SELF-EVALUATION REPORT

6140413 PRIMARY SCHOOL TEACHER (RUSSIAN AS LANGUAGE OF INSTRUCTION)

6141219 EARLY YEARS TEACHER (RUSSIAN AS LANGUAGE OF INSTRUCTION)

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Narva 2007
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1. INTRODUCTION
1.1. Brief Description of the College

1.1.1. Brief Description of the University of Tartu

1.1.1.1. History and Government of the University of Tartu

The University of Tartu began its educational activities as the second oldest university of Sweden in 1632. The University of Tartu is the oldest, the only classical as well as the largest university in Estonia. Beginning from 1802 the University operated continuously, at first as the only university with German as the language of instruction in the Russian Empire. In 1919, after the establishment of the Republic of Estonia, the University opened its doors as the Estonian National University with Estonian as the language of instruction. Substantial reforms were implemented in the University of Tartu already at the end of the 1980s, before Estonia regained its independence. The University of Tartu is aimed at becoming one of the 100 leading universities of Europe. The detailed history of the University is available at its web-page (in English: http://www.ut.ee/general/history).

Today there are 19000 students and 1629 members of the teaching staff in the University of Tartu (as from the date of 1.01.2007).

The University of Tartu is a legal entity governed in its daily operations by the provisions of the University of Tartu Act, the University of Tartu Statutes (in English: http://www.ut.ee/general/documents) and other regulations.

The supreme judicial assembly of the University of Tartu is the University Council (see Appendix 1: The Structure of the University of Tartu). The Council consists of the Rector, Vice-Rectors, Deans, Academic Secretary, Library Director as well as the Deans of the Faculties, Directors of the University’s Institutions, and representatives elected by students. The number of students’ representatives constitutes at least one fifth of the overall number of Council members. Faculty representatives are elected to the Council for two year terms. Students’ representatives are elected for one year terms. The Council sets up temporary committees from its members, in order to prepare and discuss issues, and make recommendations for solutions. Narva College is represented in the Council by its Director who is also a member of the Studies Committee of the University.

The University of Tartu is headed by the Rector, who is elected by the University’s Election Assembly for a five year term. The Rector holds the supreme administrative and disciplinary power in the University, and bears responsibility for its general condition and development. Since July 1, 2007 the University has been led by Professor of Developmental Biology Alar Karis. The Rector appoints Vice-Rectors, and Executive Directors, in order to lead various spheres of activities. The University’s educational activity, including the Colleges of the University, belongs to the administrative sphere of the Vice Rector of Academic Affairs.

For efficient leadership of the University, the Rector appoints the University Government, and determines the basis and regulations of its functioning. The University Government consists of Vice-Rectors, Deans of all the Faculties, and a representative of the Student Government. Executive directors have a say at meetings of the University Government. Directors of the University colleges are informed about activities of the University Government and they can participate in meetings of the Government with the right to vote.

1.1.1.2. Structure of the University of Tartu

The University’s structure is based on three subdivisions: academic structure, administrative structure, and support structure and institutions, including Narva College. The University’s academic structure consists of 11 faculties, with their subdivisions. There are the following Faculties functioning in the University: Faculty of Theology, Faculty of Law, Faculty of Medicine, Faculty of Philosophy, Faculty of Biology and Geography, Faculty of Economics and Business Administration, Faculty of Education, Faculty of Exercise and Sport Sciences, Faculty of Mathematics and Computer Science, Faculty of Physics and Chemistry, and the Faculty of
Social Sciences. Faculties may include departments, institutions, or other structural units corresponding to the standing orders of that faculty. Faculty's work is directed by a Dean. The supreme judicial assembly for the academic structure is the Faculty Council.

An institution of the University is a unit which belongs to the academic, administrative or support structure, and fulfills independent tasks. An institution is incorporated, or given its own internal structure, by the rules and regulations of the University Council. There are 5 colleges among 15 institutions of the University. Eurocollege, the University of Tartu operates in Tartu, regional colleges of the University of Tartu are located in Pärnu, Türi, Viljandi and Narva. Regional colleges are focused on providing applied higher education on the basis of independent curricula. Narva College is primarily aimed at teacher training at bachelor’s and master’s levels. Each college has its own Council, Director and an independent budget.

1.1.2. Brief Description of Narva College of the University of Tartu

1.1.2.1. History and Government of the College

Narva College was founded by the decision of the University Council of the University of Tartu on March 26, 1999 and it started its academic activity on July 1, 1999. The College focuses on training teachers for preschool children’s institutions and basic schools with Russian as the language of instruction. Up till now the College is the only institution of higher education whose main task is training teachers for multicultural educational institutions. The College is situated in the third largest city of Estonia, in Narva, (68 000 inhabitants), where 97% of the population do not speak Estonian as the mother tongue. Due to its curricula and location the College implements multilingual, first and foremost Estonian-Russian model of education. Thus the College also has an exceptional position in the public-juridical system of higher education in Estonia, as beginning from 2000 Estonian is the language of teaching in universities.

Before the foundation of the College, in March 1999 the Government of the Republic of Estonia terminated the operation of the state college of the same educational particularity which had worked in Narva since 1991. After the closing of the college academically successful students were enrolled in the University of Tartu.

The tasks of Narva College are determined in the College rules and regulations, which were ratified by the University Council on November 16, 1999. New rules and regulations for the College were ratified by the University Council September 28, 2001, according to Decree No. 29 (see Appendix 2: Statute of Narva College). The principal task of the College is to provide higher education, organize degree completion and continuing education, and participate in scientific and other research activities of the University. Due to its location the College also has a significant role in the implementation of state integration policy.

There are 820 students in the present academic year 2006/2007, 403 of them are full-time students. 1500 participants of continuing education are added to the number of full-time students. Thus there are over 2000 students per year in the College. Narva College along with Pärnu College are the largest regional institutions of higher education in Estonia. There are 24 full-time members of the teaching staff in the College, including visiting professors from St. Petersburg Herzen Pedagogical University, the University of Helsinki and a visiting lecturer from Germany (employment contract ends in August 2007).

The College Council (hereinafter the Council) is the supreme judicial assembly of the College (see Appendix 3: The Structure of Narva College 2007). The composition of the Council is ratified by the Rector with the recommendation of the College Director. The College Council consists of ex officio Director of the College and her deputies, representatives of the teaching staff and students as well as a representative of the College’s Board of Trustees. The representatives of the Faculties of Education, Philosophy and Social Sciences with whom the College closely cooperates through the subjects of its curricula are also members of the College Council.
Tasks of the College government are fulfilled by the College Studies Committee. The assembly is gathered at least twice per month by the College Director, or, in case the Director is not present, by the Head of the General Department. The assembly is participated in by Heads of Divisions, Heads of Programmes, Chief Specialist in Foreign Relations and Quality Assurance and Administrative Director. If necessary, other members of administration are also invited to the assembly.

The College Director is elected by the University Council for a 4 year term. In the period from 1999 till 2007 the College was led by Katri Raik, PhD in History. Beginning from June, 1 2007 the Head of the General Department Jana Tondi is an Acting Director.

1.1.2.2. Structure, Curricula and Activity of the College

Academic work of the college is concentrated in 5 divisions:
- Division of Civic Studies
- Division of Psychology and Pedagogy
- Division of Estonian Language and Literature
- Division of Russian Language and Literature
- Division of Foreign Languages

The work of a Division is directed by the Head of the Division who, according to the Statutes of the College, is appointed by the College Director for a term of three years. Heads of Divisions bear responsibility for the general condition and development of their structural unit, and are accountable to the College Director.

For each curriculum there is a Head of a programme who coordinates management and development of the curriculum. The Head of the programme of the Primary School Teacher curriculum is Lecturer Anna Džalalova and the Holder of the Early Years Teacher curriculum is specialist in methodology Jelena Ivanova. Each of minor specialities of the curricula also has a Head of a programme.

The College students receive a science-based academic education, as well as a large store of interdisciplinary knowledge, which guarantees a high degree of competitiveness in the labor market. Narva College curricula are developed in accordance with all the rules and quality criteria of the UT curriculum statutes as well as with the aim to provide students with mostly flexible studies.

There are 7 curricula functioning for the College full-time students in the academic year 2007/2008:
- Youth Work – applied higher education;
- Local Government Administration – applied higher education;
- Early Years Teacher (with Russian as language of instruction) – Bachelor’s Degree;
- Primary School Teacher (with Russian as language of instruction) – integrated curriculum of Bachelor’s and Master’s studies;
- Humanities in Basic School with Russian as language of instruction – Bachelor’s Degree;
- Teacher of Humanities in Basic School with Russian as language of instruction – Master’s Degree;
- Early Years Teacher (with Russian as language of instruction) - Master’s Degree.

The Open University in Narva provides higher education – Bachelor’s and Master’s Degrees – in the specialities of Early Years Teacher, Primary School Teacher and Teacher of Humanities. In collaboration with the Faculty of Economics and Business Administration, and Pärnu College, Business and Administration Studies and preparation of social workers were added, along with the opportunity for studying Local Government Administration.

Along with educational work, the College also develops teachers’ continuing education and retraining. The College is the largest organiser of additional training for teachers in schools with Russian as the language of instruction in Estonia; and in its training activity the College focuses on supporting transition to partial teaching in Estonian in schools with Russian as the language of instruction which is introduced in more detail in subdivision 1.1.4.
1.1.2.3. Research and Development Activity of the College

The research activity of the academic personnel of the College is focused on the following topics: multicultural society and education, contacts between Slavonic and Estonian nationalities and cultures, multilingualism and cross-cultural communication. Since the main task of the College is to provide teacher training education, it deals with development of practical and theoretical methods of teaching foreign languages, comparison of methodologies of teaching different languages, research concerning pre-school and school teaching methods as well as psychology, and psycho-diagnostics, research in the fields of social teacher training, and special teacher training. The College’s strong point is scientific work in the fields of theory of literature, poetics of text and semiotics.

Along with educational and research work the College also concentrates on developmental activity, implementation of innovative educational projects. The College develops consultation and advising activity in the issues of state language and citizenship examinations, transition to partial subject teaching in Estonian in schools with Russian as the language of instruction. The College also provides consultations for teachers in the issues of psychology and speciality.

The Estonian House in Narva, which is an Estonian language and culture information centre, along with the Centre of Multicultural Education operating in the premises of the Estonian House connect the College with multilingual educational institutions and institutions with Russian as the language of instruction working in Estonia. The College actively cooperates with the town of Narva, and Ida-Viru County supporting local area development, including education.

Proceeding from its location on the border between Estonia and Russia, in a Russian-speaking town, the College develops teaching Russian as a foreign language through organisation of various courses and summer schools. Besides, one of the two testing centres of Russian as a foreign language in Estonia that are acknowledged by the Russian Federation is located in the premises of the College.

The biggest achievements in the course of the 8-year long development of the College have been, first and foremost, implementation of the multilingual educational model, recruitment of the permanent and qualified staff, launch of the College’s own research and development projects, complete accreditation of Teacher of Humanities in Basic School curriculum (2005) as well as establishment of cooperation with the educational community (additional training and retraining). The challenges the College takes on are, first of all, constant improvement of the quality of present activity and also provision of training corresponding to the needs of the region, especially considering the steady decrease in the number of students. The last factor is caused by the demographic situation in Estonia. The key issue is the promotion of the College in the role of the centre of multicultural education.

In its future development the College proceeds from the Strategic Plan of the University (till 2008): http://www.ut.ee/general/documents) and the Strategic Plan of the College till the year 2010 as well as the latest updated Strategic Plan of 2007 (see Appendicies 4, 5: Development Plan and Action Plan of Narva College).

1.1.3. Estonian Education System, Teacher Training and the Role of Narva College in it

Pre-school education until the age of 7 is voluntary. Pre-school childcare institutions include crèches (until the age of 3) and nursery schools (3–7 years) which are maintained either publicly or privately. Pre-school educational establishments get their funding from different sources and the cost to parents varies.

Pre-school education is followed by the 9-year compulsory school, which in turn can be divided into three stages: 1st stage (7-9/10 years), 2nd stage (10-12/13 years) and 3rd stage (13-15/16). The first two stages (Forms 1-6) are often referred to as primary school. After compulsory school, there are two pathways: the 3-year secondary school (upper-secondary school) or the (at least) 3-year vocational school. Secondary-school leavers can also go on to a vocational secondary school for one or two years, or to a university or an applied higher
education establishment. Schooling is compulsory between the ages of 7 and 17 and is free for all who study in state-financed or municipal schools. There are also private schools and private vocational schools, which are fee-paying.

