



REPUBLIC OF ESTONIA
MINISTRY OF EDUCATION
AND RESEARCH



Estonian Presidency
of the Council of the
European Union



National Curriculum Focusing on the Needs and Development of the Learners

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Attention to the learner as individual

1996 – firstly described competences and values next to the knowledge

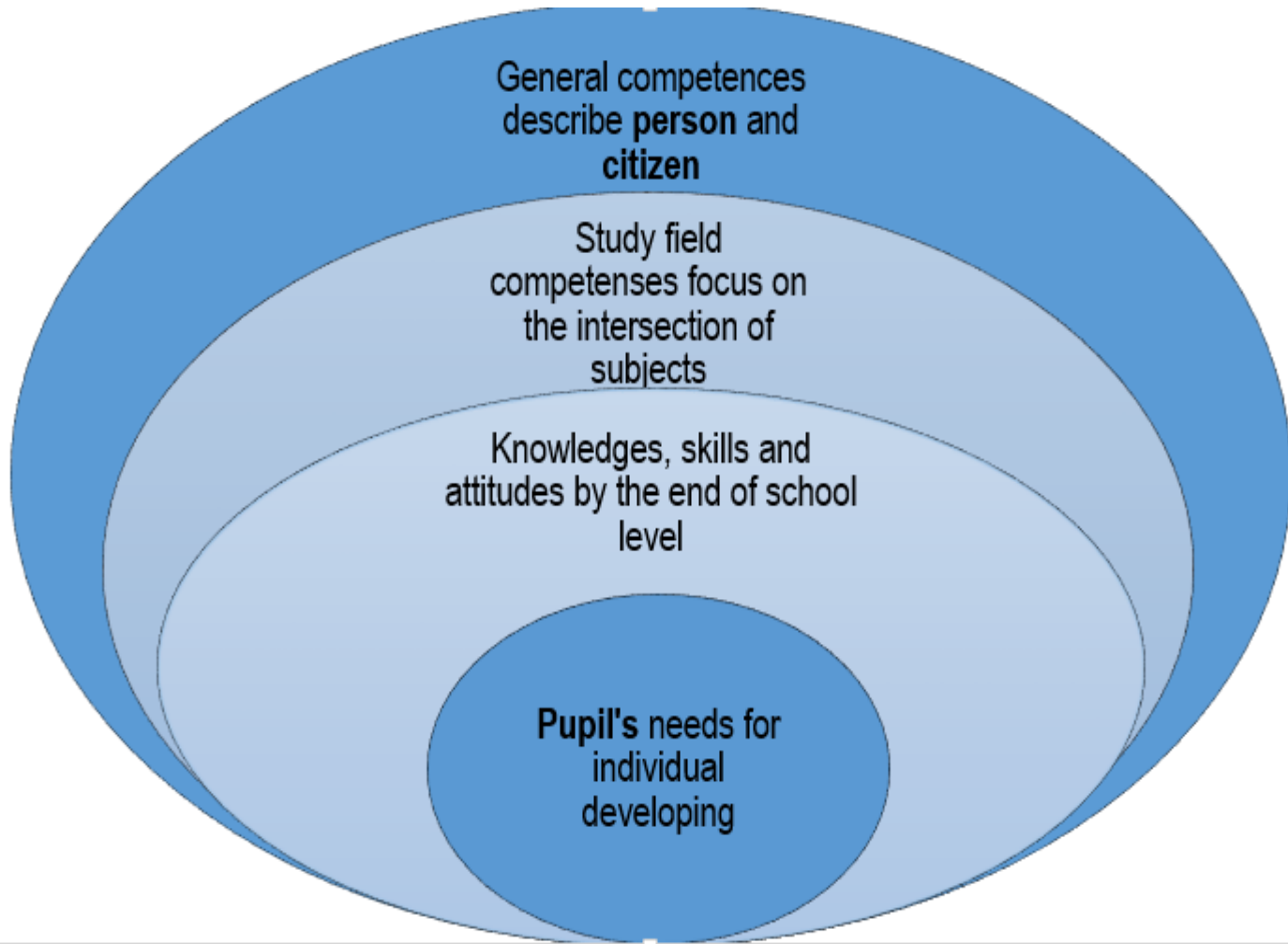
2011 – separate curricula for basic and for upper secondary school:

- from the subject centered learning to the holistic human centered learning
- more choices for schools supporting personal progress and responsibility of the learner
- European key competences and values in the Estonian context.

National curriculum as the social contract –
what and why is valued in the education



Pupil is in the centre of the learning process



Timely and targeted support

Individual approach may be needed if the student:

- has special needs
- is talented
- changes the school or the class
- has a different mother tongue
- has temporary problems

Holistic approach to the supportive learning environment and transparent feedback



Child-centred learning process

Starts from the learning objectives settled in the teacher-student cooperation:

- Why the teacher teaches something?
- Why should the student to do something?
- What does the student learn through a particular activity?





