



REPUBLIC OF ESTONIA
MINISTRY OF EDUCATION
AND RESEARCH

Teacher Education Overview

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Profile of the average Estonian teacher

The average age of those admitted to the Master's programme was 35

Age 49

85% female

83% meet qualification requirements

65% have Master's degree

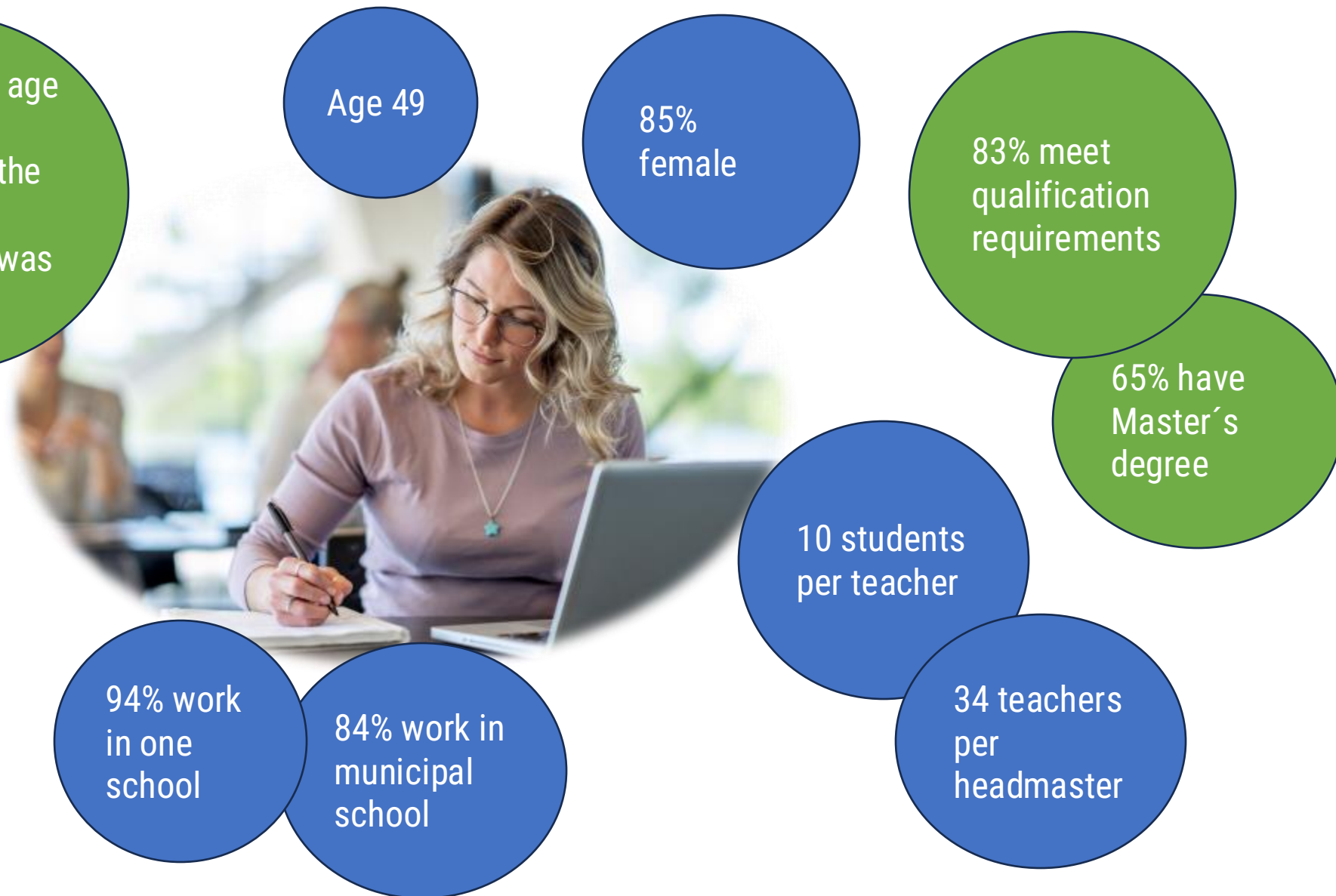
In 2022/23, 45% of those admitted to teacher training were already employed in a teaching position in a school or kindergarten.

10 students per teacher

94% work in one school

84% work in municipal school

34 teachers per headmaster





Teacher´s qualification requirements

Preschool teacher: higher education degree, pedagogical competence, and proficiency in the Estonian language.

General Education teacher: Master´s degree or the corresponding qualification and teachers profession and proficiency in the Estonian language.

- Master´s degree in any field
- Teacher´s profession certificate

- Master´s degree in teacher education
- (teacher´s profession included, since 2015)

Who is responsible for the professional development of a teacher?