Higher education in Estonia, including teacher training is based on the principles of the Bologna Declaration. The prehistory of implementation of the Bologna Declaration started at the time when the Republic of Estonia regained its independence, thus the implementation was achieved at a quick pace. Since 1991, Estonia has undertaken several extensive reforms in the field of higher education. Those reforms took into account the aim of integrating Estonia into the European common space of education and research. Since 2000, the changes in the higher education area have followed the principles of the Bologna process. In the years 2001-2003, amendments were made to all substantial legislation governing higher education, such as the University Act, the Institutions of Applied Higher Education Act and the framework document – the Standard of Higher Education (http://www.ekak.archimedes.ee/Korgharidusstandard_inglise_keeltes.htm). The changes which have taken place in Estonia in the course of the Bologna process have primarily been directed towards a new qualification structure and towards supporting mobility.

Most public universities implemented a curriculum reform in 2002. In accordance with the Bologna Declaration the new curricula comprise two levels: 3-year bachelor’s studies and 2-year master’s studies. Access to the second level requires a successful completion of the first one. There are some exceptions in the field of medicine, engineering and some teacher education, including training of Primary School teachers, programmes where the curricula are one-level only.

As a rule, teacher training was transferred to the 3+2 system and education at Master’s level. These principles were the basis for the Frame Requirements to Teacher Training (Decree of the Government of the Republic of Estonia of 29.10.2004). Training of early years teachers remained an exception, as education in the speciality is received at the level of applied higher education or Bachelor’s studies. Before the year 2002-2003 training of both early years teachers and primary school teachers in Estonia was provided on the basis of 4-year Diploma curricula (curricula of applied higher education).

Training of early years teachers takes place in Tallinn University, Rakvere College of Tallinn University, Tallinn Pedagogical College, Narva College of the University of Tartu and the School of Teacher Education of the University of Tartu. Teacher training in the universities is provided at the Bachelor’s level and in the School of Teacher Education – at the level of applied higher education. Only Narva College is focused on training of teachers for kindergartens with Russian as the language of instruction. According to the frame requirements, Master’s studies curricula in the capacity of 80 CP that are added in the Universities of Tallinn and Tartu as well as in Narva College can provide training in the specialities of the director of a preschool children's institution, special education teacher, parents’ advisor in the issues of upbringing or teacher of music and movement at preschool level. Training in the speciality of Primary school teacher is also provided by two universities and their two colleges in Haapsalu and Narva. And again, Narva College is the only institution focused on training teachers for schools with Russian as the language of instruction.

The first enrolment in the curriculum Early Years Teacher (with Russian as language of instruction) at Master’s level took place in 2005. The graduates of the curriculum receive the degree of Master of Education and the speciality direction of a preschool institution. This curriculum also allows to train special education teachers for preschool children's institutions. In 2007 the first students with the degree of Master of Preschool Education graduated form the College. 70% of these graduates received their Bachelor’s degree also in the College.

Training of teachers for compulsory and upper-secondary schools is also provided according to the 3+2 system, where, as a rule, main teacher’s competences are taught at Master’s level. Primary teacher training is financed through state commission. Students themselves can also finance their places.
1.1.4. Education with Russian as Language of Instruction in Estonia, Transition to Teaching in Estonian in Upper-secondary Schools with Russian as Language of Instruction and the Role of Narva College in this Process.

In the academic year of 2006/2007 there were 92 schools with Russian as the language of instruction and bilingual schools of general education in Estonia, 63 of them were upper-secondary schools. There are 14 upper-secondary schools in Narva, one school is with Estonian as the language of instruction. Around 4000 teachers work and around 33500 pupils study in schools with Russian as the language of instruction and this constitutes 20% of the total number of pupils in Estonia. Schools with Russian as the language of instruction are mostly situated in Ida-Viru County (40% of schools) and in Tallinn; 20% of such schools are located in other parts in Estonia.

In total 609 preschool children's institutions operated in Estonia in 2006: 74 of the institutions were with Russian as the language of instruction and in 47 institutions both Russian and Estonian were used as the languages of instruction. In Ida-Viru County there are 33 children's institutions with Russian as the language of instruction and in 14 institutions both Russian and Estonian are used. In Narva there are 24 children's institutions, 21 of them with Russian as the language of instruction and in 2 institutions there are two languages of instruction, Russian and Estonian. The Estonian language is taught already in preschool children's institutions. According to the Preschool Children's Institution Law, Estonian language learning in the capacity determined in the Frame Curriculum is compulsory in those institutions (or groups in the institutions) where the studying and educational work is not conducted in the Estonian language.

Implementation of language immersion methodology where teaching is completely or partially conducted in the Estonian language has a special place in educational integration in Estonia. There are over twenty language immersion kindergartens in Estonia; half of schools with Russian as the language of instruction have joined in with language immersion schools, over 3000 pupils study in language immersion forms. 17% of Russian-speaking pupils study in usual schools with Estonian as the language of instruction.

According to the procedure determined in Compulsory and Upper-Secondary School Law of 1997, on September 1, 2007, as latest, upper-secondary schools with Russian as the language of instruction start the transition to subject teaching partially in the Estonian language. The aim of the transition is to provide possibilities for practicing the language and to offer pupils whose mother tongue is not Estonian equal opportunities for receiving higher education and becoming competitive at the labour market. The Ministry of Education and Research appointed five subjects in which teachers will gradually transfer to conducting classes in the Estonian language. In addition to these five subjects, the school is to select at least two more subjects. The transition starts with teaching Estonian Literature in Form 10. It is also planned to introduce teaching in the Estonian language in lessons of Civil Studies, Geography, Music and History of Estonia. Civil Studies and History were chosen as these subjects are necessary in preparation for applying for Estonian citizenship.

At the same time transitions to teaching partially in the Estonian language presupposes implementation of teaching in Estonian already in compulsory school. The vast majority of school with Russian as the language of instruction (95%) already apply subject teaching in the Estonian language which requires teachers with special training.

The College is the only institution of higher education in Estonia which focuses on training teachers for general educational schools with Russian as the language of instruction and multilingual schools. The main strategic goal on Narva College is the further development of the core competence in teacher training proceeding from multicultural institution teachers’ need for life-long learning. The College also aims at providing support to upper-secondary schools with Russian as the language of instruction in transition to teaching partially in the Estonian language. The College curricula of teacher training support multilingual education in Estonia. In addition we offer only in the autumn term of 2007 alone 4 programmes of retraining and 4 various programmes of additional training that are meant for promoting subject teaching in Estonian in schools with Russian as the language of instruction.
1.1.5. History of Development of Primary School Teacher and Early Years Teacher Curricula in Narva College and Transition to the Curricula Corresponding to the Bologna System

The history of primary school teachers’ training began in 1991 with the foundation of the predecessor of Narva College, Narva Teachers’ Training College. Besides the study in the major speciality students were provided with opportunities for receiving the following minor specialities: Early Years Teacher, Estonian Language Teacher and English Language Teacher. Around 120 students were enrolled in Primary School Teacher speciality during the operation period of the Teachers’ Training College. The last enrolment took place in 1998, and in 1999 this group of students was matriculated to the study in the speciality „Primary School Teacher“ (already in Narva College) which was aimed at training teachers for preschool educational institutions and school level I (up to Form 4). They were Diploma curricula of the capacity of 160 credit points. Around 150 students were enrolled in this speciality before 2002, half of these students studied in the Open University. A similar amendment was connected with an excessive number of graduates of primary school teacher speciality in Estonia as well as with the need for training kindergarten teachers at the academic level, including teachers for kindergartens with Russian as the language of instruction.

Beginning from 2003 the enrolment has been conducted the way it is done now – the College provides two specialities „Primary School Teacher“ and „Early Years Teacher“. The transition from Diploma curriculum to the curricula of Bachelor’s and Master’s studies was completed according to the Frame Requirements to Teacher Training and together with implementation of the Bologna Declaration in Estonia.

The 3-year Early Years Teacher curriculum of Narva College provides graduates with the opportunity for working as a kindergarten teacher and studying a minor speciality which ensures additional employment prospects at the same educational level. Graduates of the 5-year integrated curriculum of Primary School Teacher speciality receive Master’s degree and the right to work as a Primary School teacher. This curriculum also provides training in a minor speciality which, as a rule, allows the graduate to work as a teacher of one subject in all grades of compulsory school.
1.2. Composition of the Report and its Discussion in the College

A work group of the following structure was organized (regulated by the director’s Decree No. 254NC of 22.08.2007) in order to compose an Early Years Teacher (Russian as Language of Instruction) and Primary School Teacher (Russian as Language of Instruction) curricula self-evaluation report:

Head: Katri Raik, PhD

Members:
Anna Dzialalova, MSc  
Jelena Ivanova, specialist in methodology  
Jana Tondi, Head of the General Department  
Jelena Gorohhova, a 3rd year student of the speciality Early Years Teacher, now a graduate  
Anne Vali, director of the preschool children’s institution “Kalevipoeg”

Beginning from 18.09.2006 the members of the work group began working on the self-analysis report. Various work sub-groups were formed in order to organize work more efficiently and involve a larger number of colleagues in composition of the report. The sub-groups were organized in those areas of the self-analysis report that the work group considered the most essential. As the result of their work sub-groups presented self-analysis of each of the parts of the curriculum (see illustrative material). Such activity facilitated the search of the main guidelines for further development of the curriculum, helped the teachers understand the interconnections between different parts of the curriculum, and provided them with a clearer idea of work of their colleagues. Work in sub-groups promoted greater cooperation between all the teachers of the curriculum (lecturers, specialists in methodology, practice supervisors, representatives of administration and students).

Work was organized in the following work sub-groups:

THE PRIMARY SCHOOL TEACHER CURRICULUM

1. Self-analysis of minor specialities
   Minor speciality work subgroup:
   · Teacher of Estonian as a second language (at school levels I and II). The Chair of the group and the person in charge of the composition: Larissa Degel
   · Teacher of English as a foreign language (at school levels I and II). The Chair of the group and the person in charge of the composition: Vjatšeslav Konovalov
   · Language immersion teacher (Forms 1-4). The Chair of the group and the person in charge of the composition: Maret Annuk
   · Special education teacher. The Chair of the group and the person in charge of the composition: Anna Džalalova

2. Work sub-group of self-analysis in subject didactics courses
   The Chair of the group: Olga Burdakova
   Members of the group: Natalja Gordejeva, Marge Grauberg, Jelena Ivanova, Maret Vihman, Natalja Siškova

3. Work sub-group of self-analysis in development of Master’s examination in subject didactics
   The Chair of the group: Vjatšeslav Konovalov
   Members of the group: Igor Kostjukevits, Maret Vihman, Marge Grauberg, Natalja Zorina, Jelena Ivanova, Natalja Gordejeva, Larissa Degel, Olga Burdakova

4. Work sub-group of self-analysis in the part „Students”
   The Chair of the group: Natalja Kravtšenko
   Members of the group: Diana Arhipova (student), Pavel Kurakin, Maarja-Mai Lõökene

5. Work sub-group of self-analysis in academic and support staff
   The Chair of the group: Jana Tondi
   Members of the group: Anna Džalalova, Angelina Valk
6. Work sub-group of self-analysis in foreign relations and quality assurance
   The Chair of the group: Anneli Roose
   Members of the group: Anna Džalalova, Katri Raik

THE EARLY YEARS TEACHER CURRICULUM

1. Sub-groups of Self-analysis in minor specialities
   - Teacher of Estonian as a second language at preschool level: the Chair of the group and the person in
     charge of the composition: Larissa Degel.
   - Teacher of English as a foreign language at preschool level: the Chair of the group and the person in
     charge of the composition: Niina Raud.
   - Parents’ advisor in the issues of upbringing: the Chair of the group and the person in charge of the
     composition: Natalja Zorina.

2. Work sub-group of self-analysis in the part of the studying process
   The Chair – Jelena Ivanova;
   Members – Natalja Kravtšenko, Maarja-Mai Lõockene, Tatjana Babanskaja.

3. Work sub-group of self-analysis in the students’ part
   The Chair – Natalja Kravtšenko;
   Members – Maarja-Mai Lõockene, Pavel Kurakin, Jelena Ivanova, Alina Bogdanova (student), Jevgenia
   Belova (student).

4. Work sub-group of self-analysis in foreign relations
   The Chair – Jelena Ivanova;
   Members – Anna Džalalova, Natalja Zorina, Tatjana Babanskaja

5. Work sub-group of self-analysis in research work
   The Chair – Jelena Nõmm;
   Members – Jelena Ivanova, Olga Burdakova, Niina Raud; Larissa Degel, Katrin Reinvere.

6. Work sub-group of self-analysis in the part of practice
   The Chair – Jelena Ivanova;
   Members – specialist in methodology in the Division of Foreign Languages Viktoria Sokolova, specialist
   in methodology in the Division of Estonian Language and Literature Diana Maisla, Natalja Zorina, Tatjana
   Babanskaja.

