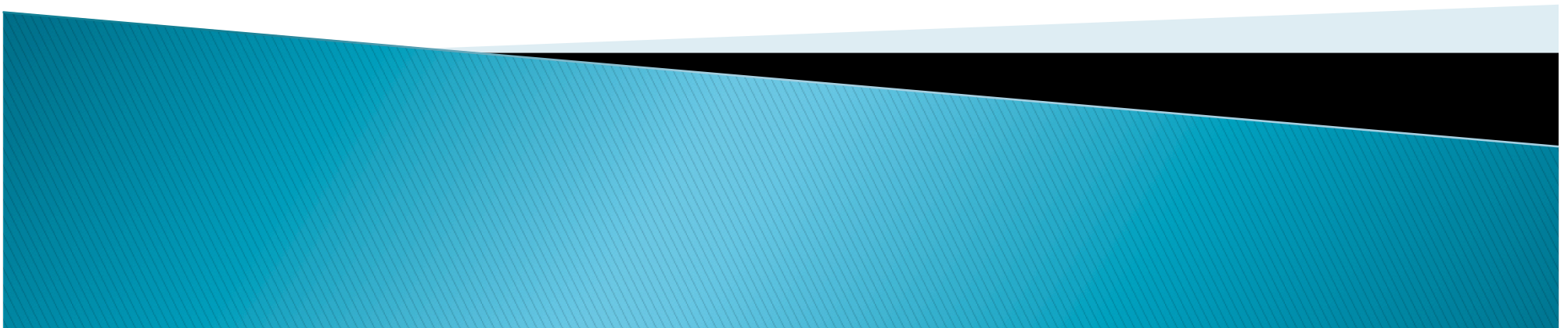


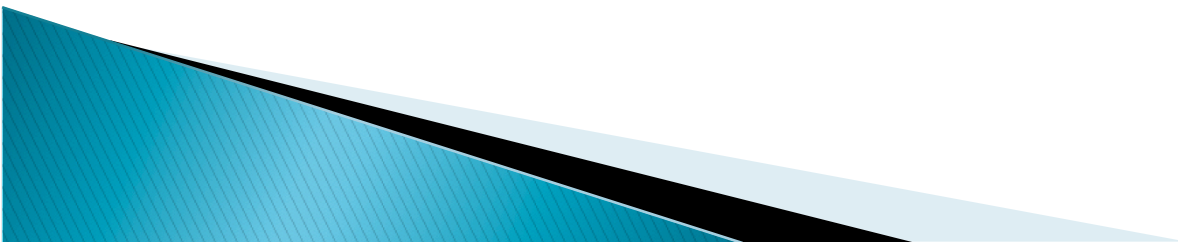
# A competences approach to education Estonian situation

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MALTA 23.03.2011



# Developments

- ▶ New competence based national curriculum for general education
  - General competences 2002, 2010
  - Subject field and subject-specific competences 2010
- ▶ Teacher competences 2003
  - Professional standard for general education teachers 2005
  - Professional standard for VET teachers 2006
- ▶ Learning outcomes of studies at higher education level 2009
- ▶ Competence model for educators working in higher education institutions 2010



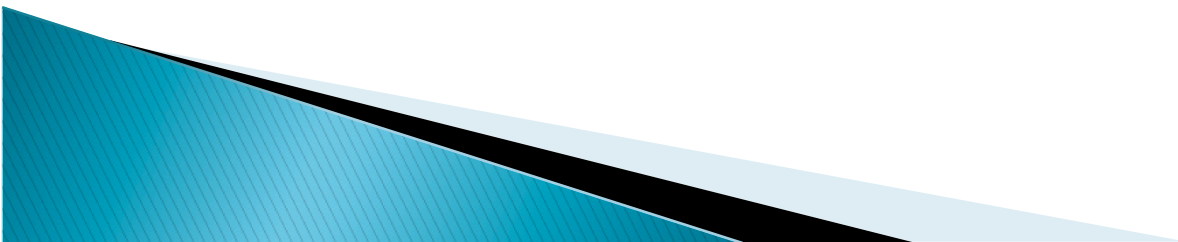
# Competences in general education

- ▶ Core values of basic education
  - Basic education provides equal support to pupils' mental, physical, moral, social and emotional development.
  - Basic school shall shape the system of values that serve as the basis for the successful interaction of happiness in personal life and society.



