

Integrated Estonian School and the Related Expectations for Teacher Education

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Q: Why are we talking about an integrated school at all?

A: Because the current separated education system does not work, is outdated and regenerates problems in society (e.g., segregation)

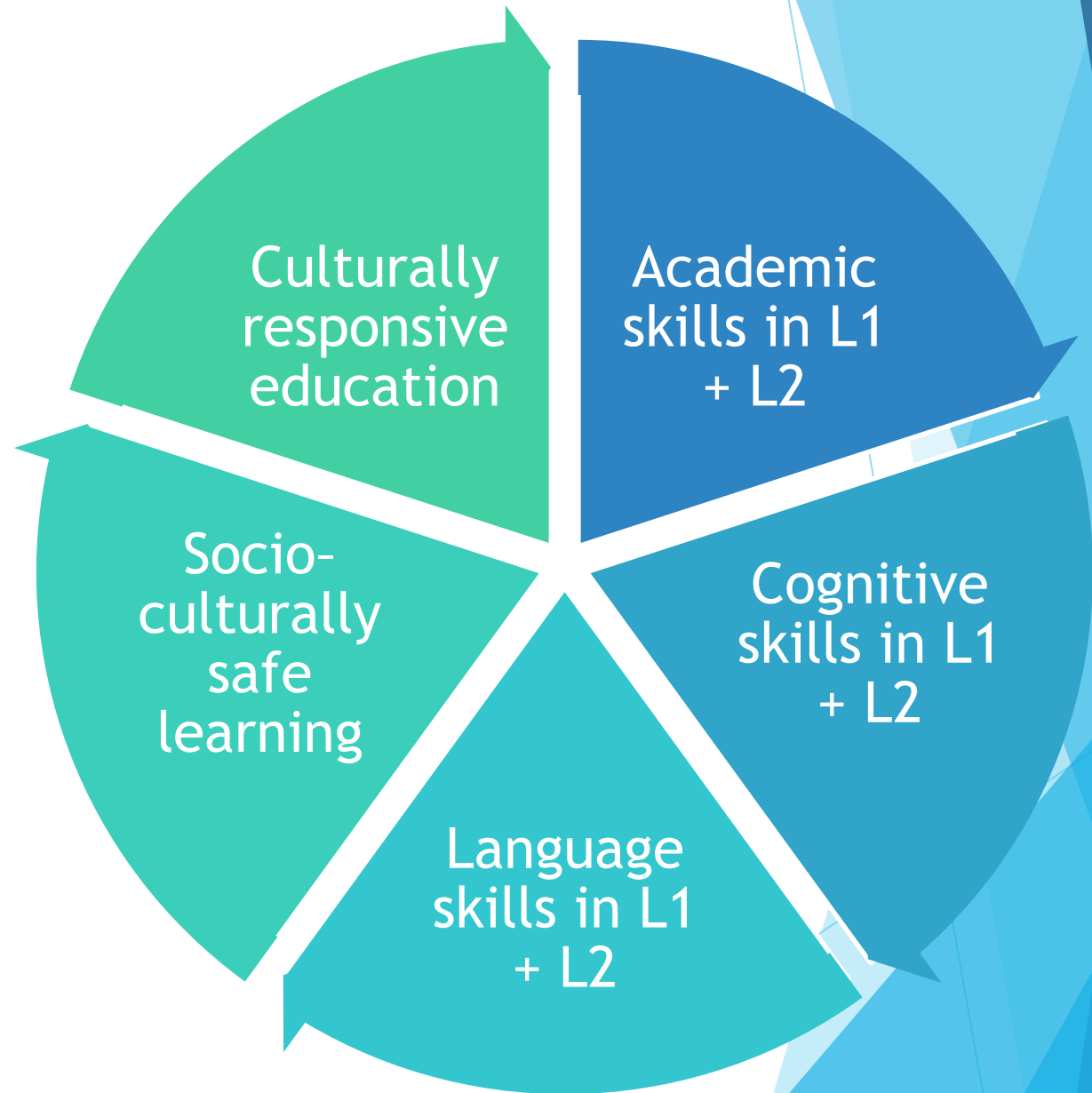


- ▶ Current education system is reproducing socioeconomic inequality
- ▶ Social networks do not effectively develop without natural co-existence
- ▶ Languages cannot be effectively learnt without communicative learning strategies and actual contact with native speakers
- ▶ Intercultural communication cannot be effectively learnt without actual and natural contact with other cultures

Q: What does research tell us about effective bilingual education?

A: Importance of both languages + attention to socio-cultural aspects

For minority students to become efficient at majority language and attain expected academic learning outcomes, their education needs to facilitate:



Q: What is the way forward?

**A: Region-specific integrated schools
(IS)**

Definition of IS

- ▶ This is a school where
 - students with different home language and/or cultural background learn together;
 - teaching and learning is being carried out predominantly in Estonian following the principals of contemporary learning approach;
 - teaching and learning facilitates the development of civic identity, and self-realization of students in society;
 - cultural identity of students is appreciated and valued.



Main elements of IS

- ▶ Learning together - no long-term language based separation of students >> facilitation of social networks not based on language
- ▶ High quality education needed in a globalized world (contemporary learning approach)
- ▶ High level Estonian skills + proficiency in multiple other languages
- ▶ Strong Estonian civic identity + appreciation of multiple identities
- ▶ Cultural identity facilitated through student-centred teaching and learning + culturally responsive pedagogy
- ▶ Self-realization facilitated through development of critical competences and attitudes
- ▶ Each region creates its own version of IS based on the needs of local communities

Q: What does this require from teacher training?

A: Critical changes in several aspects



- Basics of societal integration
- Basics of second language learning
- CLIL competence
- Culturally responsive teaching
- Intercultural communication skills
- Multi-identity facilitation competence
- Internships need to reflect new focus



THANK YOU!

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