7. Work sub-group of self-analysis in the part of literature
   The Chair – Jelena Ivanova;
   Members – Žanna Ivanova, Vadim Semenov.

8. Work sub-group of self-analysis in the part of academic and support staff
   The Chair – Jana Tondi;
   Members – Jelena Ivanova, Angelina Valk.

Work of these sub-groups was based on the previous self-analysis reports of the curricula (Primary School
Teacher 2006, Early Years Teacher 2004, 2006). The conclusions made by the work sub-groups were analysed
and made a coherent whole by the committee of self-analysis report.

The self-evaluation report was compiled as the result of close co-operation, intensive work and discussion
throughout the process. Data were collected and a draft was compiled in October 2006 - May 2007. After
co-coordinating viewpoints and possible formulations, the first draft of the report was made open for discus-
sion for the staff at the end of May 2007. After the first draft was corrected and amended, the College held
a one-day seminar in June with the aim of discussing the results and perspectives for further development.
The participants of the seminar were members of the College teaching staff, visiting teachers, an e-support
specialist, members of administration and an expert from Faculty of Education of the University of Tartu (Mari
Karm, MA). The final version of the report was completed in July 2007.

The Early Years Teacher curriculum of the College was conditionally accredited in 2004. Then there was devel-
oped the Action Plan for consideration of the commentaries made by the Accreditation Panel in the develop-
ment activity and organisation of the studying process. Jelena Ivanova, the Head of the programme of the Early Years Teacher curriculum was responsible for implementation of the Action Plan. The Plan was submitted both to the administration of the University of Tartu and the Ministry of Education and Research. Implementation of the Plan was constantly supervised by the College administration. Summary of the work done for the last three years is attached in the appendices of the report. (see Appendices 6, 7: Overview and Action Plan of Development of Conditionally Accredited Curriculum Early Years Teacher)
2. EDUCATIONAL POLICY
2.1. Mission of the Educational Institution and Participation of Structural Units in Achievement of Aims of Educational Policy

The mission of the University of Tartu has been determined in the University of Tartu Strategic Plan (University of Tartu strategic plan 2008, http://www.ut.ee/general/documents), approved by the University Council on December 19, 2003 by the following statement: as a national university, taking together different science areas, the University of Tartu is to act as the guardian and advocate of a highly educated Estonia through internationally acclaimed research and the provision of research based higher education. Five specific „break-through” areas are listed in this Plan for the development of the University between the years of 2003 and 2008: strengthening of the role of the national university, internationalisation, securing the continuity of top level national intelligentsia, harnessing to good effect the intellectual capital of the university, improving the quality of teaching and learning.

In connection with teacher training the Strategic Plan also points out the necessity for developing and diversifying of continuing education for teachers. Regulation of tasks of the structural units providing teacher training is considered important and the main aim of the regulation is concentrating resources in the name of better result.

The teacher training development plan of the University of Tartu introduced in spring of 2007 defines the mission of teacher training as follows: aimed at learners’ development training of teachers and other education officials competent in the speciality and pedagogy and support of their development for the weal of Estonia.

The mission of Narva College of the University of Tartu is formulated in the Development Plan of Narva College for the years 2004-2010: the mission of Narva College is to offer its students the best opportunities for self-development and quality education, to help them apply their knowledge in the society; and to promote development of connections between various cultures in Estonia.

The Development Plan of Narva College proceeds from the University of Tartu Strategic Plan and values quality both in teaching and research work, as well as promotion of different forms of studying, including continuing education and retraining. On the basis of the University strategic plan of teacher training, the balanced position of pedagogical training in relation to general and speciality studies is considered important together with adherence to the principles of constant professional development of a teacher.

Narva College actively cooperates with the University and it occupies an important role in teacher training which is specified in the SWOT analysis of the University strategic plan of teacher training. Among all other structural units providing teacher training the role of Narva College is acknowledged the most, and the College has become an essential part of the teacher training trademark of the University of Tartu.

The Divisions of the College participate in implementation of decisions on educational policy. Representatives of the Divisions are members of the College Board of Representatives and the College Council. The Studies Committee which regularly meets in the College assembles the Heads of Divisions and holders of curricula. The teaching staff are members of the committees established for discussion of various strategic issues.

The Development Plan of Narva College was developed at the staff seminars, its Action Plan was designed and updated in co-work and in January 2007 the updated Action Plan was enclosed to reports (see Appendicies 4, 5: Development Plan and Action Plan of Narva College).
2.2. Agreement of the Institutional Objectives, Aims and Priorities with the Objectives, Aims and Priorities of the College Curriculum

The institutional objectives, aims and priorities of the College are in agreement with the objectives, aims and priorities of the College curriculum. Narva College is the only institution of higher education in Estonia which is focused on training teachers for schools with Russian as the language of instruction and multilingual schools of Estonia. The aim of the College is to train a high-level teacher with broad-grounded science-based education who is demanded on the labour market.

Both the achievement of the set aims and the correspondence of the Action Plan to the curriculum are constantly considered from the position of each curriculum in the course of implementation of the Action Plan.
2.3. Sharing of Responsibility in Composing the Given Curricula and Developing them in the College

The curricula of the specialities provided by the College are developed in the College and presented for acknowledgement to the Council of the corresponding Faculty. Curricula are adopted by the University Council.

The roles of different committees in the development and registration of the given curricula were as follows:

- The curriculum project was developed by the Divisions in collaboration with the College and under the supervision of the Head of the programme;
- The completed curriculum project was discussed at the Studies Committee of the College and presented for consideration to the College Council.
- On behalf of the College Council the project was presented to the Council of the Faculty of Education.
- After being admitted by the Council of Faculty of Education and highly praised by the Education Committee of the University of Tartu, the curriculum was presented to the University Council of the University of Tartu.
- After being ratified by the University Council of the University of Tartu, the curriculum was presented to the Ministry of Education and Research for registration.

The given curricula were developed in 2002-2003 basing on the best experience of Estonia, international cooperation and the College itself. The development of the curricula is introduced in subdivision 3.6.3.
3. CURRICULA
GENERAL DESCRIPTION OF THE PRIMARY SCHOOL TEACHER
(RUSSIAN AS LANGUAGE OF INSTRUCTION) CURRICULUM

1. Official duration: 5 years;
   Capacity: 200 CP/ 300 ECTS

2. Registration number (curriculum code): 6140413 (see Appendix 8: Integrated Curriculum of Bachelor’s
   and Master’s Studies of Primary School Teacher with Russian as Language of Instruction)

3. Name of graduate's qualification: Master of Education (Primary School teacher)

4. The number of compulsory courses of the main speciality: 47 (55 if practice in the speciality is included);
   average credit point (CP) capacity: 2.5. The number of compulsory subjects of the second speciality: 14,
   11, 13 or 9 (depending on the chosen speciality); average credit point (CP) capacity: 2,1, 2,7, 2,3, 3,3 AP
   (depending on the chosen speciality)

5. The proportion of optional and elective subjects: 12%

6. The proportion of practice in the speciality: 10%

7. Approximate structure of the curriculum: lectures – 22%; seminars and workshops – 24%, creative/ individual work – 54%

8. The proportion of exams in the curriculum on the whole: 76.5%; in terms of main speciality: 74% (together with practice)

9. The proportion of different examination types: oral – 18%, written – 82%

10. Short descriptions of the curriculum courses (see Appendix 9: Brief Descriptions of the Subjects of Master's Studies Curriculum Primary School Teacher)

The Primary School Teacher curriculum was adopted by the Council of the Department of Education on January
30, 2003 and was approved by the Council of the University of Tartu on February 28, 2003. The final changes
introduced into the curriculum were approved with Decree of the Council of the Department of Education No
1-3/HT-104 on February 27, 2007. According to the State Standards of Higher Education (Governmental Act No
258 of August 13, 2002, amended by Governmental Act No 312 of October 29, 2004) and the General Require-
ments for Teacher Training (Governmental Act No 381 of November 22, 2000, 2002, amended by Governmental
Act No 312 of October 29, 2004) the Primary School Teacher curriculum integrates Bachelor’s and Master’s
Degrees. Second speciality is also introduced into the curriculum (see the list of options in 3.4.1). The course of
professional development is facilitated by a balanced approach to the requirements for various teacher compet-
yencies. From the pedagogical psychology perspective a longer (5-year) period of study is more preferable as it
allows constant consolidation of the acquired knowledge and abilities with the help of practice in the speciality.

59 students (26 of them are Open University students) are currently studying according to the present cur-
riculum. Apart from the main speciality, the students are also acquiring various second specialities: Teacher
of Estonian as a second language (2 students), Teacher of English as a foreign language (1 student), Language
immersion teacher (2 students), Special education teacher (22 students), and Social teacher (14 students). 18%
of the students (91% of them are Open University students) have to pay tuition fees. The first students were
enrolled in the program in 2003 and they have not yet graduated.

THE EARLY YEARS TEACHER CURRICULUM
(RUSSIAN AS LANGUAGE OF INSTRUCTION)

1. Official duration: 3 years;

2. Capacity: 120 CP/ 180 ECTS

3. Registration number (curriculum code): 6141219 (see Appendix 10: Bachelor’s Curriculum of Early Years
   Teacher with Russian as Language of Instruction)

4. Name of graduate's qualification: Bachelor of Education (Early Years teacher)

5. The number of compulsory courses of the main speciality: 28 (33 if practice in the speciality is included);
   average credit point (CP) capacity: 2.4. The number of compulsory subjects of the second speciality: 9, 8,
   or 7 (depending on the chosen speciality); average credit point (CP) capacity: 2,4, 2,8, 3,1 AP (depending
   on the chosen speciality)
6. The proportion of optional and elective subjects: 10%

7. The proportion of practice in the speciality: 12%

8. Approximate structure of the curriculum: lectures – 22%; seminars and workshops – 17%, creative/individual work – 61%

9. The proportion of exams in the curriculum on the whole: 78%; in terms of main speciality: 66% (together with practice)

10. The proportion of different examination types: oral – 23%, written – 77%. The proportion of tests (pass/not pass): oral – 21%, written – 79%

11. Short descriptions of the curriculum courses (see Appendix 11: Brief Descriptions of the Subjects of Bachelor’s Studies Curriculum Early Years Teacher)

The Early Years Teacher curriculum was adopted by the Council of the Department of Education on January 30, 2003 and was approved by the Council of the University of Tartu on February 28, 2003. The final changes introduced into the curriculum were approved with Decree of the Council of the Department of Education No 1-3/HT-104 on February 27, 2007.

139 students (70 of them are Open University students) are studying according to the present curriculum. Apart from the main speciality, the students are also acquiring various second specialities: Teacher of Estonian as a second language (6 students), Teacher of English as a foreign language (3 students), parents’ advisor in the issues of upbringing (104 students), special education teacher (22 students), and social teacher (14 students). 27% of the students (87% of them are Open University students) have to pay tuition fees.

After the approval of the present program, the students who were enrolled in the Elementary Education Teacher program in 2002 were transferred to the Early Years Teacher curriculum due to the transition to the 3+2 higher education system. Therefore students have been studying according to the present curriculum since 2002.

The first students completed the program in 2005 and received the degree of Bachelor of Education. 50 students (25 of them Open University students) have completed the program during the years 2005 – 2007. 46 of them also obtained second speciality of parents’ advisor in the issues of upbringing, 2 students – teacher of Estonian as a second language, and 2 students – teacher of English as a foreign language.

Both students studying full time and Open University students can be enrolled in the program. The Open University provides practicing teachers who have vocational or non-pedagogic education with the opportunity to acquire necessary professional qualifications (Ministry of Education Act No 65 of August 26, 2002, amended by Act No 1 of January 3, 2005).

The elements of the aforementioned curricula have been also used in re-training of practicing teachers who wish to obtain a new speciality. The re-training programs have been funded by the Government and their capacity is 30-40 credit points. The re-training also facilitates the transition of schools with Russian as the language of instruction to a partial instruction in Estonian. The training of language immersion teachers started in 2005 and in March 2007. 18 practicing teachers completed the program. Training of teachers of History, Human Studies, Natural Sciences and Geography started in 2004 and in 2005-2006. 72 practicing teachers completed the program. 40 practicing teachers are currently studying according to the aforementioned re-training programs and are scheduled to graduate on August 31, 2008. Training of pre-school teachers of Estonian as a second language begins in Autumn 2007.

