

Best Practices on Higher Education Apprenticeship (HEA)

Authors

Name SURNAME	Marge KÕRVITS		
Institution	Tallinn University	Country	Estonia

Suitability of this case to the ApprEnt definition of HEA



Evaluation of how the programme/practice reaches the following goals
Scale: 1 = not at all; 2 = very little; 3 = somewhat; 4 = well; 5 = very well

	1	2	3	4	5
i. Enhances relevant working life skills and qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ii. Promotes professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii. Develops learning environment practices as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iv. Develops work-based learning practices and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
v. Improves work performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vi. Improves tutoring and mentoring practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vii. Enhances University-Business collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
viii. Showcases potential aspects for programme standardisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Title

Education Programme "Young People to Schools"

Description

Model

Professional Practice

Professional practice is the essential compulsory part of the teacher training master's curriculum. The content of the practice at school is related to the work that needs mentoring and tutoring - the student's aim is to get some work experience. During the practice the student will get the opportunity to get familiarised with the principles of educational activities and culture of the organisation. Practical experience enables the student to establish the connection between theory and practice and supports the development of the knowledge of educational sciences and subject didactics, the skills and attitudes, and also the formation of the teacher's identity in its wider meaning. The analysis of the practice is presented in the online environment e-Didaktikum (<https://edidaktikum.ee/>).

Professional practice is divided into four periods, so that, every semester, students have their practice within the amount of 6 credit points, which makes a total of 24 credit points. In the first and second semester it focuses on the teacher's professional skills: the general didactic tasks at school will be analysed during a university seminar. In the second academic year, during the third and fourth semester the practice is focused on didactic knowledge and skills of the subject. An active teacher must do her/his first semester practice at a different school. The teacher training practice I and II are carried out at schools in Tallinn, with which the University has an agreement. The University coordinates the cooperation between the related parties within the university and with the practice institutions, and it makes the necessary agreements for mentoring between the university and the practice institution. Bilateral contracts of three years or a single agreement are signed with the practice institutions.

Before the professional practice begins, all the necessary information will be provided for students and the practice institutions (including practice tasks, obligations of the parties in the framework of the practice, and practice documentation compliance guidelines). The opening and closing events (seminars) will be organised at university.

The university pays for the work of the tutor and the trainee group leader according to the practice remuneration rules and to the agreed hours in the authorisation agreement. The teacher who supervises the student already working at school gets no remuneration as the practice tutor. Tallinn University organises trainings for the practice tutors and mentors according to 8 different curricula. There have been 36 trainings organised during the last three years. In addition to that, there are also trainings organised for the apprenticeship mentors as trainers in enterprises.

Implementation of the Programme

The university is participating in the enforcement of the practice and supports it at the practice institution through responsible lecturers who supervise the practice at practice institutions and contribute to the development of apprenticeship. The practice system has been well promoted over the last two years.

The areas of improvement of this system:

The curriculum for those who work at the same time and study under the programme "Young People to Schools" is half of the teacher training master's degree programme. The master's degree programme involves an elective subject, but in the curriculum of "Young People to Schools" there are no elective subjects. Offering the choice of elective subjects to participants would make the training more expensive.

Best practice

Aims and requisites for the Programme

The Foundation "Young People to School" manages the homonymous education programme (Teach in Estonia). The aim of the programme is that every child in Estonia receives better education. Every year, twenty young people with appropriate prerequisites are selected: they must be clever, have versatile background, and demonstrate strong communication and collaboration skills, logical thinking, high planning and organising skills as well as tension tolerance. Other than being solution-oriented, learning-minded, highly capable of self-analysing, they should wish to contribute to the education of Estonia and be prepared to be a leader in that field. In order to evaluate such competencies, a three-dimensional selection model has been worked out: it consists of an application, an evaluation centre (test of logical thinking, sample lesson, group work) and an interview in cooperation with the private company Fontes. Candidates who would like to teach at school despite lacking the proper academic background in the subject area will have to take a speciality test in the subject field.

