

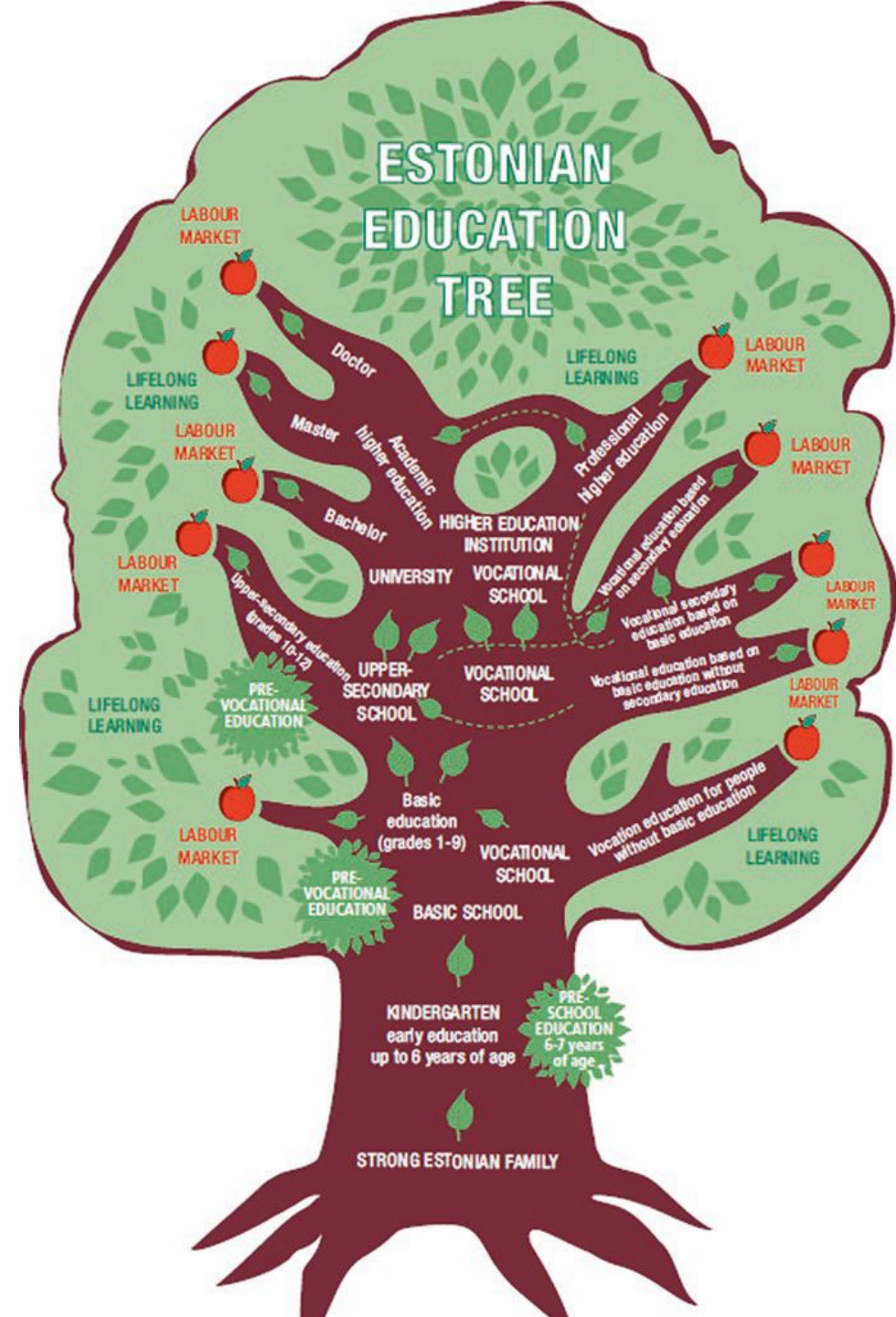
Professional development of School Leaders in Estonia

OCTOBER 2023
TALLINN



School leaders in Estonia

Estonia is one of the most decentralised school systems in terms of decision making. /.../ 76% of decisions were made at the school level in Estonia (OECD 2016)



Regulatory framework

State level: **Basic Schools and Upper Secondary Schools Act** and **National curriculum:**

- student assessment regulations,
- the maximum class size,
- minimum teacher salaries

School level: **School statute + School curriculum**

- rights and duties of students, parents and school employees
- the basic composition and function of school management and administration,
- the organisation of teaching and learning,
- the language or languages of instruction, the stationary or non-stationary studies carried out
- the bases of organisation of the extracurricular activities carried out in the school.

