

# Welcome to Tartu Kivilinna School !

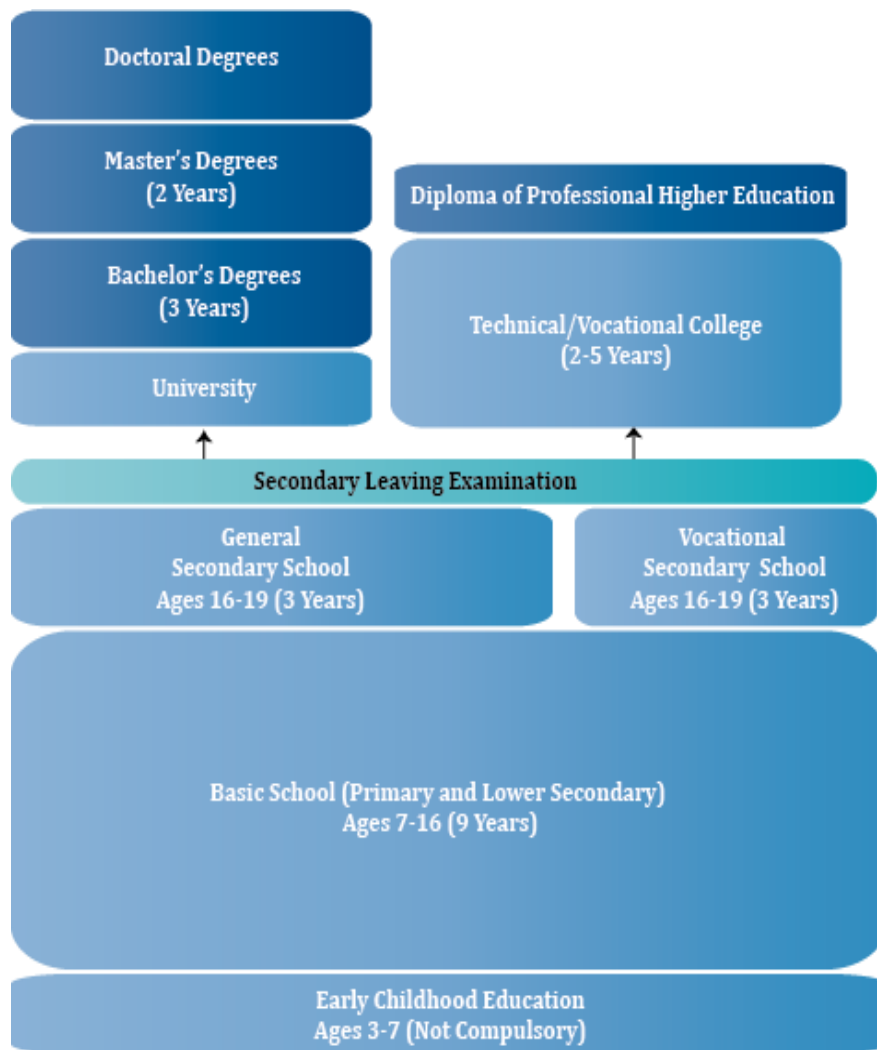


**TARTU KIVILINNA KOOL**

TARTU KIVILINNA KOOL



# Estonian Education System



- \*Schools are mostly public, the private schools comprise 11%
- \*Majority of students choose academic (upper secondary) path, around 25% of students choose vocational education
- \*Around 94% of children attend kindergartens

# Some facts about our school

- ❖ Tartu Kivilinna Kool is a basic school
  - Established: 1985 (Tartu 16. Keskkool/Secondary School No 16)
  - Changing the name: 1997 (Tartu Kivilinna Gümnaasium)
  - Two schoolhouses: 2004/2005-2013/2014
  - Basic school (one schoolhouse): 2014/2015-...
- ❖ The number of students: 811
- ❖ The number of teachers: 69 (60+9)



# Facts and Figures about Estonian schoolyear

---

- ❖ Schoolyear: **September 1** – June 12
- ❖ Four holidays
  - autumn holidays: Oct 23 – Oct 29, 2023
  - Christmas holidays: Dec 21, 2023 – Jan 7, 2024
  - winter holidays: February 26 – March 3, 2024
  - spring holidays: April 22 – April 28, 2024
  - summer holidays: June 13 – August 31, 2024



