

Involving stakeholders for achieving quality in education - the bottom of the PISA 'ice berg'

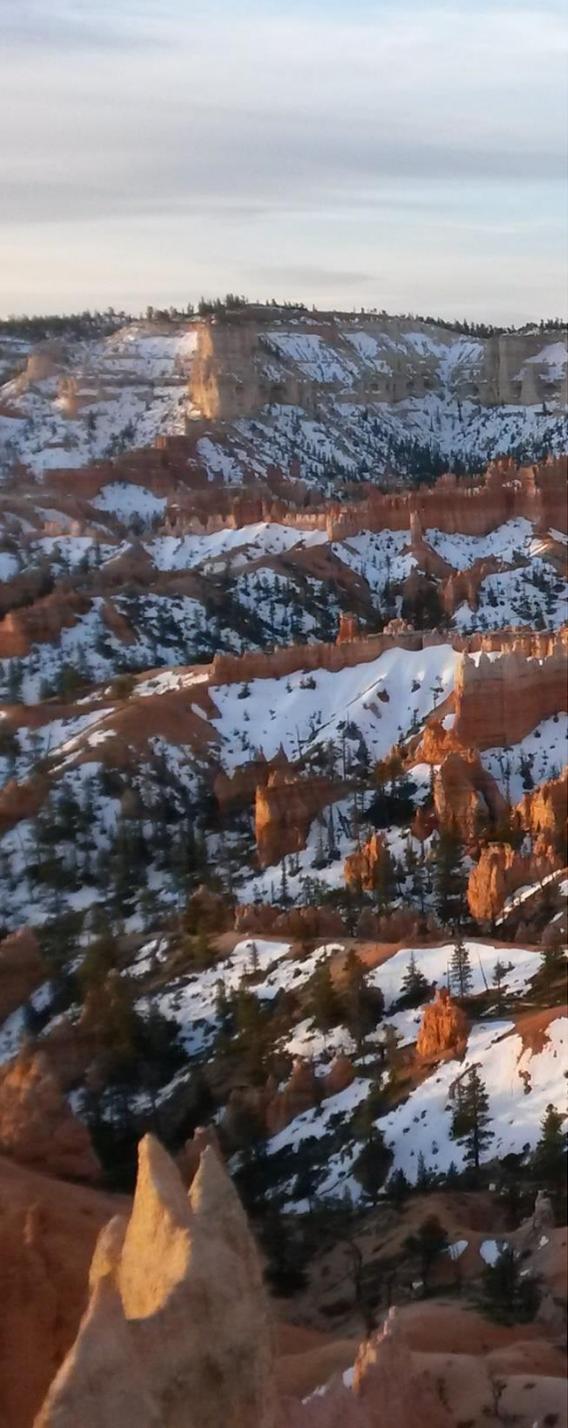
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EU2017.ee

Meeting of Directors Generals for Schools



involvement – passive / active /
one- or two-way + who involves whom?
why? – random? strategy? vision?

stakeholders – one, many, all?
[just some trees in the background?]

quality in education – statistics vs
sustainability for society

Quality education includes (UNICEF, 2000):

- **Learners** who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- **Environments** that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- **Content** that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
- **Processes** through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.
- **Outcomes** that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Close-up