Decisions taken at the school level

	Estonia		OECD average		
	In full autonomy (%)	Within a framework set by a higher authority (%)	In full autonomy (%)	Within a framework set by a higher authority (%)	Other (%)
Organisation of instruction	33	67	39	30	6
Personnel management	25	50	16	12	3
Planning and structures	0	57	3	20	0
Resource management	67	6	21	10	1

Source: OECD (2012), *Education at a Glance 2012: OECD Indicators*, <http://dx.doi.org/10.1787/eag-2012-en>, Tables D6.4a and

School leader responsibilities in resource management

- the appointment and dismissal of teachers
- setting the duties, conditions of service and salaries for both teachers and non-teaching staff
- allocating the teacher's teaching time within the full-time working load of a 35-hour work week
- represents the school and within the school respecting the regulatory framework
- allocating the budget

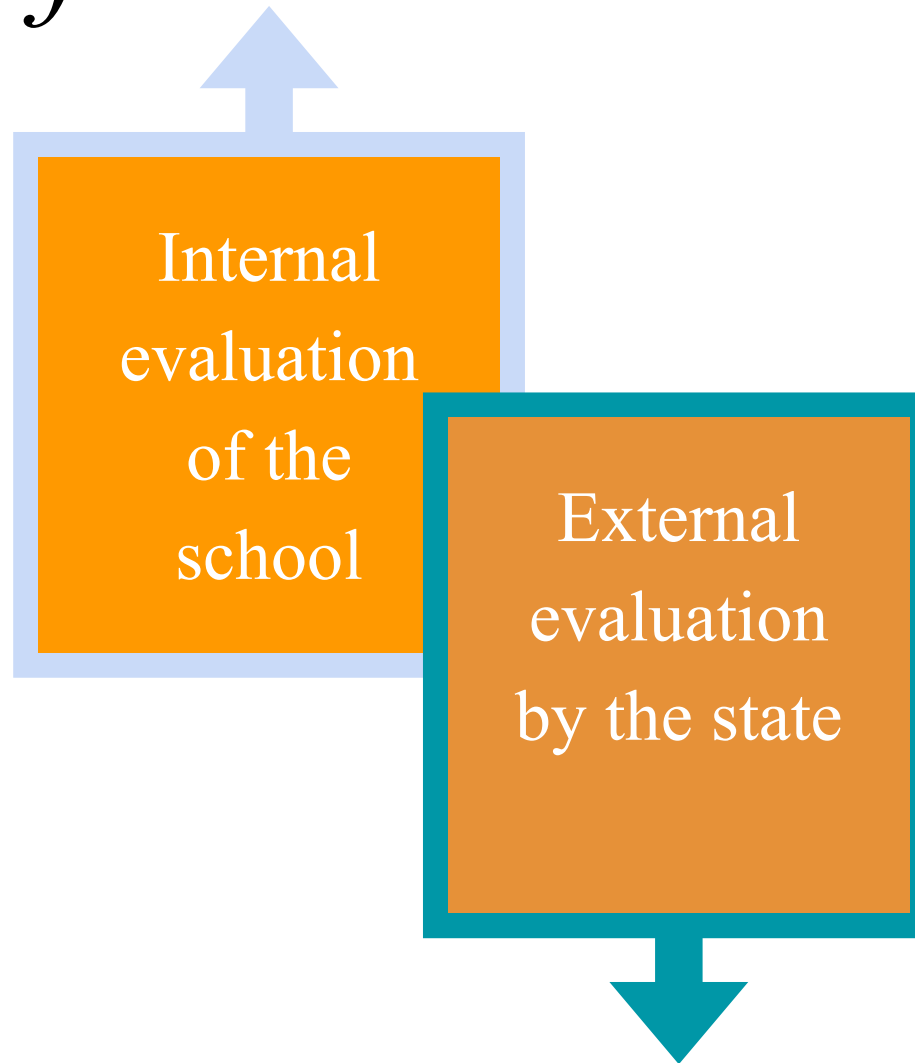
School leader responsibilities in quality assurance and development