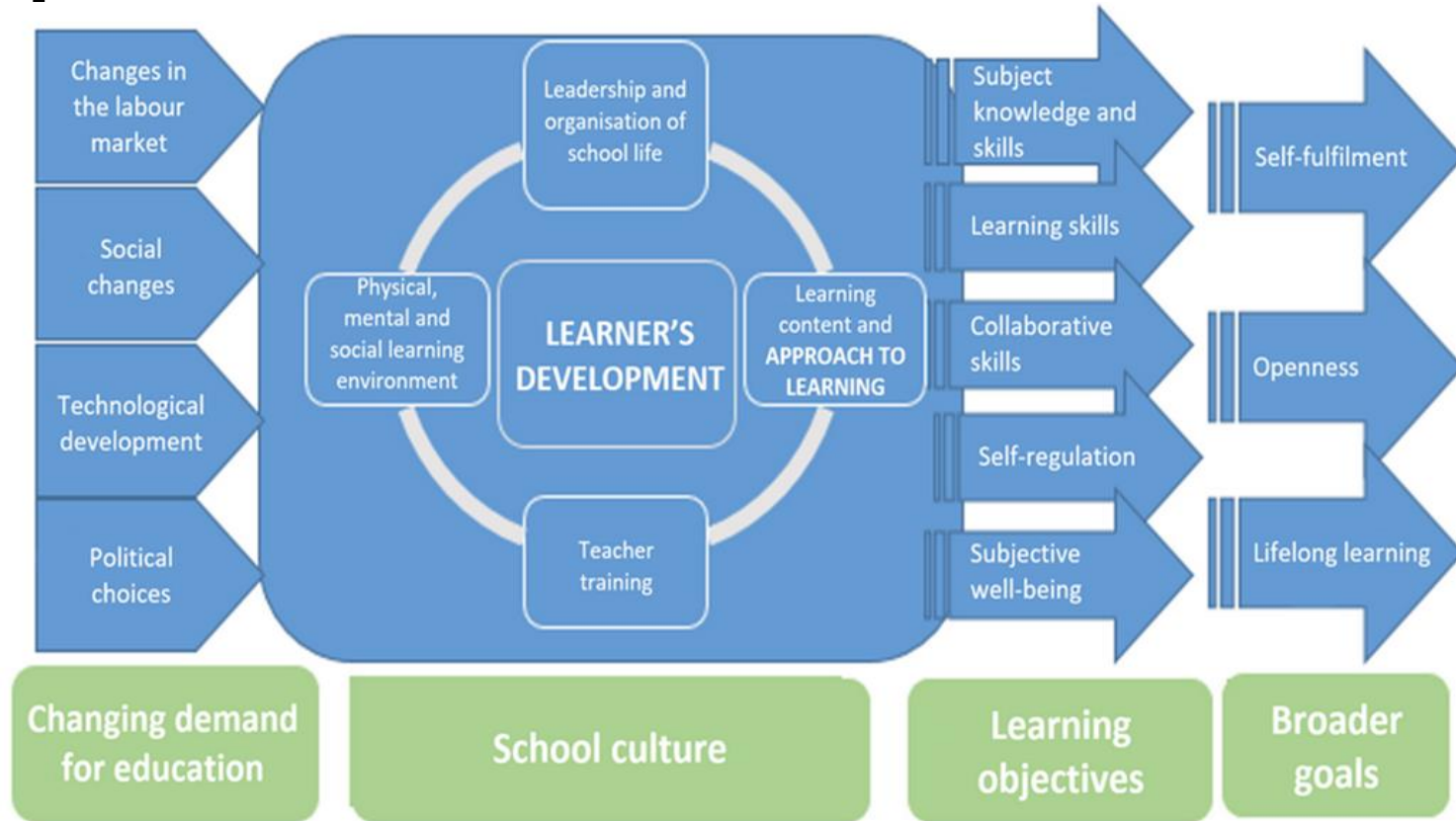
Education2030 – the future we want.

„Education and Training2020“
– common challenges and support for policy reforms.

Estonian lifelong learning strategy 2020:
Learning must be like a lifestyle - taking responsibility,
caring for demand, providing opportunities.



The model of the contemporary learning approach



What is the approach to learning?

Why does the approach to learning has to change?

How does the approach to learning change?

The initiative „Interesting School“

- Clear joint message by the state and the public.
- Making the learning and contribution into education more interesting and motivating.
- Joint input from schools, school owners, pupils, parents, partners.

Openness

Encouraging learning process

Creativity and intellectual effort

Wide range of options and choices





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The principle of the mainstream school is
to offer learning opportunities for every person
according to his/her capabilities and gifts.

(Johannes Käis 1923)

Thank you!

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