# General competence

- ▶ value competence
- ▶ social competence
- ▶ self-management competence
- ▶ learning to learn competence
- ▶ communication competence
- ▶ mathematics competence
- ▶ entrepreneurship competence



# General competences

- ▶ General competences are shaped through all subjects
- ▶ Are described in national curriculum for all school stages of study
  - First stage (grades 1–3)
  - Second stage (grades 4–6)
  - Third stage (grades 7–9)
- ▶ For development of a person into a human and citizen
- ▶ Their development is monitored and directed by teachers



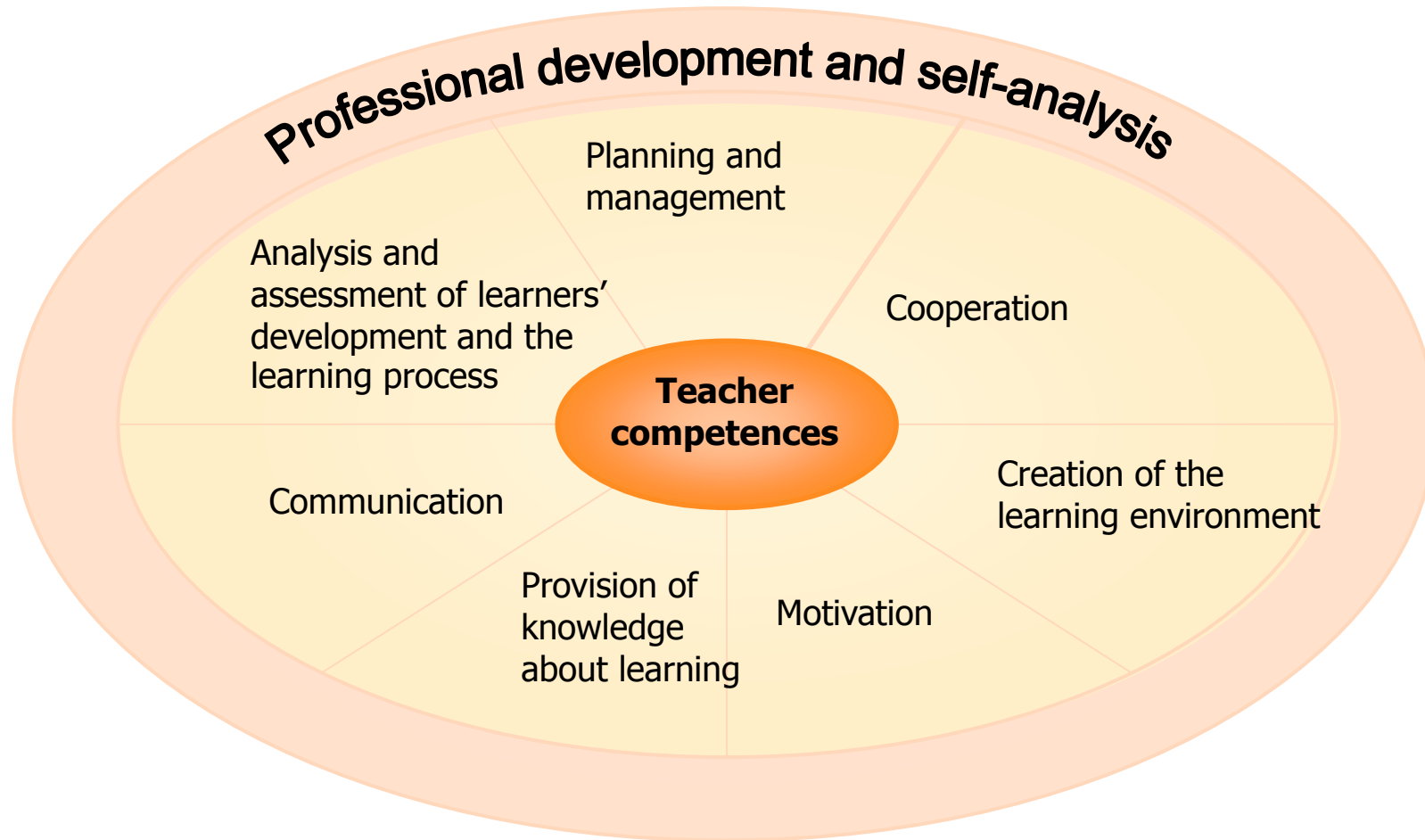
# A competences approach in higher education