# Subjects

- ❖ Estonian
- ❖ Mathematics
- ❖ Nature studies, Geography, Chemistry, Physics
- ❖ English (from the 1st form/grade)
- ❖ German/Russian (from the 3rd form/grade)
- ❖ French/Finnish (from the 6th form/grade)
- ❖ History
- ❖ Social studies
- ❖ Human studies
- ❖ Music
- ❖ Art
- ❖ Sports
- ❖ Crafts – woodwork, cooking, handicraft (sewing, knitting, embroidery etc)



# We have...

- Gym
- Assembly hall
- Swimming pool
- Library
- Computer classrooms
- Chemistry lab
- Pysics and technology lab
- Modern woodwork classrooms
- A large school yard



# Our symbols

❖ Logo



❖ Ring



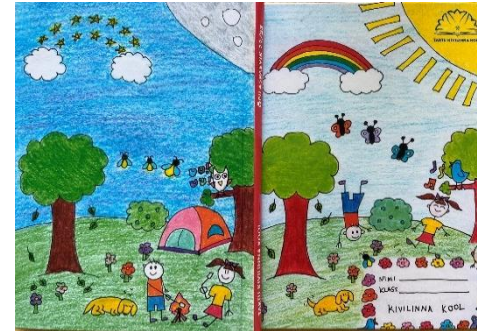
❖ Scarf, tie, „tekkel“ (or a school hat)



❖ Student diary



❖ School calendar





# Hobby education (free for children)

- ✦ Robotics
- ✦ Science club
- ✦ Woodworking
- ✦ Media club
- ✦ Choirs
- ✦ Ensembles
- ✦ Sports clubs
- ✦ Sewing
- ✦ Folk dance
- ✦ etc ...



# What teachers do at school when they are not teaching 😊



# What do we do?



# Development Plan 2023–2026

*our student = versatile learner*

## MITMEKÜLGNE ÕPPIJA

ENNASTJUHTIVA ÕPPIJA PROGRAMM  
ÜLDPÄDEVUSED PRAKTIKAS  
AKTIIVNE KODANIK  
VALIKUTEROHKE ÕPITEE



*teacher as a lifelong learner*

## ÕPPIV ÕPETAJA

EFEKTIIVSED ÕPIKOGUKONNAD  
AVARA SILMARINGIGA ÕPETAJA  
NÜÜDISAEGSET ÕPET RAKENDAV ÕPETAJA  
TERVE ÕPETAJA

*modern learning content*

## NÜÜDISAEGNE ÕPPESISU

NÜÜDISAEGNE ÕPPETUND  
VALIKAINETE SÜSTEEM  
LOOVAINETE PROGRAMM  
DIGIPEDAGOOGIKA  
ETTEVÕTLUSÕPE



*active partnership*

## AKTIIVNE PARTNERLUS

LAPSEVANEM KUI PARTNER  
KOOSTÖÖ ETTEVÕTETEGA  
KOGUKONNALE SUUNATUD TEGEVUSED  
SISUKAS KOOSTÖÖ PRAEGUSTE PARTNERITEGA

VISION: Tartu Kivilinna Koolis kasvab õpilane  
ennast juhtivaks, koostõiseks ja loovaks  
nooreks inimeseks, kes tegutseb julgelt ja  
pädevalt kiirelt arenevas maailmas.



*cohesive school culture*

## ÜHTNE KOOLIKULTUUR

LIIKUMINE  
KAASAMINE  
SÕBRALIK KESKKOND  
KESKKONNATEADLIKKUS  
MEIE NÄGU

ARENDESSUUNAD



TARTU KIVILINNA KOOL  
arengukava 2023-2026



# The secret of success



## Openness:

- Identifying the need and embracing it (research-based reasons)
- Four key-words of changes: WHY, WHAT, WHEN, WHO
- Basic principle: **if it doesn't work, we change it**
- 3-year testing period
- Analysis and reflection