Improving involvement vs Feeling left-out

Universities

Schoolheads

Students

Teachers

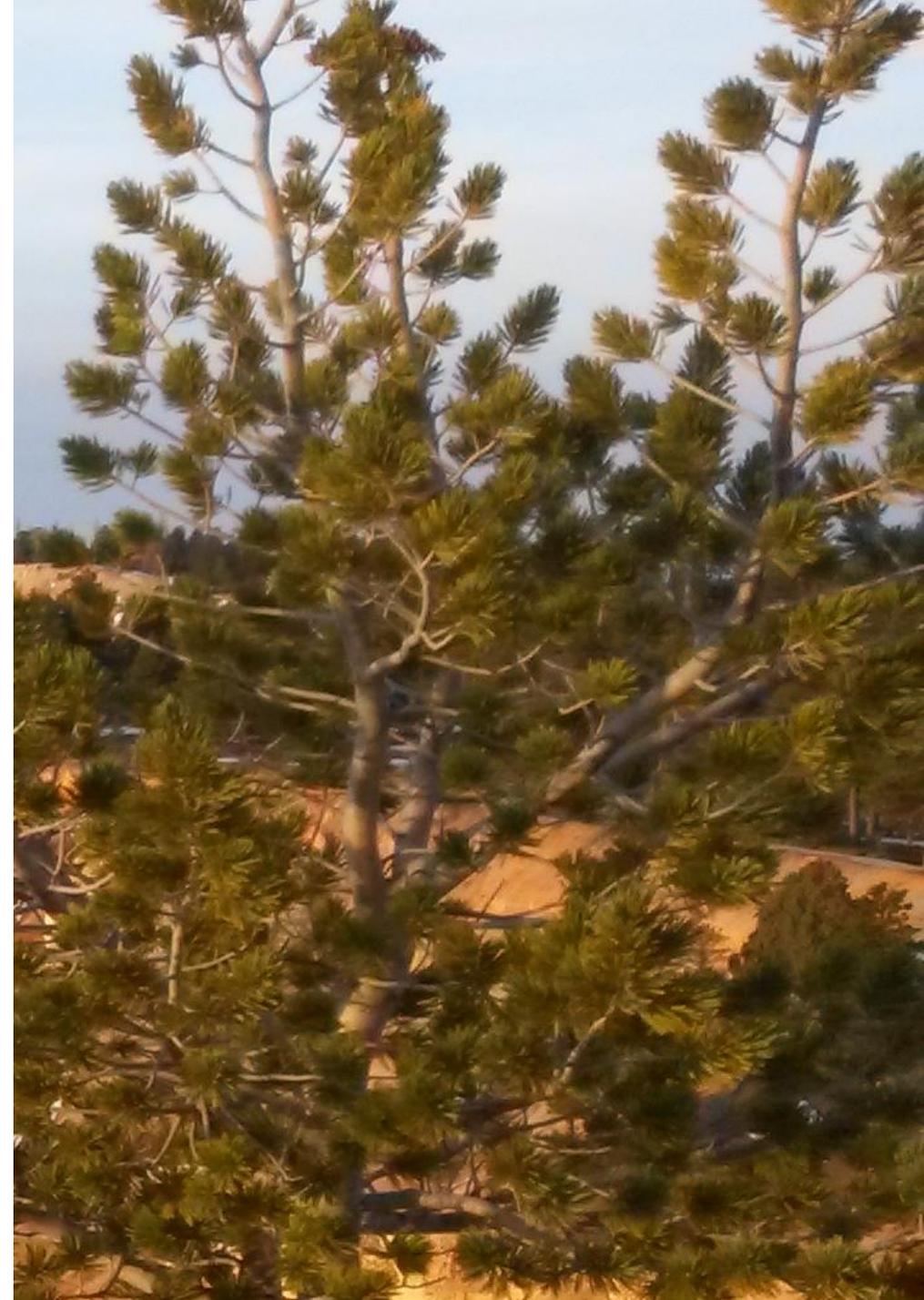
Parents

Municipalities

Companies

Ministries

etc





Estonian success in PISA is
threefold: school-home-society

Dedicated teachers

Demanding and supporting
parents/home – educational
tradition

Societal expectations and national
pressure to do well - Culture
oriented society (reading, singing,
theatre, art, handicraft, etc)

EDUCATION SYSTEM - SCHOOLS – TEACHERS

Strengths in Estonia:

- * keeping small, close-to-home schools
- * art-music-handicraft-PE lessons for everybody + extra-curricular activities
- * regional educational choices / brands (e.g. sailing and sea studies)
- * great innovative solutions (open classroom, discovery-based study, programming)
- * traditions (local, nationwide – history, competitions, song/dance festivals etc.)
- * discussion on educational issues in media
- * colleague to colleague best practice sharing – regular meetings in schools
- * initiatives to support entrepreneurship, green thinking and environmental issues, bullying-free schooling, emotional stability through quiet time in class, creativity, foreign language study exchange programs, various museum programs, university partner school networks etc