Additionally to re-training within the curricula under accreditation continuing education courses are regularly organized. (see Appendicies 12, 13: Additional Training Courses for School Teachers and Yearly Years Teachers in Narva College of the University of Tartu 2004 – June 2007)

According to part 1 of paragraph 13 of the General Requirements for Teacher Training graduates who have specialized in education have to complete an induction year support program to be able to work as teachers. The objective of the program is to prepare graduates for prospective work by applying the acquired knowledge and skills in practice and to receive feedback on the quality of teacher training programs. Narva College of the University of Tartu launched the induction year support program for novice kindergarten teachers in 2007 (such programme will also be launched for prospective primary school teachers after their graduation).
3.1. Regulatory Documents and the Conformity of the Curricula to the Standards of Higher Education

The Primary School Teacher curriculum (Russian as language of instruction) and the Early Years Teacher curriculum (Russian as a language of instruction) are approved by the Council of the University of Tartu and certified by the Estonian Ministry of Education in 2003 as programs meeting state standards of higher education.

The objectives, contents and structure of the curricula meet:

- the Standards of Higher Education (Governmental Act No 258 of August 13, 2002, amended by Governmental Act No 312 of October 29, 2004). The Standards of Higher Education set the fundamental requirements for higher education in Estonia. The requirements have to be satisfied in order for educational institutions to obtain a teaching license and accredit their curricula. The Standards of Higher Education apply on all levels and types of higher education disregarding the legal status of an institution.

- the General Requirements for Teacher Training (Governmental Act No 381 of November 22, 2000, 2002, amended by Governmental Act No 312 of October 29, 2004). This directive regulates official length, capacity, general objectives and contents of study, admission and graduation procedures, etc.

- The Teacher Qualification Requirements (Ministry of Education Act No 65 of August 26, 2002, revised by Act No 1 of January 3, 2005). It sets down educational requirements for pre-school and school teachers. According to the document teachers working at all levels of education have to have a higher education degree.

- The Teacher Professional Standards (Regulation No 5 of the Council of Education, issued on September 21, 2005), which set down the requirements for general, basic and particular competencies of a teacher. They are considered in the development of the objectives, contents, modules and courses of the aforementioned curricula.

- the Statutes of the University of Tartu (Act No 9 of the Council of the University of Tartu of April 27, 2001, amended by Act No 18 of October 27, 2006, http://www.ut.ee/livelink_files/2339469.htm). The document sets down the requirements for the structure, contents, quality and administration of the University of Tartu curricula. The aim of the Statutes is to ensure that the University curricula comply with the requirements stated in the University of Tartu, Estonian and European Union legal acts.

The curricula also comply with the Teacher Training Development Program 2006 – 2013 (http://www.hm.ee/index.php?popup=download &id=5202), which specifies important requirements for and competencies of teachers in constantly developing social context.
3.2. The Objectives of the Curricula, Requirements for the Initiation and Completion of Studies, including Graduation Thesis Requirements

3.2.1. The Objectives of the Curricula

Rapidly changing and developing social and educational context creates the need for knowledgeable and multi-faceted early years and primary school teachers, who can create stimulating learning environment and consult parents in child’s education. The main objective of the aforementioned programs is to provide the Republic of Estonia with qualified and professional teachers, who adhere to ethical principles and respect students’ personality; are aware of educational needs in changing social context; support students’ personal development by using special teaching methods; implement institutional development programs; foster educational activities inside and outside school, constantly develop their professional competence.

According to the aforementioned principles, the aims of the curricular under analysis are:

- Primary school teacher (with Russian as language of instruction) curriculum’s aim is to train primary school teachers with a multi-facet knowledge, who possess a broad world overview and who is able to create a favorable environment for the pupils’ development. Primary school teacher is able to teach most of the subjects in 1-6th forms.
- Early years teacher (with Russian as language of instruction) curriculum’s aim is to train early years teachers with a multi-facet knowledge, who are able to create a favorable spiritual and physical environment for the children’s development, develop the necessary study and work skills and be parents’ advisor in the issues of upbringing.

3.2.2. The Requirements for the Initiation and Completion of Studies

The requirements for the initiation and completion of studies are set in the Study Regulations of the University of Tartu (adopted by the Council of the University of Tartu Regulation no. 6 of 26 May 2006) See Appendix 14: Study Regulations, p. 8 –36, 124 – 133, Appendix 15: The Diploma Supplement and the Statues of the University of Tartu. Admission requirements include completed Estonian secondary education (or any other corresponding education) and passed vocational aptitude test. The requirements for the initiation of the studies are specified in the self-analysis chapter 5.1.

To graduate and receive a degree, students have to complete the entire program (main and second speciality), accumulate optional and elective subjects in the amount defined by the curriculum, complete practice in the speciality, and successfully pass Master’s examinations (Primary School Teacher) or submit Bachelor’s thesis (Early Years Teacher).

3.2.3. The Requirements for the Graduation Thesis and Master’s Examinations

3.2.3.1. The Primary School Teacher Curriculum

According to paragraph 34.2, part II.3 of the University of Tartu Curriculum Statues two Master’s examinations (5 credit points each) have to be passed to successfully complete the Primary School Teacher program:

- Master’s exam in Pedagogy (see Appendix 16: Requirements for Master’s Exam in Psychology and Pedagogy) – students have to compile a portfolio which demonstrates their ability to integrate theory with practice. The portfolio consists of five main modules:
  1. a psychological-pedagogical characterization of a particular pupil
2. a psychological-pedagogical characterization of a particular class
3. a psychological-pedagogical analysis of a particular problem/conflict that arouses during educational process
4. a psychological-pedagogical analysis of an observed lesson
5. examination of pedagogical competencies on the basis of planning and analyzing own lesson.

The portfolio has to be presented publicly in front of college examination committee.

- Master’s exam in Didactics (see Appendix 17: Requirements for Master’s Exam in Didactics) – students have to answer (in writing) three questions in order to show their ability to analyze course books, prepare a summary of a lesson and apply methodological techniques they have acquired in the course of their studies. The tasks are designed on the basis of course books and workbooks approved by the Estonian Ministry of Education.

The requirements for the examination procedure are specified in the “Guidelines on the Master’s Exam in Psychology and Pedagogy” (approved by the Council of Narva College on February 17, 2006) and “Guidelines on Master’s Exam in Didactics” (approved by the Council of Narva College on February 2, 2007). The guidelines can be accessed on the official webpage of Narva College (http://narva.ut.ee/uliopilasele/eeskirjad.php).

The exams allow students to demonstrate the level of development of their professional competencies and provide lecturers with feedback on the effectiveness of the studies.

3.2.3.2. The Early Years Teacher Curriculum

According to paragraph 16.6, part II.1 of the University of Tartu Curriculum Statues Bachelor’s thesis on Pedagogy or Didactics (4 credit points) has to be submitted to successfully complete the Early Years Teacher program.

The aim of the Bachelor’s thesis is to deepen students’ professional knowledge and provide students with skills of independent research work. The thesis can be theoretical, practical or methodological. The author of a theoretical thesis has to look at the field from a new angle or examine some under-researched area of the field. Practical thesis has to include personal empirical research in order to examine particular problems, test hypotheses and propose some practical ideas on the basis of the results. Methodological thesis should focus on the description of personally developed educational methodology for teaching pre-school children. Graduation thesis can also be written on the issues of second speciality. Appendix 18 presents BA theses titles of the last three years (see Appendix 18: Topics of Bachelor’s Theses. Speciality Early Years Teacher).

Graduation thesis requirements are specified in the “Requirements for Bachelor’s Thesis Defense Procedure and the Composition of the Defense Committee” (approved by the Council of Narva College on January 28, 2003) and the “Thesis Supervisor Responsibilities and Appointment Procedure” (approved by the Council of Narva College on January 28, 2003, modified on May 28, 2007), which can be accessed on the official webpage of Narva College (http://narva.ut.ee/uliopilasele/eeskirjad.php). See Appendices 30, 31: Requirements for Theses and Regulations for Theses Defence at Narva College. The detailed description of the requirements for student papers can be found in “Handbook for Writing Papers” (http://narva.ut.ee/uliopilasele/oppematerjalid.php).
3.3. The Advantages and Shortcomings of the Curricula. The Plan of Action for Eliminating Shortcomings and Increasing Advantages

3.3.1. The Advantages of the Primary School Teacher and Early Years Teacher Curricula:

- The only curricula in Estonia that prepares qualified staff for multilingual educational institutions, including institutions with Russian as the language of instruction;
- The curricula is influenced by the region of instruction as 40% of schools with Russian as the language of instruction are situated in Ida-Viru County;
- Developed system of teacher training in Narva College (induction year, re-training and continuing education);
- The opportunity for practicing teachers to receive higher pedagogic education in the Open University;
- Teaching is always conducted within pedagogical specialities. The following principles are employed when students are united in groups for lectures and seminars: student groups of the Early Years Teacher and Primary School Teacher curricula are united to secure the continuity and interconnection between early years and school systems of education; student groups of the Primary School Teacher and Teacher of Humanities curricula are united to secure the continuity and interconnection between compulsory and upper secondary school levels; student groups of full-time studies and the Open University are united to let practicing teachers share their experience with students;
- The feedback from alumni of the last three years evaluated the competency of the teaching staff with 8.4 points on a ten-point scale. The first year students in their feedback noted that if they were to select the institution of higher education again, they would choose Narva College (91% of students in the Early Years Teacher curriculum and 100% of students in the Primary School Teacher curriculum). See Appendices 32, 33: Reports of the Curricula for the Self-analysis;
- The curriculum was reviewed in the spring of 2007, when all the syllabi were reviewed, taking into account the competences the students acquire during their studies. Thus, the whole curriculum became competence-based;
- The presence of multicultural component in education, which allows prospective teachers to successfully work in multilingual environment. Various languages are used as the medium of instruction (Russian, Estonian, and English), various courses deal with the problems of multiculturalism (Intercultural Communication, Multicultural Education, Cultural History of Estonia, Cultural History of Russia, etc.), practice in the speciality is done in multicultural educational institutions (language immersion schools and kindergartens, etc.);
- The structure of curricula ensures strong connection between theoretical, practical and methodological courses. The continuity of education is maintained with the help of interdisciplinary links:
  - theoretical subjects are closely linked to didactical subjects (e.g. Human Studies and Methodology of Teaching Human Studies, Nature and Environment of Estonia and Methodology of Teaching Natural Studies, etc.);
  - courses of different modules are closely linked (e.g. pedagogic texts are used in English lessons);
  - many teaching methods used by lecturers can be later applied by students in their prospective work (e.g. handicraft and arts);
- The curricula ensure gradual development of students’ professional competence. During the whole course of education students have the opportunity to apply their theoretical knowledge in practice in order to facilitate their career induction;
- The curricula include integrated, consistent system of practice in the speciality beginning with the second semester. Every type of practice has special methodological material. Practice in the speciality also provides students with the opportunity to operate in Estonian-speaking environment;
- A great number of seminars and practices, which promote differentiated and individual approach to education and encourage students’ analytical, creative and research skills;
The curricula offer a wide selection of second specializations, optional and selective subjects, and leisure activities;

Co-operation among college lecturers in terms of the contents, links and continuity of the courses. Special groups of lecturers work together to outline requirements for students’ research papers, final examinations, curriculum structure, etc.;

Co-operation between college lecturers and practicing school teachers, joint instruction of many courses. Mentoring during school practices, e.g. in the course in Integrated methodology of handicraft and arts the theoretical part is delivered by an academic teacher and the practical part is organized by a methodologist from a school; Methodologist of practice in the speciality Olga Lavrova (PhD) is also a practicing senior teacher at school.

3.3.1.1. The Primary School Teacher Curriculum:

- According to the State Requirements for Teacher Training, a primary school teacher can educate students until the end of primary school (level 1) Students specializing in this area can also choose additional specialization as a Teacher of Humanities (accredited in 2005), which will let them teach until the end of compulsory school (grade 9);
- Gradual development of students’ research competence: for the period of 1 – 4 semester students take several psychological-pedagogical courses, which familiarize them with the main pedagogical research methods and the structure of research. During “Foundations of Education” course students have to conduct an empirical study and report the results to their peers (see Appendix 19: Topics of Students Research Works on Subject “Foundations of Education” (P2NC.00.461)). Throughout 5 – 6 semester students have to complete a seminar paper under the supervision of college lecturers. During 7 – 10 semester students acquire research skills via courses on methodology and practice in the speciality. The final Master’s exam represents a concluding research paper on Pedagogy consisting of several independently conducted studies (see displayed materials).

3.3.1.2. The Early Years Teacher Curriculum:

- The curriculum prepares specialists in education who can work not only at a pre-school but also nursery level. Students have special methodological courses and practice in the speciality in day nurseries;
- Takes into consideration alternative pedagogy problems and methods. “Introduction to pre-school education” course has a section devoted to contemporary educational programs for pre-school institutions;
- Students who have completed the Bachelor’s program can continue their education on a Master’s level (in Narva College as well).