## Science-based change management:

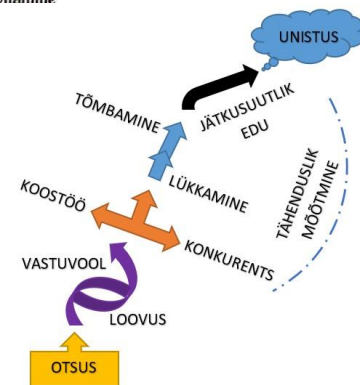
### – Motivation:

e.g. *self-determination theory* (Deci ja Ryan, 2000):

- Autonomy
- Competence
- Relatedness

### – Change management models:

e.g. J. P. Kotter, 1999; LP-model (Nordahl et al., 2016); Harareaves et al., 2014



Arendusprotsessi kolm faasi:

1. **Algatusfaas** (3 kuud – pool aastat)

2. **Rakendusfaas** (muutusega harjumine)

3. **Jätku- või juurutusfaas**

(põhimõtete muutmine kooli töö loomulikuks osaks)

# Recent innovations

## Daily Schedule:

school day that supports effective learning

## Teachers' Professional Learning Communities

**New evaluation system:** non-differentiated assessment in some subjects

## Experimenting new ways of teaching:

*team-teaching, open space learning, learning everywhere etc*

**Digitalization:** balanced use of technology, robotics in lessons, e-tests & level tests

**Physical activities in lessons**

**Early learning of Foreign languages**

# Daily schedule

### Lesson times

long lessons	short lessons
9.00 - 10.15	9.00 - 9.40
	9.45 - 10.25
10.30 - 11.45	10.30 - 11.10
	11.15 - 11.55
long break	
12.45 - 14.00	12.45 - 13.25
	13.30 - 14.10
14.15 - 15.30	13.30 - 14.45
	14.15 - 14.55
	15.00 - 15.40

MORNING ACTIVITIES

🕒 9.00 LESSONS

LONG BREAK

LESSONS



75-minute lesson

40-minute lesson



INDEPENDENT STUDY TIME



# Example: 9th grade lesson plan

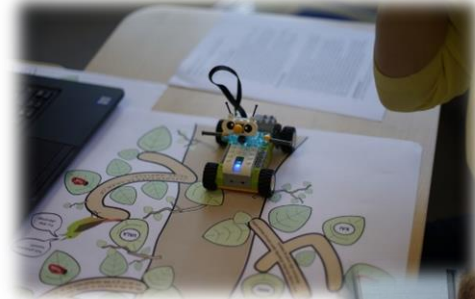
	8:00 - 9:00	9:00 - 10:15		10:30 - 11:45		11:45 - 12:45	12:45 - 14:00		14:15 - 15:30	
		9:00 - 9:40	9:45 - 10:25	10:30 - 11:10	11:15 - 11:55		12:45 - 13:25	13:30 - 14:10	14:15 - 14:55	15:00 - 15:40
<b>E</b>		A-416 Konsap geo	A-204 Huik eesti k		PP		A-404 Reiljan keemia	A-413 Grossberg bio		
<b>T</b>	C-207 Pöder lastekoor*II Sernat pkoor*II	A-307 Toom ühisk	A-213 Mikki matem		PP		A-204 Huik eesti k	Margna, Melnikova, Salmiyanova, Sõõru vene/saksa		
<b>K</b>		A-113, C-207 Pöder, Soomets mu/kunst	A-403 Kruus, Tanni liikumine		PP		A-204 Huik kirj	A-415, A-417, A-418 Kenn, Näär_KL, Saar inglise k		
<b>N</b>	lastekoor* Pöder	A-213 Mikki matem	A-403 Pohla-A füüsika		PP		Margna, Melnikova, Salmiyanova, Sõõru vene/saksa	A-111 Kapp, KukinR teh/käsitöö_kod		
<b>R</b>	pkoor*II Sernat	A-314 Lupp ajalugu	A-415, A-417, A-418 Kenn, Näär_KL, Saar inglise k		PP		A-213 Mikki matem			





# Robotics in the Classroom

- ❖ Integrating LEGO robots in lessons
- ❖ Using robots for gamification in different subject
- ❖ Level-based learning
  - Creating games
  - Why?: motivated students,
  - formative assessment,
  - individual pace,  
more permanent knowledge