- drawing up and implementing the school improvement plan;
- approving the school curriculum;
- approving the procedure for internal evaluation of the school

Evaluation of schools

In 2006 Estonia reinforced the school self-evaluation:

- at least 3 year period
- counselling and guidelines provided by the state



Regular inspection by the county inspectors has been turned to topical inspection by the ministry

Qualification criteria for school leaders

School principal

- Master degree
- Leadership and management competences
- Estonian language

Vice-principal for studies

- Master degree
- Teacher Level 7 Qualification
- Leadership and management competences
- Estonian language

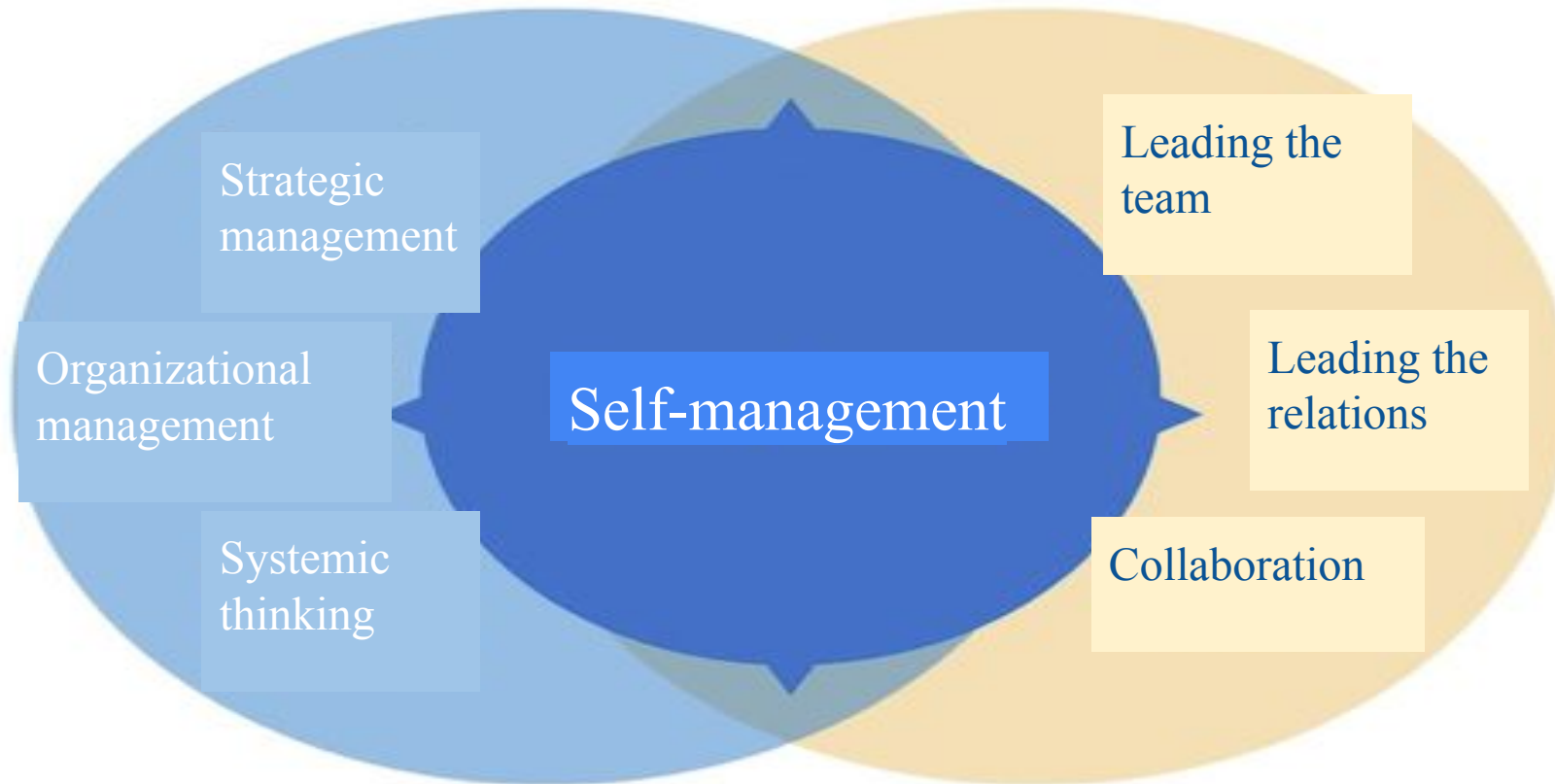
Competence model for the Educational Leader (Education and Youth Board 2016)