Higher Education Standard (2009) sets:

- ▶ general learning outcomes of studies at higher education level: Bachelor's , Master's and Doctoral study
- ▶ All HE study programmes have learning outcomes 2009
- ▶ general principles of recognition of prior learning and professional experience
- ▶ if on the professional field is confirmed professional standard, higher education curricula should follow it. During accreditation of curricula the accreditation team takes it into consideration.



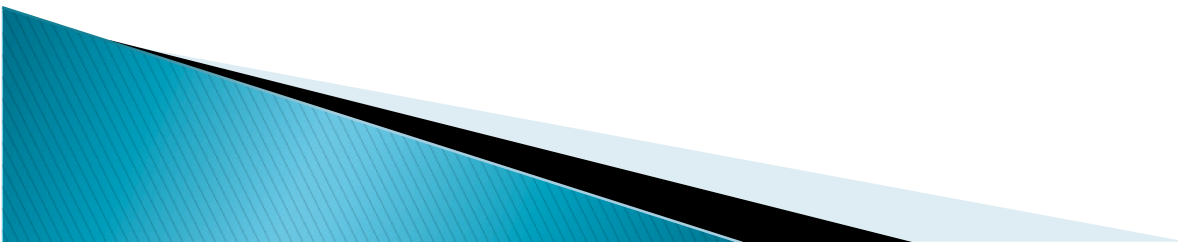
# Teacher competences



# ATTITUDES AND VALUES

The teacher:

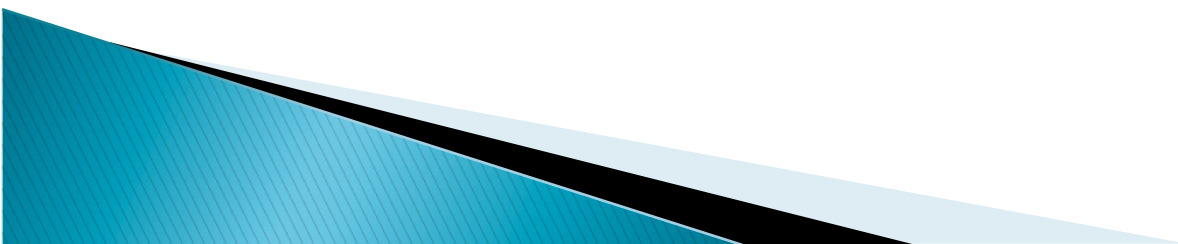
- follows universal ethical principles;
- follows democratic principles;
- respects learner's dignity;
- values sustainable development;
- values national culture and respects other cultures;
- is ready to act in a changing educational environment, including to promote educational life inside and outside the school;
- accepts responsibility as an educator, guide and supporter of learners' development;
- has a critical, investigative and creative attitude towards own work;
- values cooperation;
- values self-improvement and professional growth





# Teacher Education Strategy

- ▶ The professional standards for teachers provide one level of skills and do not contain simple evaluation criteria
- ▶ Renewing teachers' professional standard at 2011
- ▶ Discussions about evaluation tools and scope of lifelong learning



# Main challenge: assessment

- ▶ Assessment for learning (formative assessment)
- ▶ Teaching teachers
- ▶ Counselling parents
- ▶ Assessment in TEI