EDUCATION SYSTEM - SCHOOLS - TEACHERS

Challenges locally and globally:

- * maintaining an effective school system - making quality available for everybody
- * sustainable resources: money – people (certain subjects!!!) – time
- * motivating newcomers to enter / top professionals to stay – teacher deficiency forces to employ also non-MA students
- * motivating up-to-date study materials
- * technical equipment (BYOD) and digital literacy
- * inclusive education – support system – teacher preparedness
- * constantly increasing expectations and needs
- * quality in teaching (qualification, professional development, secure exit)



TEACHERS in Estonia

- MA degree requirement
- ignition phase of qualification system/standard (shared knowledge of competences)
- good subject knowledge expertise
- autonomy in decision making (applying the national curriculum)
- on-going professional development
- regular in-service courses, building organisation/school culture, learning from colleagues (visiting classes), projects (incl Erasmus+)
- working subject associations for ideas and support
- increasing cooperation with universities (action research)

PAST – PRESENT - FUTURE

Do we know the reasons for success / failure? (in different areas maybe)

Are we aware of the current issues and people involved? Do we listen to what they have to say or are we too busy to listen to ourselves?

What are we doing today about the teacher deficit just around the corner? – are we trying to avoid that corner? Do we keep looking for a different route? Are we making preparations to be ready?