5 competence areas:

1. Team leader
2. Supporter of every child's development
3. Performance-oriented leader
4. Communicator of the success story
5. Leader of the innovation



New version of the competence model



Estonian school principals (TALIS 2018)

- 93,4% Master degree
- 2% PhD
- 4,6% Bachelor degree
- 56,4% females
- 14 years experience as a principal and 10 years principalship in the same school

99% principals have participated in professional development activities: reading literature, attending conferences, networking

83% principals attended in management and leadership seminars and 73% pedagogical training

Training needs: collaborative relations in schools, giving feedback and teachers professional development



*Tallinn University and
Educational Leadership
MA*

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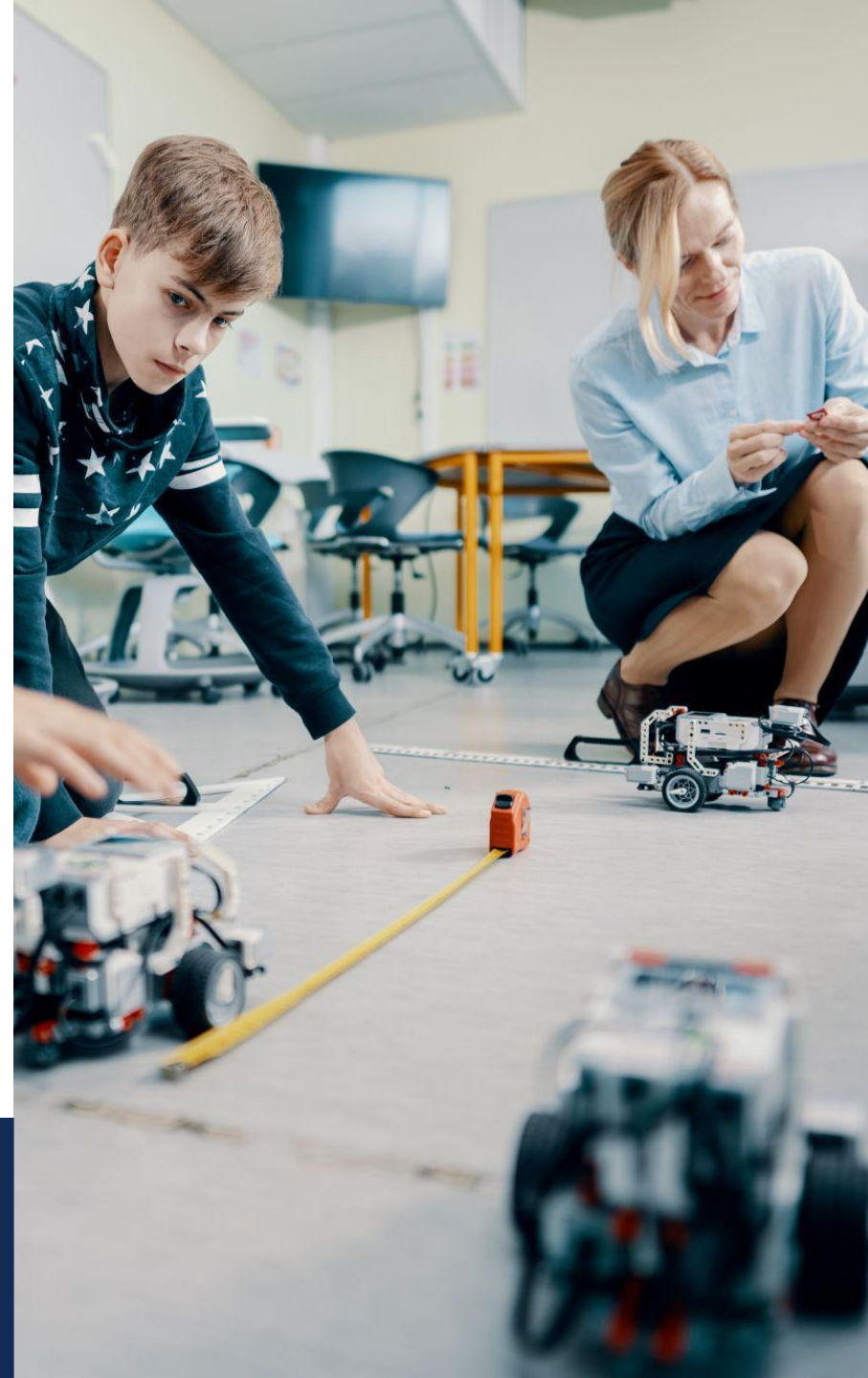
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POPULATION
STUDIES