3.3.2. The Shortcomings of the Primary School Teacher and Early Years Teacher Curricula:

- Insufficient foreign language proficiency. All the students are currently studying foreign languages, however only students specializing in Teacher of English as a foreign language have to pass international English language proficiency exams (e.g. CAE). The development of foreign language skills has to be given a more considerable amount of attention and all the graduates should be required to pass certain proficiency exams.

3.3.2.1. The Primary School Teacher Curriculum:

- According to the University of Tartu Curriculum Statues, Master’s curricula can be finished with writing a Master’s thesis (20 credit points) or final Master’s examinations (5+5 credit points). College students do not have such a choice currently (only final exams) since it appears quite problematic to allocate 20 credit points to Graduation thesis within the integrated Master’s curriculum. To improve the situation, it can be
suggested that Master’s thesis could take up 10 credit points in the integrated curricula (e.g. a Master’s research project instead of the thesis), so that every student can opt for a more suitable form of graduation control.

3.3.2.2. The Early Years Teacher Curriculum:
- The lack of special training of the graduates for the work in early years educational institutions implementing the early language immersion programmes. At present no educational institution in Estonia provides such training. In order to eliminate the shortcoming there is a plan to introduce the corresponding second speciality. At present the students willing to have this opportunity can opt for Language immersion (P2NC.00.549) course as an elective.
3.4. The Prospective Employment of Graduates

3.4.1. The Primary School Teacher Curriculum

Graduates of the curriculum are able to teach practically all subjects of Grades 1-6 in their form. Graduates are provided with training for schools with Russian as the language of instruction which is available only in Narva; and the number of such schools constitutes 20% in the educational system of Estonia.

It is essential to train teachers of several subjects considering the network of universities in Estonia, requirements to teachers’ work load and the number of hours of subject teaching determined by the curriculum. That is why students are provided with a large choice of minor specialities which allow students to work in all forms of compulsory school.

Minor specialities provide students with rights for:
- teaching Estonian as a second language at school stages I and II; Estonian as a second language at school stage III; assistance in form master/mistress’s organisation of extra-curriculum activities: knowledge of Estonian traditions, culture, folklore and local lore; possibility for teaching subjects in the Estonian language; possibility for continuing work with the supervised form up to the end of compulsory school; enables development of multiculturalism;
- teaching English as a foreign language at school stages I and II; English as a foreign language at school stage III; in relation to modern school tendency of staring foreign language learning at an earlier age, a primary school teacher can teach English beginning from the first form as, for example, an elective subject or hobby group; enables better mobility in the countries of the European Union; possibility for continuing work with the supervised form up to the end of compulsory school; enables development of multiculturalism;
- teaching History and Civic Studies in Forms 5-9; possibility for teaching a bigger number of subjects in the supervised form; development of general worldview of a primary school teacher from the point of knowledge of modern history and possession of modern data and methods of teaching History;
- teaching Nature and Human Studies with Estonian as the language of instruction in Forms 4-6; knowledge of the teaching methodology in the Estonian language; possibility for teaching a bigger number of subjects both in Estonian and Russian languages;
- teaching Russian as a foreign language in Forms 1-9; possibility for teaching Russian as the mother tongue in the supervised form (this right is provided by the major speciality); the right for teaching Russian in language immersion forms according to the methodology supporting the language immersion itself and the right for teaching Russian in forms with Estonian as the language of instruction; enables preservation and strengthening of one’s identity which is important in a multicultural society;
- working as a language immersion teacher (Forms 1-4) – the right to work in language immersion forms at school stage I; the language immersion system is now the most popular in Estonia that is why such forms are established in each school, there is lack of teachers of the corresponding qualification; good basis for teaching a part of subjects in the Estonian language;
- working as a special education teacher (teacher in groups of special education) – in 1999 the Minister of Education issued a Decree verifying the basic principles of organisation of work in special education groups in order to support compulsory school pupils with special educational needs; at present the College is the only educational institution training corresponding specialists; possibility for working as a special education teacher in special education groups up to the end of compulsory school; the right to conduct special education classes for children who need supporting studying organisation (primary school teacher) in order to form learning skills and habits; ability to work with all children in the form and to support their development;
- working as a teacher of Human Studies in Forms 4-12 – possibility for teaching Human Studies up to end of upper-secondary schools; possibility for working with the form knowing the history of development of all children; possibility for working as a teacher of Human Studies in other forms in addition to working as a primary school teacher in the supervised form;
working in school as a social teacher – possibility for working as a social teacher at all school stages; possibility for applying this knowledge in work with the supervised form; the ability to solve various social-pedagogic problems of pupils of the supervised form.

Summing up it can be said that graduates of this curriculum are teachers who suit well in school, who have a large knowledge equipment and, due to the large capacity of practice (20 CP), some practical experience.

3.4.2. The Early Years Teacher Curriculum

Students who have completed the program can work in pre-school institutions (e.g. kindergarten) with Russian as the language of instruction. Graduates can also work in the field of their second speciality:

- Teacher of Estonian as a second language on a pre-school level. According to paragraph 8, part 1 of “Preschool Children’s Institutions Law” (Governmental Act No 387 of February 18, 1999, revised on September 28, 2006) the study of Estonian as a second language is compulsory for elder pre-school children in kindergartens with Russian as the language of instruction;

- Teacher of English as a foreign language on a pre-school level. Taking into account the requests from parents, many pre-school institutions offer studying English as an additional service in the kindergarten. Graduates of this second speciality could work in multicultural groups where English is the language of communication;

- Parents’ advisor in the issues of upbringing. In accordance with paragraph 19 of the Frame requirements to Teacher Training and the Standards of Teacher Training, a kindergarten teacher should be able to consulting parents in questions concerning child’s development and upbringing. The comprehensive knowledge in the subject the students obtain taking the corresponding second speciality. Employment vacancies can be available in the kindergartens on the decision of the head teacher. Graduates also make active use of the knowledge gained in the frames of the second speciality while working as a kindergarten teacher cooperating with parents.

The options offered as second speciality in the Estonian pre-school teaching vary, which works to the advantage for widening the students’ possibilities.
3.5. The Description of Knowledge, Skills and Behavioral Norms Defining the Content of Teacher Training Programs

The knowledge, skills, and behavioral norms of an early years and primary school teacher are stated in the “Teacher Professional Standards” and the “Requirements for Teacher Training”. The students’ general and particular competencies and behavioral norms are developed on the basis of these two documents during various courses and teacher training practice.

3.5.1. General Knowledge and Skills

The general knowledge about society, human development, concept of culture and the like is acquired during such courses as “Introduction to Philosophy”, “Intercultural Communication”, “Developmental Psychology” and “Cultural History of Estonia”. The possibilities of communication and information technology are introduced and mastered in such courses as “Technology in Foreign Language Teaching”, “Foundations of Education” and IT course.

The “Teacher Professional Standards” determines that teachers whose native language is not Estonian should have intermediate proficiency of Estonian or advanced proficiency if they teach Estonian language or other subjects in Estonian. Students of the Primary School Teacher curriculum have to pass state examination of Estonian at the advanced level and students of the Early Years Teacher Curriculum – state examination of Estonian at the intermediate level. The prerequisite for choosing the minor speciality „Language Immersion Teacher (Forms 1-4)” or „Teacher of Estonian as a Second Language at School Stages I and II” at the Primary School Teacher curriculum of the minor speciality „Teacher of Estonian as a Second Language at Preschool Stage” at the Early Years Teacher curriculum is passing the state examination in the Estonian language at the Advanced level. Teaching of Estonian language and teaching subjects in Estonian language in the College ensures students’ language proficiency. The curricula provide possibility for studying several basic subjects and the curricula subjects in the Estonian language. A number of courses within both curricula are studied in Estonian (17 courses (30%) in the Primary School Teacher curriculum and 22 courses (36%) in the Early Years Teacher curriculum).

A prospective teacher should also have a B2 and A2 proficiencies in two additional foreign languages. Students who also specialize in teaching English as a foreign language are required to pass Certificate in Advanced English (C1 proficiency level) examination to complete their studies.

3.5.2. Fundamental Knowledge and Skills

Prospective Primary School and Early Years teachers require knowledge of Pedagogy, Psychology, Didactics and of Regulations of Education. A graduate possesses the knowledge of the subject and is able to introduce it according to a learner’s level; a graduate is a learner-centred teacher. He/she is able to see the field of the taught subject as a whole and cooperates with teachers of other subjects. The main activity of a teacher is directing a learner’s development and creating a favourable studying environment. A teacher is able to work in a team and he/she is an independent researcher. A graduate is able to reflect upon his/her activity, a graduate recognises his/her needs for self-perfection and he/she is able to compose his/her own development plan. Graduates should be competent in their own field and be able to treat it as a whole and co-operate with teachers of other subjects. The essential aim of a teacher is to direct students’ development and create favorable learning environment. Graduates should have skills of independent research, co-operative work, self-analysis and self-education.

The issues of students’ cognitive, moral and personal development, pedagogical communication and pedagogical philosophy are handled during such courses as “The Foundations of Education”, “Pedagogical Communica-
tion”, “Pedagogical Psychology”, “Cognitive Psychology and Ways of Behavior”. In the frames of the courses “Introduction of pedagogy of the abnormal child”, “Basics of Speech Therapy” and “Child with Behavioural Difficulties” students get acquainted with peculiarities of development of learners with behavioural difficulties and special needs, they get to know what a teacher needs to notice when working with children with special needs in order to be able to fulfill his/her duties. In their professional activity graduates will need knowledge in the area of counselling which is also provided by the curricula as developing conversations will bring graduates in direct contact with a child’s parents who need feedback about development of their child. The subject “Basics of Consulting” is provided in the lists of subjects of the minor specialities “Special Education Teacher”, “Social Teacher” and “Parents’ Advisor in the Issues of Upbringing”. A relatively large capacity of practice helps a teacher-to-be create a developing environment in a form (group of pupils).

The “Foundations of Education” course and pedagogical practice also familiarize students with Estonian legal acts concerning education and educational institutions.

The subjects of the curriculum provide students with training in subject-teaching. Didactical preparation introduces to students different conventional and modern educational methods (e.g. M. Montessori, Language Immersion, Critical thinking, etc.). The content of the aforementioned curricula is largely determined by the requirements of the Estonian National Curriculum of Education.

3.5.3. Specific Knowledge and Abilities

The description of professional skills is based on teacher’s main activities which are applied according to the situation and in case of necessity. Primary School Teacher competencies are: planning and management, creating learning environment, directing learning, motivating students, analyzing and evaluating the development of students and educational process.

Early Years Teacher competencies: creating secure environment for growth and development, directing game-based education, counseling parents, developing children’s communication, co-operation and learning skills.

Such competencies and abilities are developed through the subjects of psychological-pedagogical and methodological modules (e.g. “Pedagogical Communication”, “Pedagogical Psychology”, “Developmental Psychology”, “Game and Pre-School Development”, etc.). Seminars and practical tasks represent an important part of the educational process as they help students develop analytical skills, model various pedagogical situations, resolve hypothetical conflicts, etc. The acquired abilities and knowledge are later applied in pedagogical practice, which also involves feedback and self-analysis.

In the course of studying minor specialities (for instance, “Social Teacher”, “Special Education Teacher” and “Parents’ Advisor in the Issues of Upbringing”) these competences are developed owing to such subjects as “The Psychology of a Teacher”, “Introduction to children’s psychology”, “Psychology of learning difficulties”, “Development of communicative skills”, “Basics of Consulting”, “Composition of individual study plan” etc. It is necessary to point out that these minor specialities are the most popular among students (they were chosen by 80% of students) which undoubtedly supports the acquisition of general knowledge and skills.

3.5.4. Personal Features and Abilities

The overall educational process, including lecturers (setting inspiring examples), pedagogical practice experience, and the like is oriented towards developing such valuable and professionally important personal characteristics as initiative, emotional self-consciousness, empathy, consistency, persistence, communication and co-operation willingness, tolerance and reliability.
3.6. General Structure of Curriculum, Objectives and Proportion of Different Modules, Dynamics and Development Strategy

The far-reaching task of curriculum development that stems from the Bologna process is to formulate curriculum objectives on the basis of anticipated outcome and, if necessary, to modify curriculum structure, content and teaching methods in order to accomplish the outlined objectives. To fulfill such a task, in October 2006 the Council of the University of Tartu approved a new Statutes, which requires that by April 15, 2008 all the university curricula should be outcome-oriented.

The above-discussed curricula that expect accreditation are organized on the basis of modules and competencies. Every module and course has particular study objectives and results, content and teaching methods.