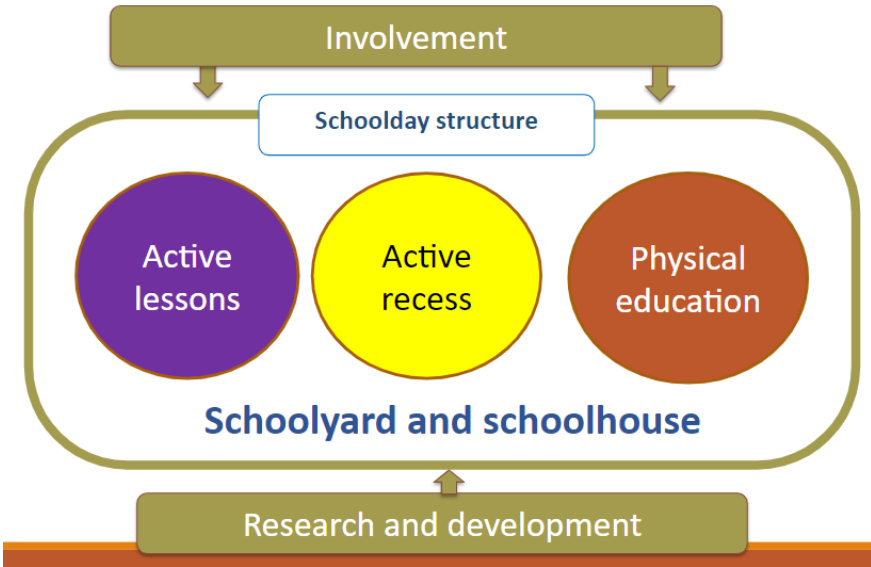


# Evaluation system

Forms	Hindamine
Grades 1-3	✓ No grades/marks, just verbal feedback (both in oral and written form)
Grades 4 – 9	<ul style="list-style-type: none"><li>✓ Grades/Marks in most of the subjects</li><li>✓ No grades/marks in sports, music, art, crafts, human studies, social studies, IT-studies. The feedback is either PASSED or NOT PASSED</li><li>✓ Report cards three times a year: at Christmas, before spring and summer holidays</li><li>✓ Before autumn holidays: self-evaluation</li></ul>



# Physically Active School



# Teachers' Professional Learning Communities

## Core principles of professional learning communities:

- ❖ Focus on Student Learning – real change in teaching (using different models – e.g. LP-model, covision model etc)
- ❖ All teachers are involved (the more differences in one group the better)
- ❖ Systematic and regular (twice a month)
- ❖ Successful collaboration – ongoing community that values teacher's experiences in their own classrooms and uses those experiences to guide teaching practices and improve student learning
- ❖ Research-based analysis – reflection skills



„What we want for our students we should want for our teachers: learning, challenge, support and respect.“

*Andy Hargreaves*



# Digital Learning

- ❖ Digital development as one of the biggest changes
  - Smart devices
  - E-textbooks, interactive exercises
  - Assessment tools
  - Digitalized national level tests and graduation exams by 2025
- ❖ Carrying out „the digital transformation“ at school
  - Communication: parents, students
  - A good system: high motivation (*based on self-determination theory*)
  - 100% of teachers had a significant development in their digital competence
- ❖ Robotics as an extra-curricula activity and integrated in lessons
  - Extra-curricula activity:
    - Very popular (10 groups, ~130 students)
    - Good idea: separate group for girls!



# Cooperation with parents and students



# The main changes in the Estonian education system in last decades

- ❖ The rebuilding of the Estonian education system
- ❖ occurred in three main areas:
  - the development of a new National Curriculum;
  - reorienting teacher training and focusing on more innovative teacher practices and student-centred approaches;
  - upgrading the vocational education and training (VET).