HAAPSALU
COLLEGE

HEALTH
PROMOTION AND
REHABILITATION
COMPETENCE
CENTRE

SCHOOL OF EDUCATIONAL SCIENCES

- Responsible for the academic sustainability in the field of education both in Tallinn University and Estonia in general
- Oldest academic unit in Tallinn University - over 100 years of experience in teacher training!
- Leading university in Educational Sciences in Estonia!



FIVE STUDY AREAS

- Teacher Education and Educational Sciences
- Early Childhood and Primary Education
- Inclusive Education
- Non-Formal Education and Lifelong Learning
- **Educational Leadership and Innovation**



Educational Leadership and Innovation



- Educational Leadership MA (in Estonian)
- Educational Innovation and Leadership MA - **international master's programme in English**

Educational Leadership MA studies

Admission: BA, admission exam

No of students per year: 20

Volume: 120 ECTS

Structure of programme:

General courses

Supporting Learning and
Development (24)

Educational Organization
and Leadership (30)

Research competence (18)

Electives (6)

Practical work (6)

Master Thesis (24)



Continuing Education programs for School Leaders



TALLINN UNIVERSITY
School of
Educational Sciences

No qualification course or requirements

Variety of options to choose from



Professional development activities for school leaders (1)

School Leader Offspring Programme:

- 24-month development programme for future school leaders,
- Participants are selected via a competition.
- Each participant has a mentor and performs field training in schools.
- The modules: an introduction to pedagogy and the management of learning for those not in the education sector.

Organized by: Education and Youth Board in cooperation with practitioners, university, private companies

Professional development activities for school leaders (2)

Programme for new school leaders: to help new school leaders with implementing their responsibilities and to shorten their introduction period.

It provides an overview of legislation, financial management, innovation in education, trends etc., and provides a co-operation network.

Organized by: Education and Youth Board in cooperation with practitioners, university, private companies

Mentors and coaches for school leaders

- **Experienced school** leaders as qualified **mentors** to support beginning school leaders in their starting period
- Possibility to apply for 8-hours period for sessions with **professional coaches**

Open calls for targeted programs

Education and Youth Board is organising and financing by ESF open calls, like ...

... human resource management in schools

... communication skills for school leaders

... designing innovation process in schools

Offers from universities, private companies etc.



The Centre for Innovation in Education

Our role

To support the achievement of **educational strategic aims** and **dissemination of research results** through creating, planning, organizing and evaluating **professional development opportunities** (training courses, development programmes, consultation etc) for **teachers and other facilitators of learning** in **collaboration with research groups** in the university.

Extending formal education - microcredentials

Evidence-Based Educational Leadership and Management

Continuing education, set of three MA courses (6+6+6 ETCS):

- Educational Policy
- Evidence-Based Educational Leadership and Management
- Management of Educational Institution

Since September 2022, 16 participants

Flexibility of continuing education + standards of MA studies

Flexibility

Developmental Planning and Internal Evaluation for Educational Institutions:

- booklet + Youtube video (2 h)
- 40 h online course
- Courses for school teams
- Consultations



SISEHINDAMINE

KUI TÕENDUSPÕHINE KOOLIARENDUS

Koostajad:
Kätlin Vanari,
Eve Eisenschmidt,
Maarja Urb,
Pipi-Liis Siemann

Principles of efficient PD adopted

(Opfer & Pedder, 2011; Sims & Fletcher-Wood, 2021)

- Longer, intense courses
- Cooperation and co-creation – preferably with school teams
- Implementing to the school practises

E.g. Leading a Team of Teachers at School or Kindergarten

Leader as a Mentor and Creator of Collaborative School Culture

Whole-school approach

to support whole-school innovation and improvement of teaching practices by enhancing the teaching and learning culture through school-university co-creation of new methodologies and implementation of evidence-driven innovation.



