school management

- Some teachers and school leaders are not ready for change
- Trainers resources and readiness
- Methodology and assessment (European Social Fund and programmes are planned in advance for a period of 6 to 7 years)
- Overall weariness (uncertainty and constant readiness for plan B)

Current focus

- Transition to Estonian-language education (leadership support)

„The work of a school principal should be done with love – only then your soul is satisfied and you reach the goals you aim for“

T. Lohur, a School principal of Imavere School



What lies ahead?

Navigating future challenges
and innovations in Estonian education

- + Strategy 2035
- + Curriculum reform
- + Personalising learning experience
- + Developing quality improvement system
- + Ensuring a continuity of highly qualified pedagogues
- + Transition to Estonian language education



Aitäh!

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