Programme structure and training

Before they start working at school for two years, the participants will have to undergo preparatory training, during which the necessary basic knowledge for the teacher's work is acquired. Afterwards, in addition to working as a teacher they have to participate in trainings that are specially designed for them. Through these trainings much of the participants' value world is shaped and they are supported in learning and overcoming their challenges as well as finding new ones and solving them.

The programme of "Young People to Schools" has a clear structure (curriculum and schedule) and it is created in cooperation with Tallinn University. It consists of unique and important learning events (including seminars) that are essential to acquire the necessary knowledge, skills, attitudes and values during the two years of study. Learning support is provided by different consultants (tutors, mentors, the didactic of the substance etc). The seminars and support from mentors is organised for the participants to acquire new knowledge and also to better understand and reflect the experience they gain so that they can get the best use of it and that everybody as well as find their role within influential communities that will change Estonia's education for the better.

It is expected that each participant of the programme "Young People to Schools" gets the most out of it in order to become the best possible teacher to her/his students as well as to learn to lead themselves, others, and processes. The participants manage their own learning by envisioning her/his own development and the future of their students, by analysing their own learning outcomes and those of the students, and, furthermore, by reflecting on such learning, activities, and values. That is all supported by the individual learning tasks within the curriculum as well as the individual support during the programme.

In total, the participants of the programme acquire 60 credit points throughout the teacher training master's degree programme of Tallinn University. Tallinn University issues an official certificate, and the credit points can also be used for completing the teacher education curriculum.

Strengths, Weaknesses, and Challenges

The main strengths of these programme are:

- Good cooperation between the University and the Foundation of Young People to School (started in 2007);
- People with high competencies lead the teaching and support the practice;
- Ability of choosing and recruiting competent students;

<ul style="list-style-type: none"> - Schools are most of the time pleased with the teachers within the programme, which enables them to find a job more easily. <p><u>The main weaknesses of the programme are:</u></p> <ul style="list-style-type: none"> - Information exchanges between the university programme and school tend to be scattered and superficial; - Lack of flexibility (i.e. the needs of the class teachers and high school teachers are very different and they should be considered more thoroughly; besides, there are no elective subjects in the programme of Young People to School). <p><u>The main challenges are:</u></p> <ul style="list-style-type: none"> - Responding to the needs of different learners and schools, for example by adapting the curriculum accordingly; - The limited awareness of lecturers and professors about the peculiarity of the programme and the needs of the learners of the programme of Young People to School.

<p>Feedback from users</p> <p>The following feedback is based on the survey of Civitta, which can be further explored here: http://www.nooredkooli.ee/uudised/ilmus-civitta-uuringu-lopparuanne.html</p> <p>In the course of the programme, the participants have learnt to manage themselves, their teams and also the changes by making sense of the experience while teaching, of analysis, feedback and cooperation. The programme has shaped the values of each participant and helped them to find their own way to implement their vision to practice. During these two years, the participants of the programme have become good teachers and strong leaders.</p> <p>The participants and alumni are pleased with the programme: through preparatory training they acquire enough knowledge and skills to start working as a teacher. Trainings that take place within two years respond to their expectations and needs and necessary feedback is received through the support system (mentors, tutors).</p> <p>According to the survey, the school leaders and managers are also pleased with the teachers of the programme "Young People to Schools". About 82% of the school principals stated that the programme has contributed to adopting the idea of a changing learning process and environment in their school. It also appears from the survey of Civitta that one of the most important efficiency factors that the participants acquire from the programme is the faith in the possibility of making a change. About 92% of the current participants wish to continue their work in the field of education.</p> <p>The participants have become alumni, who have gained the experience of teaching and managing the learners and who have also gained the skills and their own will to change the Estonian education system. Besides, two private schools have been created under the leadership of alumni.</p>

<p>Relevance and Transferability</p> <p>N/A</p>
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<p>Comments</p> <p>N/A</p>
