A competences approach to education
Estonian situation

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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

- Planning and management
- Cooperation
- Creation of the learning environment
- Motivation
- Provision of knowledge about learning
- Communication
- Analysis and assessment of learners’ development and the learning process

Professional development and self-analysis
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