

Perspectives of Education in Estonian in Narva

Irene Käosaar, Narva Estonian State Gymnasium





NARVA

- According to the latest official Estonian census data, 53,955 people lived in Narva as of the end of 2021.
- 27,133 were Estonian citizens (50%), 18,695 were Russian citizens, 7,099 had undetermined citizenship, and 1,021 had other citizenships.
- There were 46,937 Russians, 3,107 Estonians (5,7 %), 1,140 Ukrainians, 833 Belarusians, 325 Finns and 237 Tatars.

TRANSITION TO ESTONIAN- LANGUAGE EDUCATION

The transition to Estonian-language education is set to begin in 2024 in kindergartens and 1st and 4th grades, with the aim of completing the process by 2030, as stated in the coalition agreement.



Transition to Estonian- language education



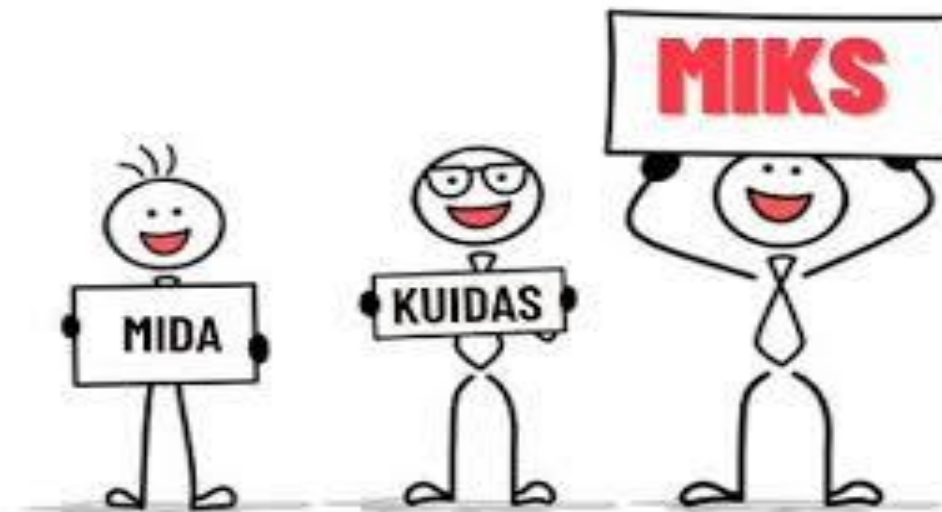
Availability of teachers
Teachers' knowledge of the Estonian language
Methodical preparation of teachers

UNDERWATER PART OF ICEBERG

School culture
School management
Attitudes of parents and teachers
Estonian-language and cultural space outside of studies

Challenges

- ❖ "It's always been that way" - mentality...
- ❖ In the 2022/23 academic year, there were 8 schools (+ adult high school) in Narva, which also had a high school level - in the 2023/24 academic year, there are 4 (+ adult high school).
- ❖ Until now, despite the 60/40 model, the majority of schools in Narva have operated mainly with Russian as the language of instruction.
- ❖ Traditional/authoritarian leadership at both school and classroom levels.
- ❖ Teachers and support staff - finding them and creating a new school value space with new people.
- ❖ Attitudes!!!



+ and ?

NARVA +

Great anticipation and preparation

Narva is "popular"

