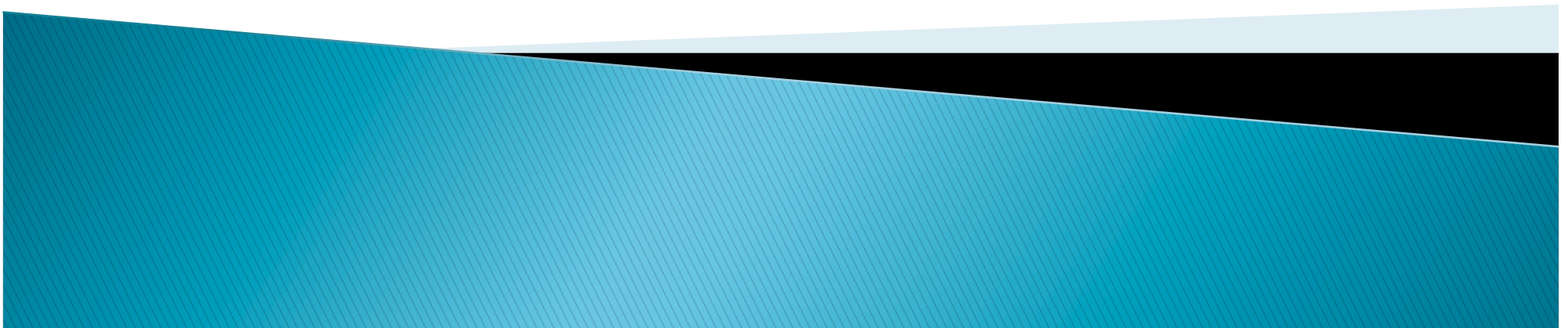


Teacher competences

Vilja Saluveer

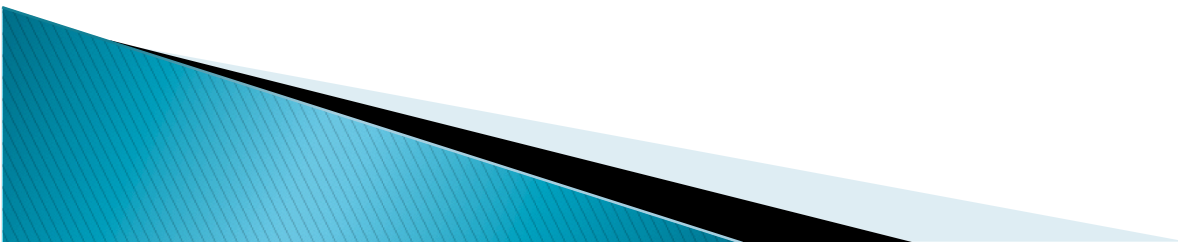
Estonian Ministry of Education and Research

EGER, 12th May 2010



Teacher Education Strategy

- ▶ To develop a comprehensive teacher education system, where pre-service, induction year and in-service training are integrated and create a precondition for the development of the teacher's new role image