3.6.1. General Structure of the Primary School Teacher Curriculum, Objectives and Proportion of Modules

The total capacity of the curriculum is 200 CP. It is oriented towards the maximum fulfilment of the studies objectives and tasks. It comprises a number of different modules:

- general education studies (24 CP/ 12% of overall curriculum capacity);
- studies in the subjects fields (37 CP/ 18.5%);
- general educational, psychological and subjects-didactics studies (55 CP/ 27.5%);
- teaching practice (20 CP/ 10%);
- minor speciality (30 CP/ 15%);
- elective courses subjects (12 CP/ 6%);
- optional subjects (12 CP/ 6%);
- 2 Master’s examinations (10 CP/ 5%).

The module of general education studies comprises general education disciplines, which develop intercultural competence, language proficiency, and IT skills.

The module of studies in the subjects fields aims at developing competencies in specific school subjects. The module is subdivided into a number of separate sections consisting of several field-study courses (i.e. Russian, Mathematics, and Natural and Human studies). These courses form a base for the development of methodological competence.

The module of general educational, psychological and subjects-didactics studies comprises:

- psychological and pedagogical disciplines, which develop students’ psychological-pedagogical competence (understanding child development and social and psychological issues of a group, having research and methodology skills);
- 13 particular teaching didactics for eight school subjects. The content of the didactics session is determined by the main objective of the curriculum – to prepare qualified teachers for the first (grades 1 – 3) and second (grades 4 – 6) school levels in Estonia.

The module teaching practice – teacher training practice is an integral part of the professional training of teachers; it is of interdisciplinary nature in the structure of the curriculum (see 4.5 for the detailed description of practice types). Psychological-pedagogical practice of students is directly connected with the group of psychological and general pedagogical courses of the curriculum. Though having its own specific aims, the practice introduces into the study of subject didactics and prepares for systematic studies of methodological disciplines (it is of an introductory and preparatory nature);

The minor speciality module aims at developing additional professional competences in order to expand the scope of potential professional activity.
The modules of elective and optional subjects provide students with the opportunity to adjust the curriculum to their educational needs. Elective courses usually consolidate the knowledge acquired in compulsory courses. Optional courses can be chosen from any curricula of Narva College or some other higher education institution.

The two Master’s examinations finish the studies. Students are provided with an opportunity to demonstrate achieved pedagogical, methodological and research competencies required in teacher’s work (see a more detailed description in item 3.2.3.1.).

The aforementioned modules and subjects within them are tightly connected to ensure curriculum integrity and the achievement of the formulated above objectives.

3.6.2. General Structure of the Early Years Teacher Curriculum, Objectives and Proportion of Modules

The total capacity of the curriculum is 120 CP. It is oriented towards the maximum fulfilment of the studies objectives and tasks. It comprises a number of different modules:

- base module of education sciences (16 CP / 13.5%);
- base module of main subject (16 CP / 13.5%);
- direction module of study in the speciality (16 CP / 13.5%);
- module of pre-school education (16 CP / 13.5%);
- module of subject methodology and practice (32 CP / 26.5%);
- module of minor speciality (16 CP / 13.5%);
- optional courses (4 CP / 3.5%);
- Bachelor’s thesis on general pedagogy or subject didactics (4 CP / 3.5%)

Base module of education sciences is also common for students of the University of Tartu studying education and contains four pedagogical-psychological courses. It aims at developing students’ psychological-pedagogical competence (understanding child development and social and psychological issues of a group, having research and methodology skills, etc.).

Base module of main subject contains general and basic disciplines important in the area of specialization. It aims at developing general professional competence (i.e. linguistic, intercultural competence, knowledge of human development, etc.).

Direction module of study in the speciality comprises:

- basic theoretical courses in the area of first and second specialization (precede methodology module);
- elective courses, which develop students’ foreign language proficiency and psychological-pedagogical competence (some of the courses are tightly connected to the second speciality).

Module of pre-school education contains courses on pre-school and specialized pedagogy. Students receive knowledge of pre-school pedagogy peculiarities (e.g. game-based education, special educational needs, etc.), which is later consolidated in methodology and practice module.

Module of subject methodology and practice comprises:

- methodological courses pertaining to main specialization (12 CP), which provide students with pre-school educational methodology;
- methodological courses pertaining to additional specialization (6 CP for each specialization);
- pedagogical practice in the main and additional specialization areas (14 CP). It consolidates and improves psychological-pedagogical, methodological, communication and research competence of prospective teachers. It takes place in pre-school educational institutions (see item 4.6. for a more detailed description).

The second speciality module aims at developing additional professional competence in order to expand the scope of students’ potential professional activity.
The module of optional courses provides students with the opportunity to adjust the curriculum to their educational needs. Optional courses can be chosen from any curricula of Narva College or some other higher education institution.

Bachelor’s thesis on pedagogy or didactics issues provides students with an opportunity to demonstrate their achieved methodological and research competence in the field of pre-school pedagogy (see also item 3.2.3.2.).

The aforementioned modules and subjects within them are tightly connected to ensure curriculum integrity and the achievement of the formulated above objectives (see Appendices 20, 21: Interconnection of Modules and Subjects of the Curricula Primary School Teacher and Early Years Teacher).

The Primary School Teacher and Early Years Teacher Curricula share quite a few subjects, which develop basic competencies of a prospective teacher (e.g. knowledge of didactics, pedagogical psychology, cognitive psychology, foreign languages and intercultural component of education). Shared courses also promote continuity between various educational levels.

3.6.3. Dynamics and Development Strategy of the Curricula

The development of the program is based on the feedback and suggestions of students, lecturers, teaching training practice supervisors and employers and our former graduates as well as changes in social and educational context of Estonia; comparative analysis of analogous programs in other European universities; Bologna process recommendations.

3.6.3.1. The Primary School Teacher Curriculum

Since 2003, the curriculum has evolved in the following directions:

- Increase in the proportion of methodological courses to develop students’ methodological competence more effectively;
- Introduction of Seminar paper, which develops research and analytical skills and prepares students for the final Master’s exams;
- Increase in the choice and variety of additional specializations;
- Transition to Estonian as the language of instruction in some disciplines (which will be also taught in Estonian at schools with Russian as the language of instruction); the fact that subjects are taught in Estonian provides the students with opportunities for a better Estonian language acquisition.
- Increase in the number of Internet courses. The majority of the courses have developed special study and methodological material to increase students’ autonomy skills and familiarize them with new learning strategies (see Appendix 22: E-learning Courses in WebCT for the Subjects of the Curricula Primary School Teacher and Early Years Teacher);
- Amassing necessary library resources, including required scientific literature and school course books recommended by the Estonian Ministry of Education;
- Developing co-operation with colleges that have analogous curricula, promoting students’ exchange and pedagogical practice in Estonian-speaking environment (e.g. Haapsalu, Rakvere);
- Organizing educational trips (e.g. within “Natural Studies Methodology” course) and trips to foreign countries (e.g. Finland, Russia) in order to get acquainted with their pre-school educational system and teacher training methods;
- Establishing interdisciplinary links across different modules with the help of lectures’ co-operation;
- Establishing correlation between curriculum specialization and lecturers’ fields of interest (research priorities). Increase in presentations, publications, and methodological materials concerning school education.

The development strategy of the curriculum involves further development of the aforementioned areas as well as:
· Establishing electronic environment for the curriculum by September 2007, which will contain study materials of all the courses and which will enable lecturer-student communication concerning various organizational and educational issues.
· Developing close co-operation (including students' exchange) with other Estonian and foreign universities that have analogous curricula (e.g. Haapsalu College, the School of Teacher Education of the University of Tartu, Universities of Turku, Helsinki, Rezekne, St. Petersburg, Pskov, etc.);
· Strengthening students' methodological skills of teaching in Estonian. Introduction of a special course dealing with the methodology of teaching subjects to non-native speakers of a language.
· Increasing the choice and thematic variety of selective courses. Balancing the proportion of academic and didactic courses, so that students who are oriented towards later practical or scientific activity will have equal opportunities.

3.6.3.2. The Early Years Teacher Curriculum

Since 2003, the curriculum has evolved in the following directions:
· In addition to general course objectives, lecturers have formulated specific study objectives, contents, methodology, and assessment criteria in accordance with the state professional standards;
· Developing intercultural component of the curriculum (introduction of special courses, educational trips to foreign countries, etc.);
· Strengthening connection between theory and practice (developing different types of pedagogical practice with detailed methodological recommendations);
· Strengthening connections with pre-school institutions and potential employers; signing co-operation agreements. Increasing the number of teaching staff who have practical experience of teaching in educational institutions;
· Analyzing and applying established teacher training methods from other (western) countries;
· Encouraging teaching staff research activity, especially in the filed of the curriculum;
· Expanding library resources. Around 300 books on psychology, pedagogy and methodology are obtained each semester. Increasing the number of field-relevant periodicals (14 titles in total);
· Developing connections with employers and graduates (joint conferences, re-training course, etc.).

The development strategy of the curriculum involves further development of the aforementioned areas as well as:
· Developing and introducing a new additional specialization – Language Immersion Teacher – together with the Language Immersion Center of Integration Foundation;
· Establishing electronic environment for the curriculum, which will contain study materials of all the courses and which will enable lecturer-student communication concerning various organizational and educational issues.
3.7. The Effectiveness and Relations between Lectures, Practical and Independent Forms of Study. Creative and Research Objectives

3.7.1. The Proportion, Effectiveness and Relations of Lectures, Practical and Independent Forms of Study

The proportion of lectures and independent form of study is specified in every course outline. Course outlines are written on the basis of the University of Tartu Course Outline Template (see Appendix 23: The University of Tartu Course Outline Template). The proportion of individual work within the Primary School Teacher curriculum is 54%. Seminars and practicums account for 24% of the curriculum, lectures – 22%. The proportion of individual work within the Early Years Teacher curriculum is 61%. Seminars and practicums account for 17% of the curriculum, lectures – 22%.

Classroom work includes lectures, seminars and practicums. Practicums and seminars support lectures, consolidate and systematize acquired knowledge, allow students to apply theoretical knowledge by analysis and solution of specific problems of pedagogical nature, make students active in and motivated for productive cognitive activities and aware of situations where the knowledge is applicable.

Individual work, in its turn, supports both classroom work (the study of scientific literature) and practical tasks (individual work) – see for detailed information item 4.1.1. At the beginning of every course lecturers inform students of the volume and contents of the required individual work. During a course students can always approach their lecturers for consultations. The results of individual work are presented on seminars, where students also receive feedback from their peers and teachers, which increases students involvement in scientific and research activities. Individual studies stimulate students’ abilities to creatively and independently apply the knowledge acquired at lectures, encourage self-education and make the studying process individual and active.

The effectiveness of the studying process is supported by the competence-oriented approach and the focus on the development of students’ individual learning and management skills.

3.7.2. Creative and Research Objectives of Studies and Practice.

Creative objectives are usually accomplished on seminars and practical lessons, where students have to complete a great number of creative tasks, such as developing new methods, techniques, assessment types, projects, methodological guidelines, course outlines, lesson plans, etc.

Students demonstrate their skills of individual research work while writing a seminar paper or Bachelor’s thesis and preparing for the final Master’s examination in Pedagogy. Priority fields of research conducted by students are: pedagogical aspects of prevention of various diseases, children’s speech development, possibilities for formation and development of different abilities of children, techniques of teachers’ interaction with all participants of the studying process, methods and techniques of teaching, children’s adaptation to educational institution, as well as children’s pedagogical and psychological readiness for studying in school. Research activity of students in the field of cross-cultural interaction has considerably increased with the support of the visiting Professor E. Protassova (Helsinki University). Thus, in 2007 17 scientific articles of College students have been published in the scientific edition “Russian, Lithuanian, Estonian and Latvian Communicative Behavior” of the Centre of Communication Researches of Voronezh University. Scientific articles written by students are also published in the College edition “Acta”.

Creative and research objectives are also accomplished through individual research effort within Students’ Scientific Society (SSS), which helps students realize their scientific potential. The Society joins College students of all curricula and all the years of study (12 students of the curricula under accreditation are active participants...
of the Society). Teachers of all Divisions also participated in work of SSS as research supervisors. During SSS meetings students of senior years of study exchange their experience of research activity, prepare for Graduation thesis defense procedure and Master’s examinations, and students of first years can try themselves in the role of young researches. One of the priorities of work of SSS is the organization of Narva College Students’ Scientific Conference, which acquired international status in 2005 (students from Estonia, Russia, Finland, Germany, Latvia, Poland, and Bulgaria have already participated in it). In the period of 2004-2007 15 students of the curricula under accreditation have presented their research findings at the conference. Participants of SSS are also members of the Organizational Committee of the Conference. Work in SSS allows students to establish contacts with students from other universities of Estonia and foreign universities.