# Characteristics of Estonian Education

- ❖ National curriculum is the framework for developing school curriculum
  - The national curriculum lists the compulsory subjects with a syllabus and states the number of lessons for each subject.
  - Learning-outcome oriente curriculum: it describes knowledge, skills, attitudes and values as competences all together
- ❖ There are basically no school inspectors, interference from the state in school matters is only case based
  - External evaluation consists of national tests (grades 4 and 7) and centralized examinations (paper based test are gradually disappearing, the goal is to have computer-based tests and exams by 2025)
  - Internal self-evaluation of schools is compulsory. During the self-evaluation process schools must analyse their past achievements from many different aspects and set goals for the future. It is usually the main input for development plan.
- ❖ Educational equity:
  - the student's home socio-economic background has less impact on performance than it does in other countries





# Characteristics of Estonian education

+ TEACHERS ARE HIGHLY EDUCATED.  
A teaching qualification requires the completion of a Master's degree.

+ Schools, principals and teachers have A LOT OF AUTONOMY.

+ Estonia has successfully implemented an INCLUSIVE EDUCATION SYSTEM. Students with different abilities study together.

+ All students are entitled for free SPECIAL SUPPORT by psychologists, speech therapists at school or at the counselling centres found in every county.

+ EXTERNAL EVALUATION of learning outcomes gives valuable feedback.

+ EDUCATION IS FREE-OF-CHARGE from basic to the higher education. School meals, textbooks, and transit are free for all students.

+ HOBBY EDUCATION offers wide opportunities for self-development in music, sports, art, technology, etc.

+ STRATEGIC PLANNING, involving important stakeholders, is a crucial element of Estonia's education system.

<https://www.educationestonia.org/>

# Characteristics of Estonian Education

- ❖ Education is valued in Estonia:
  - there is better discipline and less skipping school when compared to other countries
  - a strong strive to improve (comes from within), to provide the best education for each child
  - our motto in life is that “it could always be better.” The criticism is probably the driving force for improvement 😊
- ❖ Learning environment and teaching practices:
  - student-teacher relations and pleasant learning atmosphere
  - motivation to learn,
  - innovative approaches and digital solutions
  - students’ success is important for teachers, etc
- ❖ Equally important parts of a learning process:
  - Subject-based knowledge and skills
  - General competencies (= 21st Century Skills)



# Characteristics of Estonian Education

- ❖ Estonian school curricula are based on the principle that students should have a broad worldview. For example:
  - In addition to good language skills, maths and science, many schools teach coding and robotics, starting already from the first grade.
  - The curriculum includes creative subjects such as music, art and physical education as mandatory subjects for all.
  - Under physical education the school can decide to teach dance to all students or ski in the forest in case there is snow.
  - All schools have a technology class where they teach their children how to cook in well-equipped kitchenettes and knit a sock or cut woodwork = It is a good example of a typical common project that involves skills like cooperation, problem-solving, and everybody is goal oriented (usually all those practical skills are mastered by boys and girls alike in mixed groups)



# Characteristics of Estonian Education

- ❖ Estonia follows the comprehensive school model, where all students follow similar education path until the end of compulsory education (grade 9).
  - Grade repetition is not commonly practiced. It is believed that struggling students should be noticed early enough, and they should be helped while they are with the same age group peers.
- ❖ Student well-being is an important factor:
  - 70% of Estonian students are satisfied with their life (67% in OECD countries), 89% feel often happy but 9% always feel sad
- ❖ 98% of teachers and 100% of principals have attended some sort of professional development activity = schools have funds for in-service training + many free courses provided by universities



# Characteristics of Estonian Education

- ❖ Estonian schools might be slightly more traditional but we know that effective education is served with a subtle balance between tradition and innovation, rigor and freedom, group and the individual
- ❖ The cognitive skills as well as the development of the soft skills are very much valued.
- ❖ It is widely agreed that school should be a place where students feel safe, happy, challenged and motivated to become well equipped future citizens.
- ❖ Estonian policy makers have set out to invent the next education strategy for year 2030, which should be more geared towards individual learning paths



# Well, what is the secret of Estonian success?

---

- ❖ a strong commitment to education
- ❖ very high education standards
- ❖ very demanding curriculum
- ❖ high quality examinations built directly on the curriculum
- ❖ educational equity
- ❖ highly educated teachers (Tucker 2015)





**THANK YOU!**