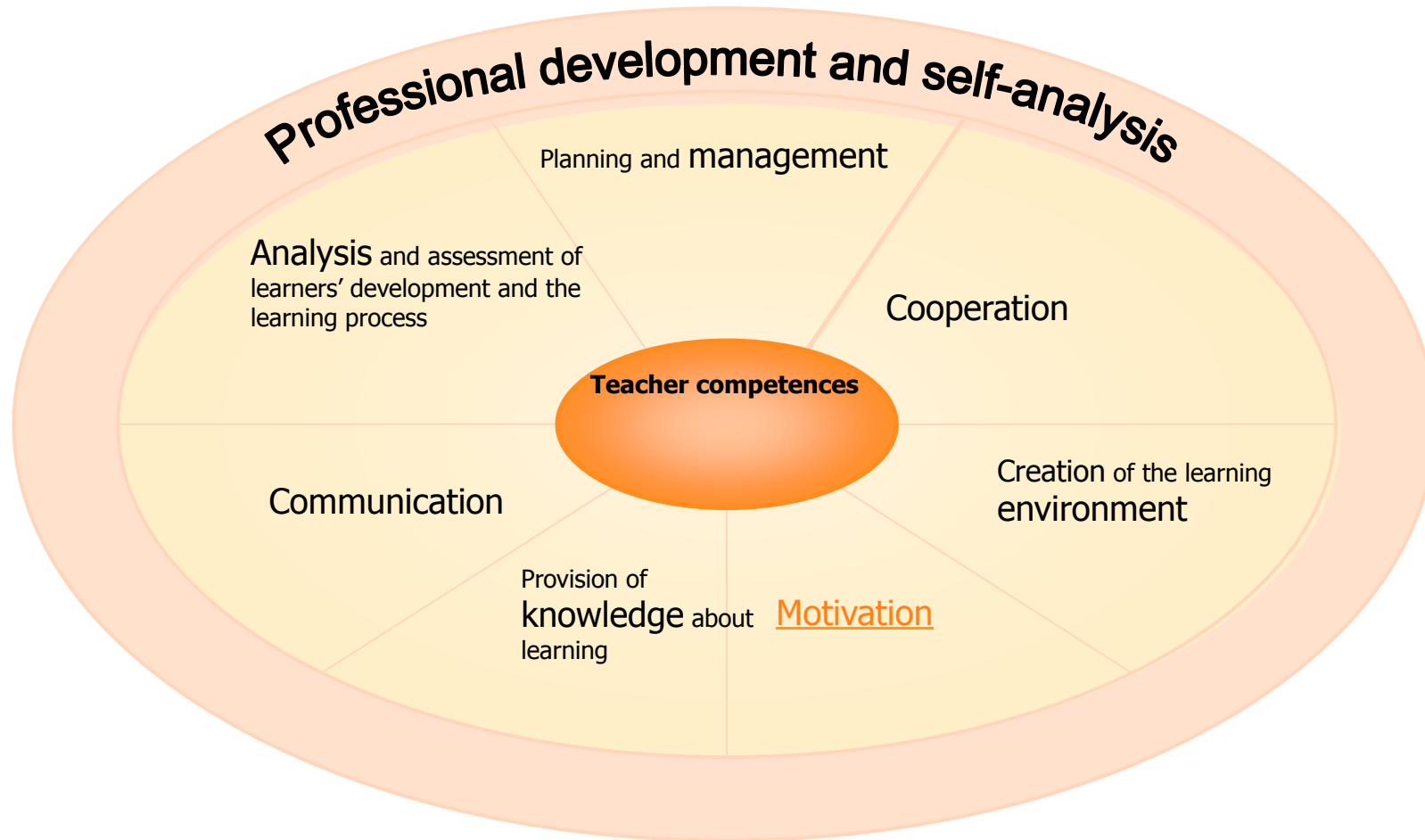
ATTITUDES AND VALUES

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



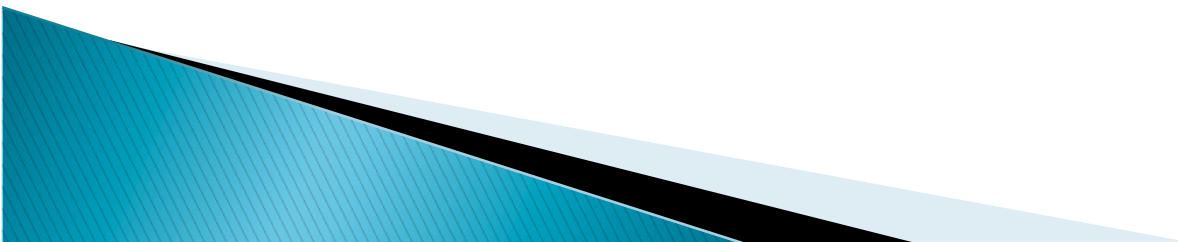
Teacher competences



Motivation

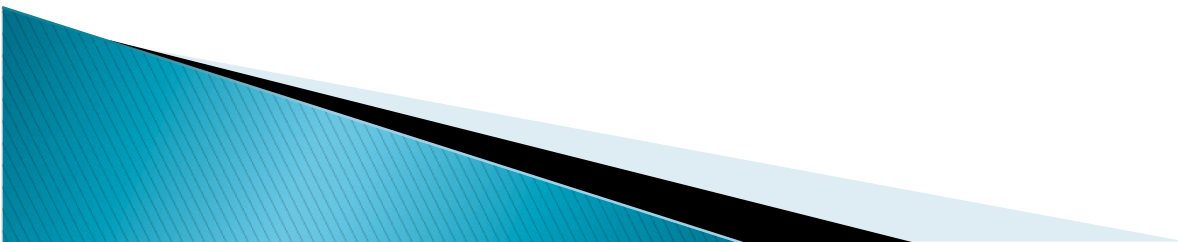
The teacher:

- ▶ finds out learners' levels, abilities and interests;
- ▶ applies appealing learning methods that help to activate learners;
- ▶ encourages learners to set personal goals;
- ▶ appreciates learners' efforts and ensures experiences of success;
- ▶ directs learners to self-analysis, helps to form positive self-evaluation and adequate self-image;
- ▶ consistently gives feedback based on the analyses of learners' growth.



Expectations of teachers

- ▶ **Ethical and active citizen.** The period of rapid changes in society means that in course of their professional growth it is essential that teachers set aims ethically and participate actively on different levels of democratic process. Side by side with growing collegiality both teachers' professional and social independence increases. As critical thinkers, teachers must support learners' adjustment to the changing external conditions and their development into decision-making and responsible citizens of Estonia and Europe.
- ▶ **Learner-centred teacher.** The indicator showing the efficiency of teachers' work shall be learners' development. Teaching increasingly requires careful analysis of every single learning situation, provision of learners with motivation and selection of appropriate learning activities as well as the ability to analyse their effect on learners' development. In addition to teaching children, teachers must be able to instruct adult learners. Teachers must be able to successfully manage multicultural classrooms and to notice special needs.
- ▶ **Specialist able to integrate different fields.** In addition to having knowledge of the subject they are teaching, teachers must know the development trends of the field, be able to discern the essential from the less important and integrate the learning content with other fields and the surrounding environment.



Expectations of teachers

- ▶ **Instructor and former of learning skills.** In addition to providing knowledge and skills, the teacher must increasingly involve in the role of an instructor and supervisor forming the kind of learning environment that supports learners' development and the learning process. Today, learners have access to a variety of information sources and informal ways of learning are becoming more widespread. Thus, it has become essential to know means of information and communication technology. The teacher's task is to support the learner in the acquisition of independent learning skills and selection and processing of data.
- ▶ **Member and leader of a team.** The development of every individual learner is the responsibility of a team of teachers, not an individual teacher. Only integration of subjects and teachers' cooperation shall ensure the acquisition of learners' competences described in the national curricula and the establishment of equal opportunities for all learners. Teamwork requires special competences of teachers who have until now been mostly prepared to act alone. The teacher must be able to involve parents, colleagues and society in the implementation of national curricula, in finding solutions to social problems and in supporting learners with special needs.
- ▶ **Learner and researcher.** The changing environment and new tasks encourage teachers to become learners as well as assessors and planners of their professional growth. Teachers must be ready to act analysing the situation and solving the arising problems. Therefore, teachers must be familiar with the latest results of research on learning and teaching, must base their work on these results and must be able to participate in applied researches.