Pedagogical practice represents an additional opportunity to realize students’ creative potential. In the course of pedagogical practice students have to complete a considerable number of research tasks (e.g. psychological-pedagogical characterization of a particular pupil, psychological-pedagogical characterization of a particular form, examination of students’ cognitive ability and educational needs, etc.).
3.8. Revision of the Curricula

3.8.1. The Procedure of Revision of the Curricula

The process of curriculum title alteration, introduction or elimination of particular specialization is regulated by the Statutes of the University of Tartu. Curriculum amended as a result of replacement, elimination or addition of (a) singular subject(s) is to be approved by the Council of the corresponding Faculty of the University of Tartu. If the amendments concern more than 1/3 of all the compulsory subjects, a new curriculum is to be designed. The process of making amendments or additions to the curricula is incited with the grounded proposal of the Head of the programme, the curriculum self-evaluation, the propositions and suggestions of experts and members of accreditation committee. Preparation of the curricula self-evaluation includes the analysis of a number of spheres, including SWOT analysis, which is taken into consideration while developing and implementing of corresponding activities.

3.8.2. Revision of the Primary School Teacher and Early Years Teacher Curricula in 2004-2007

The following 6 changes have been introduced into the Primary School Teacher curriculum:
· The increase in the number of minor specialities and the adjustment of their programme with consideration of the national Curriculum of Compulsory School Study;
· The expansion of the subject-didactic module;
· The expansion of the elective courses module;
· The adjustment of course titles and contents with regard to the age-related peculiarities of the target group (students of forms 1-6);
· Introduction of Seminar paper;
· Introduction of Estonian and English language proficiency requirements.

The following 5 changes have been introduced into the Early Years Teacher curriculum:
· The structure of Bachelor’s study curriculum was amended in agreement with the Statutes of the Curriculum;
· Introduction of new methodological courses in the frames of minor speciality study necessary for completing Bachelor’s study;
· Separating pre-school introductory practice from general introductory pedagogical practice;
· Introduction of a new course “Russian for Leavers of Schools with Estonian as the Language of Instruction” as an alternative to “Estonian for Leavers of Schools with Russian as the Language of Instruction” course;
· Introduction of Estonian and English language proficiency requirements.

3.8.3. Comparison to other Curricula in Estonian and Foreign Universities

The curricula are also developed on the basis of analysis and comparison with analogous curricula both in Estonia and abroad.

3.8.3.1. The Primary School Teacher Curriculum

The analysis of primary school teacher training experience in Estonia (Tallin University, Haapsalu College, the School of Teacher Education of the University of Tartu) and other countries (Finland, Russia, Latvia, Germany) has helped to identify general directions of further development: introduction of the choice between final Master’s examinations and Master’ thesis; creating larger scientific-research which will include preparing students for Doctoral studies; developing and improving international connections, including exchange of stu-
3.8.3.2. The Early Years Teacher Curriculum

The analysis of system of early years teacher training in Estonia (Tallinn University, the School of Teacher Education of the University of Tartu, Tallinn Pedagogical College and Rakvere College) and other countries (Finland, Russia, Latvia) has allowed to analyze the main directions of study, to determine the strategy for further development in methodological training of early years teachers, including the language immersion system and to identify topics for more thorough study: interaction and group processes in educational communities, challenges of well-being, growth and learning in early childhood education, sociology of childhood, contemporary educational technologies). The Competence-oriented approach to studies is also considered a priority as it ensures students’ preparedness for creatively and independent performing of professional duties (see a detailed analysis in Appendix 25: Comparative Analysis of the Early Year Teacher Curriculum with Analogous Curricula in Estonia and Abroad).
4. STUDYING PROCESS
The Primary School Teacher Curriculum
General principles of the organisation of studies
1. Number of weekly hours according to the timetable per term:
   Minimum - 4, average - 24, maximum - 38.
3. Average amount of weekly individual work hours: ~20 hours
4. Number of students in a group:
5. Total number of independent written works: 133
6. Average period of the permanent timetable: term
7. Percentage of availability of textbooks:
   a. share of subjects which do not have a specific textbook: - 0%
   b. subjects with easily bought textbook in Estonian: 50.5%
   c. subjects with easily bought textbook in Russian 29.5%
   d. textbook in a foreign language available for at least a quarter of students: 12.5%
   e. textbook available for at least one fifth of students: 91%

The Early Years Teacher Curriculum
General principles of the organization of studies
1. Number of weekly hours according to the timetable per term:
   Minimum - 4, average - 22, maximum - 40.
3. Average amount of weekly individual work hours: ~20 hours
4. Number of students in a group:
5. Total number of independent written works: 98
6. Average period of the permanent timetable: term
7. Percentage of availability of textbooks:
   a. share of subjects which do not have a specific textbook: - 0%
   b. subjects with easily bought textbook in Estonian: 35.5%
   c. subjects with easily bought textbook in Russian 38.5%
   d. textbook in a foreign language available for at least a quarter of students: 13.5%
   e. textbook available for at least one fifth of students: 84%
9. Percentage of students who graduated with honours: 0%
4.1. **Basically Applied Methods of Teaching and Learning and Ways of Their Implementation**

Classroom work in the Primary School Teacher curriculum constitutes 46% of overall study load and in the Early Years Teacher curriculum this number is 39%. Classroom work in the Open University constitutes at least 25% of the overall study load.

The forms of teaching applied in the studying process allow to reach the goals and fulfill the tasks set up in the syllabus.

- **A lecture** – is used for forming basic theoretic knowledge and ideas and is applied when it is necessary to convey a large fragment of information in a short time, pose problems to students and suggest possible ways for solving these problems. The following methods are used in the lecture form of teaching: introducing the plan of the lecture, problem-based introduction of material, heuristic discussion, showing visuals, discussing, answering questions, making conclusions and brief analysis of sources. The teaching staff use illustrative material such as projectors, transparencies, video films and other audiovisual aids. The duration of lectures, seminars and lab classes is 2 academic hours, i.e. 90 minutes.

- **A Seminar** – The aim of seminars is to analyse and discuss the material studied. The main methods used at seminars are discussion, students’ presentations, analysis of scientific literature, comments and evaluation of the teacher’s work, etc. Participation in seminars is as a general rule mandatory, which is noted in every syllabus.

- **Practicums** – practicums are used for activating learning activity of students, developing practical skills. Students apply knowledge they gained during lectures. The main methods applied during practicums are research and heuristic methods, group work, group work with elements of role play, analysis of problematic situations, project work, psycho-dramatic trainings, discussion, analysis of the results of learning activity, etc. Participation in practicums is as a general rule mandatory.

- **Field trips** – the aim of field trips is broadening, deepening and illustrating knowledge students gained during lectures and other forms of classroom work. They are usually applied in teaching of Nature Studies, History, Culture and methodology courses.

- **Teaching practice** – is necessary for developing pedagogical competences as such; students take a teacher’s role. Every kind of practice has its own particular aims and tasks, from observation to teaching.

- **Student papers** - The gained knowledge and practical skills are reflected in student papers. A paper is the result of student’s independent work; this includes an essay, report, review, portfolio, research, notes, a seminar paper, a final paper, etc. Students use both theoretical methods (reviewing and analysing research-related literature; organizing; analysing and generalizing material gained through observations, conversations and tests etc.) and empirical methods (observations, conversations, ratings, learning work experience, responding, empirical-pedagogical work, experiment etc.) to conduct research. The best student papers are presented on a traditional annual students’ scientific conference; the very best are published in part or completely in a College compendium.

- **Research** – Conducting a research is essential for developing independent scientific and creative thinking; it is also a compulsory element of receiving an academic education. Applied researches are conducted in the frames of subjects of psychological-pedagogical cycle, courses in methodology, most kinds of practice, and also in writing seminar and Bachelor’s papers and in preparation for Master’s examination in pedagogy. The results of research are submitted in writing and, as a general rule, they are publicly defended. The best researches are presented at the annual Students’ Scientific Conference.

- **Web-based courses** – help students acquire new technological methods, allow students to choose convenient studying regimen. These courses are interactive which raises the efficiency of learning. WebCT environment is used for development of web-based courses, and the access to the course is protected with a password. All members of the teaching staff have possibilities for designing a web-based course. The number of students who can take such courses is unrestricted and it allows to make the studying process more flexible, especially for students of the Open University. As a rule, learning through WebCT is supported by classroom work.
Audio and video conferences – are used for teaching, at conferences, meetings, seminars and information sessions when it is necessary to apply audio or video means for illustrating the introduced material. As a rule, such meeting, seminars, etc are held in the specially equipped room – Room 213.

Examinations/preliminary examinations – are conducted in order to check students’ knowledge, they also signify the end of studying a subject course or a topical unit of subjects. Examinations/preliminary examinations allow to assess the depth and degree of consolidation of the studied material as well as formation of subject-based pedagogical competences.

4.1.1. Individual Work - Density and Ways of Implementation

Individual work at the Primary School Teacher curriculum constitutes 54% of the overall study load, and in the Early Years Teacher curriculum - 61%. Individual work in the Open University constitutes up to 75% of the overall study load.

Types of individual work and criteria of their assessment are noted by teachers in the syllabi of their subjects. The independent work includes the following activities:

<table>
<thead>
<tr>
<th>Type of individual work at fulltime studies</th>
<th>The Primary School Teacher curriculum</th>
<th>The Early Years Teacher curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with scholarly literature, analysis of scientific theories, including preparing for discussion groups, taking notes and writing reviews etc.</td>
<td>17.2%</td>
<td>19%</td>
</tr>
<tr>
<td>Solving written and oral tasks/exercises</td>
<td>14.6%</td>
<td>14%</td>
</tr>
<tr>
<td>Analysis of study material</td>
<td>7.4%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Organizing a studies portfolio and self-evaluation</td>
<td>5.9%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Drawing up parts of curricula and lesson plans</td>
<td>4.8%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Finding material on the Internet and using computer programmes</td>
<td>7.3%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Preparing creative works</td>
<td>4.7%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Preparing reports</td>
<td>2.6%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Studying legal acts</td>
<td>1.9%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Developing projects (for example, a project of children’s playground)</td>
<td>2.6%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Writing essays and articles</td>
<td>3.5%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Solving pedagogical situations, analysis of different cases and situations</td>
<td>4.2%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Organizing methodical observations and interviews</td>
<td>3.2%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Preparing presentations, reviews</td>
<td>5.8%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Group work, discussion in WebCT environment</td>
<td>4.0%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Writing research projects</td>
<td>4.9%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Preparation for practical classes and tests</td>
<td>2.1%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Field trips</td>
<td>1.9%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Work with visual aids (maps, diagrams, reproductions)</td>
<td>1.4%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

Such variety of methods of individual work allows to consider the particularity of each subject, needs, possibilities and individual peculiarities of students, and it supports development of various kinds of pedagogical and scientific competences.

4.2.1. Organisation of the Studying Process

4.2.1.1. The Academic Year

In the University of Tartu the academic year is divided into two terms: the autumn term and the spring term. The studying process is organized according to the academic calendar which is adopted with annual decree of the Rector. The academic calendar divides the academic year into two terms, where both the autumn term and the spring term consist of 20 academic weeks each. The academic calendar also defines the calculated beginning and end of the academic year, deadlines for students’ registration to subjects, holidays, terms. The College completes the academic calendar with the dates essential for regulating/supporting the studying process in the College, for example, the deadline for submitting the graduation thesis project for the approval of the topic of the graduation thesis, the dates of pre-defence and defence, as well as the dates of final examinations and the practice schedule as an appendix. The completed academic calendar is adopted by the College Council and made available for all the College students and teaching staff at the College home-page (http://narva.ut.ee/uliopilasele/kalender.php).

4.2.1.2. ÖIS (Study Information System)

Study Information System (ÖIS) of the University of Tartu was designed in order to develop the learner-centred system and improve the availability of information. ÖIS is the official information-exchange environment of the study organisation in the University. A student automatically receives the user rights at the first logging to ÖIS. A student has the user rights only in the area of data related to him/her: the curriculum with syllabi of all the subjects which include the subject content, requirements and deadlines as well as lecture timetable and examination schedule. A student loses the user rights in case of dismissal or graduation from the University.

A teacher can use his/her ÖIS environment for making amendments to subject syllabi, adding materials and other information concerning the subject, contacts students who registered to his/her subject through the automatic e-mail-sending service, checks students’ evaluation and feedback about the subject and submits annual report of the member of the academic staff.

The Head of the programme has all the above-mentioned rights in relation to the whole curriculum, besides he/she sees overall feedback from students about subjects and their performance in the frames of the curriculum.