**The individual
level**



**The institutional
level**



**The
educational
institution
owner level**



The state level

Initial training

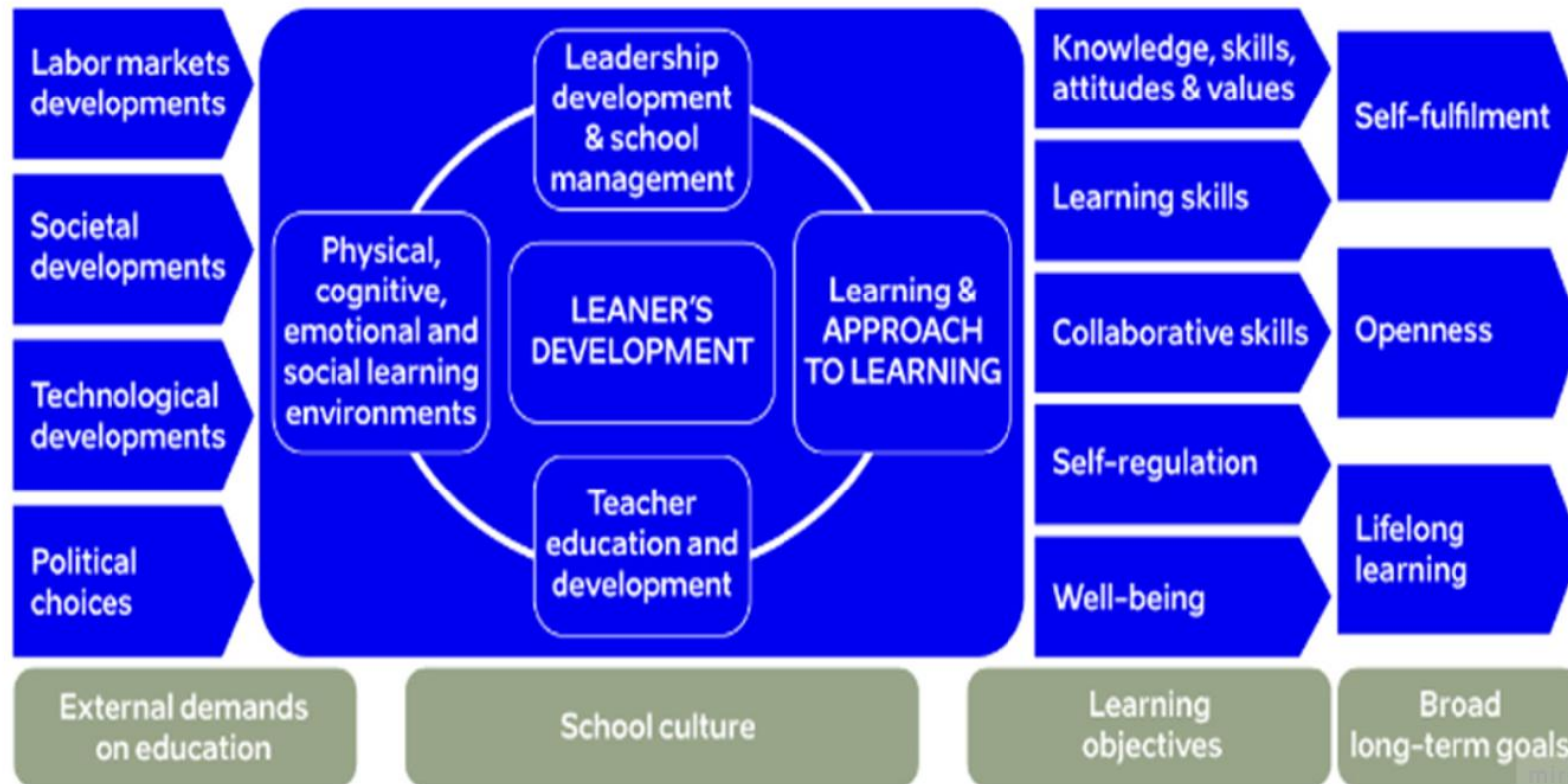
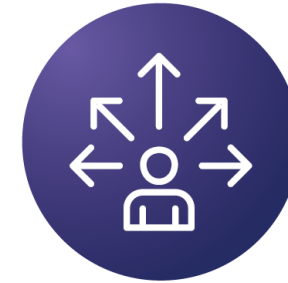
- Teacher training is based on the regulation "**Framework Requirements for Teacher Training**". This document sets the requirements for both initial and continuing education.
- This regulation establishes unified requirements for teacher training for preschools, primary schools, basic and upper secondary schools, vocational education institutions, applied higher education institutions, and universities, regardless of the legal status of the educational institution..
- There are two universities offering teacher training in Estonia: Tartu University and Tallinn University.
- Both universities teach both pre-school, General and Vocational education teachers.
- We have also made working as a teacher possible for **career-turners** as well as for **students still studying at university**.
- We want **teacher training programmes to be as flexible as possible**.
- For teachers already working in schools, universities are creating curricula that can be completed with a **micro-credential**.
- **Universities have been provided with additional funding** to increase the number of places in teacher training programmes, but this is not enough to simply increase the number of study places.

In-service training

- The organization of in-service training is based on the **Concept of In-service Training** and also on the **Adult Education Act**.
- No mandatory in-service training.
- The trainings that are ordered by state are **free** of charge for teachers.
- The state provides support to local governments for the maintenance of general education schools. A grant of 12 euros per student is provided for the professional development of teachers, principals, and heads of studies.
- We also fund continuing education through the resources of the European Social Fund.
- The challenge is to involve in in-service training those teachers who are not eager to participate themselves and to achieve that the knowledge gained is applied more in practice.
- **Project:** Improving the system of professional development of teachers and school leaders in Estonia (September 2020 – August 2021).
[policy_recommendations_for_the_professional_development_of_teachers_and_school_leaders_in_estonia_eng.pdf](#) (britishcouncil.ee)









A contemporary approach to teaching and learning



The Education Development Plan 2035
Strategic Goal 2:
Estonia has competent and motivated teachers and heads of school, a diverse learning environment and learner-centred approach to learning and teaching.

Action plan for ensuring a new generation of teachers

The ways to secure a new generation of teachers were divided into the following themes:

1. Leadership quality and organisational culture; 
2. Initial and in-service training of teachers and support specialists; 
3. Career and development opportunities; 
4. Support of novice teachers; 
5. Work organisation and pay; and the involvement of support staff; 
6. Attractiveness of the teaching profession. 



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Thank You!

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