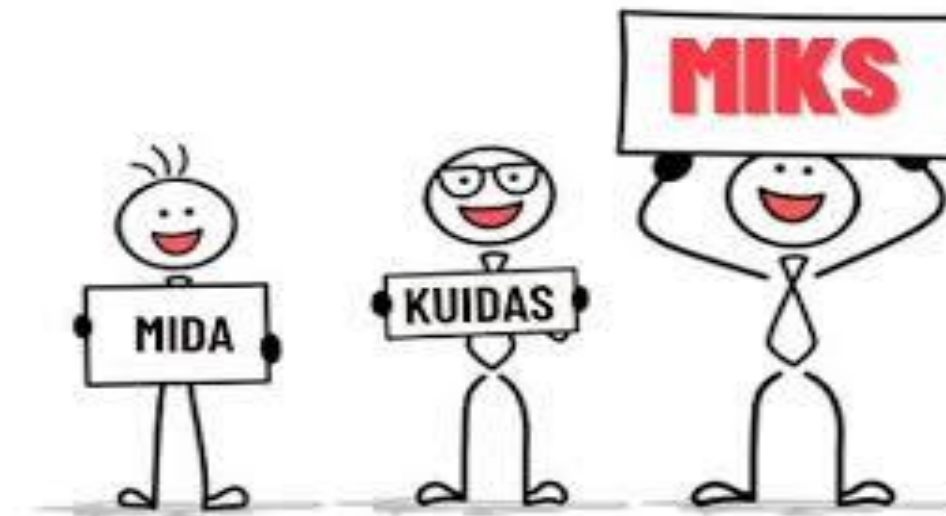
Partner readiness and contribution

NARVA ?

Different attitudes of schools

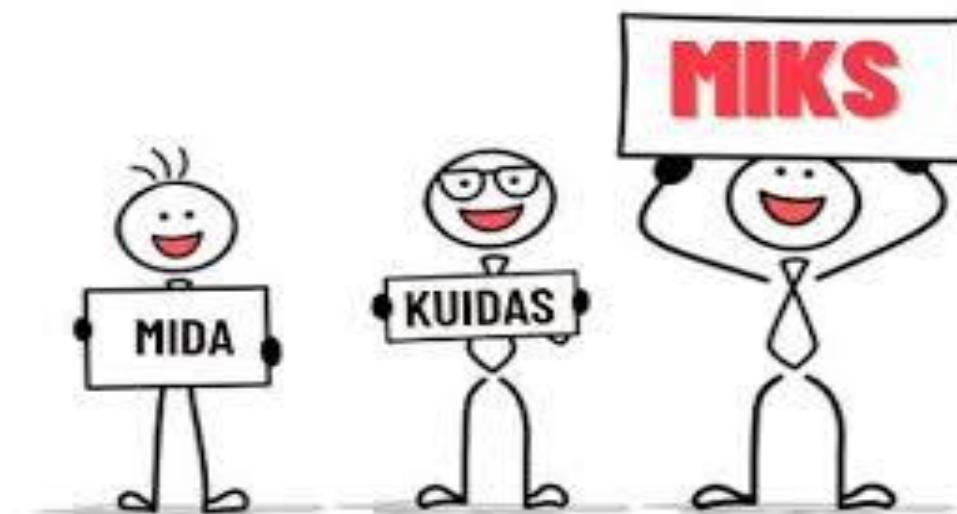
Political instability

Lack of Estonian-speaking staff



Create change with whom? Target groups

- Local governments - demanding, strong shoulder and ensuring opportunities are created
 - school managements - creating a school environment, shaping values and attitudes, creating support systems for both teachers and students
 - teachers - the leaders of the transition and the spiritual center
 - school staff - the transition must be the whole school's "thing"
 - parents - supporters, believers, caregivers
 - students - young people who take responsibility and are eager to learn
 - community
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- **Target groups must:**
 - know why and what is done;
 - what is their role and responsibility in the process;
 - have the skills and will to play their role in the best way;
 - have opportunities to learn and make mistakes...