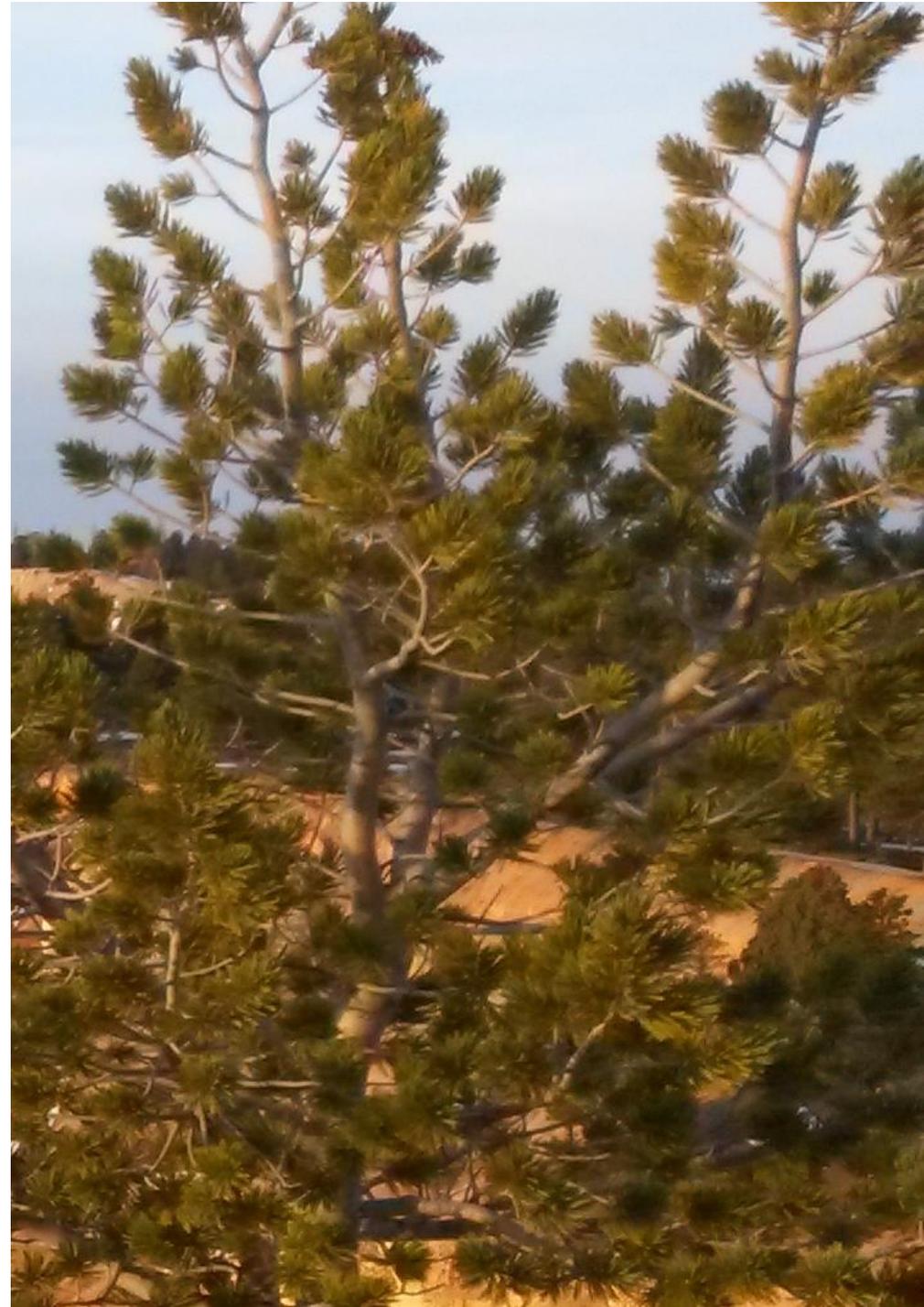
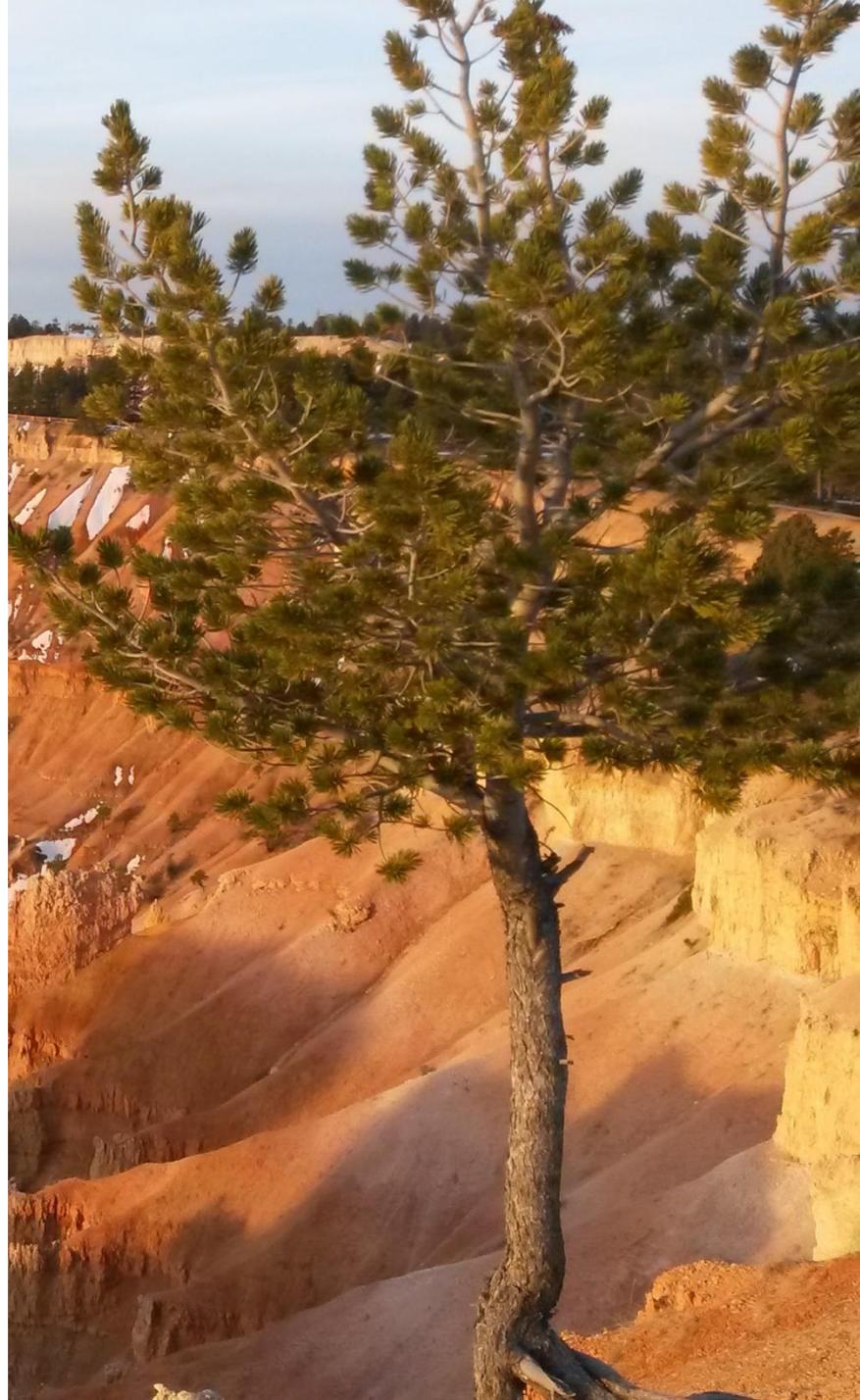
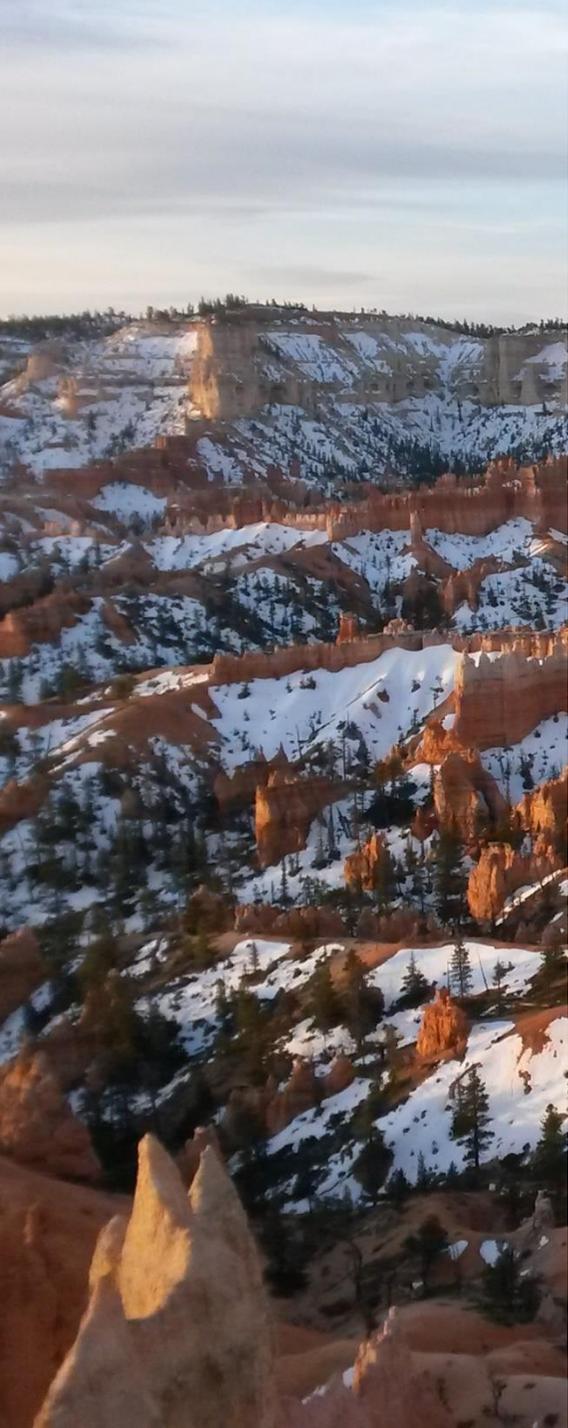
Full picture is so much more...



... the question is
are we sharing the vision?

Do we have a vision where we want our kids and teachers and schoolheads and schools and education systems to reach?

Do we know where we are? What is the difference?
What does it take to get where we want?



“If you cut down a forest, it doesn't matter how many sawmills you have if there are no more trees.”

Susan George

Thank you!



Picture: Margit Timakov