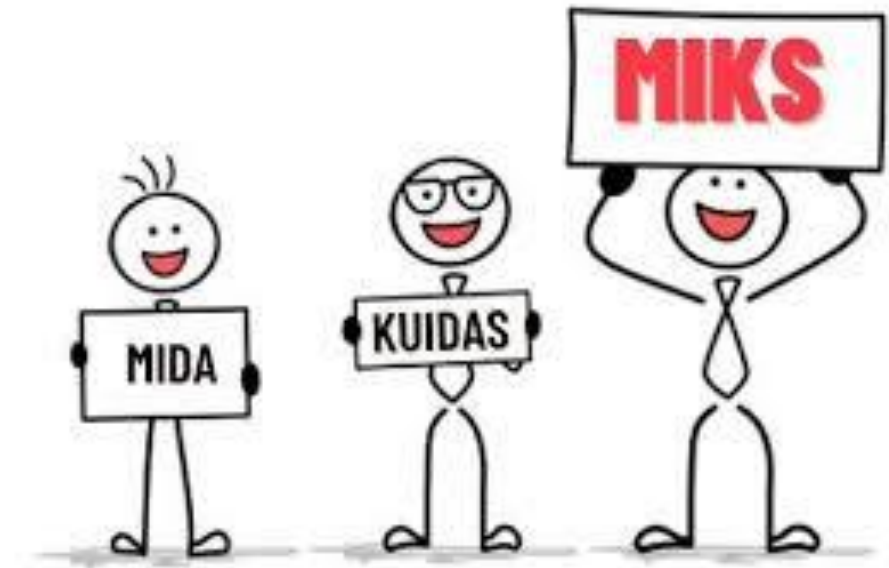


The main keyword must be PROFESSIONALISM.

Graduates

A graduate is ready to adapt to a changing world and is ready to be a world changer.

- ❖ To adapt, he/she is creative, collaborative and broad-minded.
- ❖ To adapt, he/she has acquired study skills, future skills, is self-determined and self-directed.
- ❖ He/she is life-affirming and cares about his health, believes in the future and dreams big.
- ❖ To change the world, he/she has knowledge and skills, attitudes/values, courage, is proficient in foreign languages.
- ❖ He/she is brave and curious to change the world.



School culture

- ❖ **School culture** - a set of norms, values, beliefs, rituals, symbols and stories that make up the "face" of the school. (Lindahl, 2006)

Important keywords for valuing diversity:

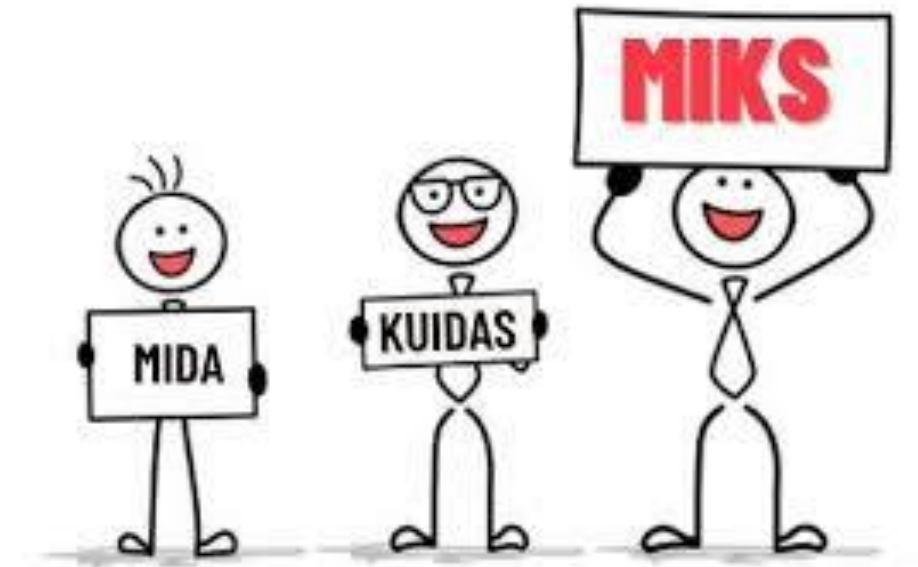
- ❖ the entire school team knows and believes in what they are doing;
- ❖ the Estonian language is valued at the school - it is a natural part of the school;
- ❖ creating an Estonian-language communication environment both in the classroom and throughout the school;
- ❖ other languages and cultures are valued and highlighted in the school environment;
- ❖ activities in the school are closely intertwined with what happens outside of the school;
- ❖ different languages and cultures are not taught just for the sake of teaching - a living and beautiful, real language is taught.

School principal

Responsibilities of a school principal

- ❖ *Creating a vision*
- ❖ *Building a community*
- ❖ *Development of management competence*
 - ❖ *Learning management*
 - ❖ *Ensuring system performance*

The Wallace Foundation, 2013



Aitäh!