A specialist in the organisation of study checks students’ performance, registers and supervises students’ performance, designs the timetable and examination schedule, draws up documents both about students and about organisation of study.

This work environment ÖIS is an essential part of the study organisation in the University as all the information is immediately available to all the specialists; and at the same time there is direct contact between the teacher and exactly the students who study his/her subject.
4.2.1.3. Study and Study Load

Study is organized according to the Study Regulations of the University of Tartu (see Appendix 14: Study Regulations) which is the base document regulating levels of study and study-related relationships and which establishes general areas and requirements of study arrangement, rights and responsibilities of both teachers and students in the University, including the College (see Appendix 14: Study Regulations).

During one academic year students take subjects in the capacity of 40 CP, 20 CP each term (1 credit is 1.5 European Credit Transfer System credit points). The transition to the European system of credit points is to be completed by the academic year 2009/2010 which will make academic movement within the European Union easier. Beginning from the year 2005 the old and the new systems are used in parallel in issuing of diplomas and displaying data in ÔIS. As a rule, a subject is completed within one term. A student is transferred to of the next year of study if he/she successfully passed examinations/preliminary examinations in the corresponding subjects of the previous year. By the end of each year full-time students with full load and students at state-commissioned places are to complete not less than 75% of the standard study load, which is at least 30 CP. Students with partial study load are to complete 50% of the load which is at least 20 credit points’ worth of courses (see Appendix 14: Study Regulations p. 66-70).

4.2.1.4 Regulation Accreditation of Prior and Experiential Learning (APEL)

The accreditation of prior learning or learning work is regulated according to Study Regulations of the University of Tartu (see Appendix 14: Study Regulations p. 85-87) and by the Rector of the University of Tartu Decree No 29 “Procedure of Accreditation of Prior and Experimental Learning in the University of Tartu” of 28 September 2006. Students of the Open University use this possibility especially actively, for example, they transfer credits for work experience in the capacity of at least 4 CP in both curricula and most of them also transfer credits for all the 4 credits’ worth optional courses. During the academic year 2006-2007 students transferred the following number of credits:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total credits during the year</th>
<th>Average number of credits per student</th>
<th>Total credits during the year</th>
<th>Average number of credits per student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary School Teacher</td>
<td>Early Years Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year I</td>
<td>135 CP</td>
<td>19.3 CP</td>
<td>102 CP</td>
<td>7.3 CP</td>
</tr>
<tr>
<td>Year II</td>
<td>211 CP</td>
<td>23.4 CP</td>
<td>54.5 CP</td>
<td>2.6 CP</td>
</tr>
<tr>
<td>Year III</td>
<td>62 CP</td>
<td>6.9 CP</td>
<td>155 CP</td>
<td>4.4 CP</td>
</tr>
<tr>
<td>Year IV</td>
<td>14 CP</td>
<td>7 CP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2.1.5. Timetable and Registering for Subjects

Study Regulations establish the procedure of registering for subjects and examinations/preliminary examinations which is connected with the timetable (see Appendix 14: Study Regulations p. 56-60). The timetable is composed for the whole term, a part of subjects are taught in cycles (see Appendix 26: Examples of Timetable). Prior to registering for subjects a student gets acquainted with the curricula, study plan (year plan) and syllabi of the selected speciality on the Internet on the home-page of Narva College, in Study Information System of the University of Tartu, in the College library or from the information board. Thus the information is available to students both in electronic form and in paper. Students are informed about changes in the timetable through Student e-mailing lists or the timetable in Study Information System. Only the teacher of the subject can e-mail information in ÔIS to students registered to the subject.

The curricula and its parts have been divided into different academic years based on the logical sequence of courses. The curriculum includes prerequisites for every course. Taking prerequisites into consideration, every student can make independent decisions about the sequence of courses. Courses for full-time students
generally take place from Monday to Friday. Study in the Open University is organized in sessions every second weekend from Friday to Sunday.

Students register to subjects in ÖIS before the beginning of the term. A student independently registers for subjects proceeding from the above-mentioned information and according to the procedure established in Study Regulations. A student has the right to cancel the registration for a subject before 10 % of the classroom work has taken place (see Appendix 14: Study Regulations p.61-65).

4.2.2. Information and Learner-centredness

Besides ÖIS the College has its own learner-centred system of information exchange:

- information hour is organized for the first year students before the beginning of study; during the first term the first year students attend lectures of the course “Introduction to Studies” where they get acquainted with organization of study in the University, including Narva College, possibilities provided by the curriculum and study, principles of using studying equipment, library and ÖIS, requirements to execution of written papers and basics of research and scientific work (see Appendix 27: Syllabus P2NC.00.821 Introduction to Studies);
- in the College there is Students’ Studies Committee whose main activities are described in item 5.5.
- the College home-page (http://narva.ut.ee/) which displays all the necessary information: general information about the College, basic documents, structure and staff. Under the separate link To Student and Study students can find all the needed documents, such as curricula, syllabi, early study plans, ÖIS-timetables, study regulations and forms, study-related guidelines and studying materials. The web-page also contains information about the College alumni, conferences, projects and events;
- forum on the home-page of the College supports students both in study-related issues and in their student life. The main topics of the forum are dedicated to the following issues: support for first-year students, activity of the Student Council, questions to the College administration, study process, employment opportunities, life in hostel, organization of various events, sports, KVN–club, cinema club, etc. Most of the forum topics are supervised by students themselves, the topic “Questions to the College administration” is supervised by the specialist of the Department of Studies Pavel Kurakin;
- information is also exchanged through various e-mailing lists: e-ope@narva.ut.ee – courses and materials for e-learning; press@narva.ut.ee - press releases about Narva College; sno@narva.ut.ee - Students’ Scientific Society; tudengid@narva.ut.ee - information for Narva College students, klass@narva.ut.ee - information for students of the Primary School Teacher curriculum;
- the College has its own student newspaper Dixi which introduces aspects of student life, provides information and feedback about organization of various events, as well as covers most essential and interesting areas of study. The newspaper is multilingual; articles are published in the mother tongue of the author (Estonian, Russian, English or German). The articles are submitted by the College students, teaching staff and administration. Besides, the College also publishes information bulletins. Most of the information is available both in Estonian and Russian;
- in case students have any questions about organization of the study process, including social and financial issues (tuition fee, scholarships, allowances, etc) they can approach specialists of the Department of Studies which is open on weekdays from 8 a.m. to 5 p.m.;
- teachers communicate with students individually during the teacher’s office hours (2 hours per week) or on appointment as well as by telephone and e-mails, or in ÖIS and WebCT environment. In case of the Primary School Teacher curriculum students can contact their teachers in the web-environment of the curriculum (http://webct.e-uni.ee/webct/urw/lc4130001.tp0/cobaltMainFrame.dowebct)
- students are provided with consultations and support in solving current problems by the Heads of the programmes Anna Džalalova and Jelena Ivanova, the secretary of the Division of Psychology and Pedagogy Irena Tsopp, specialist of the Department of Studies Natalja Kravtšenko and by tutors.
4.2.3. Advantages and Shortcomings of the Studying Process

4.2.3.1. Advantages:

· Study Regulations of the single and constantly developing Study Information System which involves all the participants of the studying process: students, teaching staff and administration;
· The education is provided within the area of chosen speciality. Students specializing in different areas can be grouped on lessons or seminars to ensure continuity between pre-school and school education (Early Years Teacher and Primary School Teacher); to ensure continuity between primary and compulsory education (Primary School Teacher and the Teacher of Humanities); to support the transmission of professional experience (Open University and full-time students);
· The instruction is provided in small groups (15 – 20 students on average), which facilitates interaction between students and a lecturer (as well as interaction among students);
· the College has developed the learner-centred and versatile system of information exchange that actively involves students. The College students are informed about studies. The University of Tartu Studies Information Database, regular information from teaching staff and tutors, the Department of Studies that is open 8 hours a day, and also the student information list enable this. When necessary the College students are advised in the computer laboratory or in the library. The College peculiarity is Students’ Study Committee which functions due to the relative smallness of the College. The Committee includes representatives of each study group which convey information to their mates. Three fourths of first-year students are satisfied with the organization of the information system (see Appendix 34: Results of Feedback from the First Year Students at the End of Academic Year 2006/2007);
· The College has certain regulations and guidelines, both in content and execution, that are applied to all the types of papers and practice students are to complete during studies in College. The College also has a single assessment system which is introduced in detail in Item 4.3.;
· The College has been accrediting prior and experiential learning beginning from 1999. The system of accreditation of prior and experiential learning is based on the conception of the flexibility of continuing education determined by the Bologna Declaration;
· The support services provided by the College are well-developed, the College staff are highly qualified and well-motivated: the Department of Studies, the library, the computer laboratory and Estonian House with the multicultural education centre. Graduates of 2007 evaluated work of the computer laboratory and the library with 9.5 points on a ten-point scale. The students of the first year were also satisfied with work of subdivisions (see Appendices 28, 34: Results of Feedback from the First Year Students and Alumni at the End of Academic Year 2006/2007);
· The system of receiving feedback from students has a systematic character. For detail see 8.7.;
· Major courses are taught by full-time teaching staff dedicated to their work; a continuing College-internal training takes place for the teaching staff; this has encouraged the use of active study methods. Teaching staff is actively involved in studies development. See also items 7.2 and 7.4 about the College academic staff;
· The availability of computers and Internet-environment, provision of students with studying materials in the electronic environment which corresponds to the E-learning Strategy of the University of Tartu (adopted by the Council of the University of Tartu Regulation no 85 of 23 December 2005) (see Appendix 29: E-learning strategy of the University of Tartu 2006-2010). Beginning from autumn, 2005 the College also employs an e-learning technologist; the first e-learning course “Developmental Psychology” for the curricula under accreditation was developed in 2005, in 2007 there are already 27 e-learning courses in the frames of the curricula.

4.2.3.2. Shortcomings:

· Students’ possibilities for communication with visiting professors or teaching staff from the University are limited and offered irregularly. The most common way of communication in such case is through the electronic environment. It is necessary to continue development of e-support system;
If a subject is taught simultaneously to full-time students and students of the Open University, the number of copies of the compulsory literature may be insufficient (in case of some subjects). As a rule, there are not enough copies for Open University students. In this case, electronic materials are very necessary and helpful. According in the University Strategy of E-learning development of corresponding electronic materials for all courses is to be completed by 2010.
4.3. **Assessment of Learning Outcomes, Objectivity, Analysis of Outcomes. Advantages and Shortcomings.**

4.3.1. **Regulation of Assessment of Learning Outcomes**

Assessment of learning outcomes is regulated by the Study Regulations of the University of Tartu (see Appendix 14: Study Regulations p.89-111) which establish examinations and preliminary examinations as forms of knowledge assessment and determines the procedure of their completion (written or oral form, conditions for admission to an examination or a preliminary examination, etc), rights of the teacher and the examinee, procedure of taking final examinations and defending Bachelor’s thesis. The Study Regulations also determine the six-point scale for graduated assessment of learning outcomes (together with the corresponding verbal designation and a substantive definition) and the procedure of implementation of the scale.

The university uses a six-point grading scale is the following: Grade Verbal definition Acquisition in % A Excellent 91-100, B Very good 81-99, C Good 71-80, D Sufficient 61-70, E Poor 51-60, F Fail 0-50. Another possibility is to apply non-graduated assessment (pass/fail).

4.3.1.1. **Examinations and Preliminary Examinations: Forms, Procedure, Densities**

The system and procedures for examinations (oral or written, conditions of admittance to examinations and repeating examinations, etc.) are determined in the syllabus. In case of the Primary School Teacher curriculum 82% of examinations are written and in case of the Early Years Teacher curriculum 77% of examinations are in written form.

Examinations and preliminary examinations can be: solving problematic situations of pedagogical or methodological character, compiling and defending the portfolio, testing, giving answers to theoretical questions, solving practical tasks, etc. A preliminary examination is a form of testing knowledge or current work, its positive result is defined as “Pass” and negative result as “Fail.”

Results of examinations and preliminary examinations are registered in the examination report which is the basis for acknowledgement of a student’s learning outcomes. The examination results are entered in the Study Information System before the set deadline (see Appendix 14: Study Regulations p.106, 110). In the term during which students are taking a subject they are allowed to choose between at least two regular examination dates. Receiving a fail grade at an examination or being absent from an examination does not preclude a student from taking examinations in other subjects unless the opposite is determined in the subject syllabus. The resit examination is to be taken by the beginning of the next term as latest (see Appendix 14: Study Regulations p.97-98). In the event a student received a fail grade in both the regular examination and the resit, the student is to re-register for another course of this subject and fulfill all the requirements set for the completion of the subject (see Appendix 14: Study Regulations p.111).

The overall number of examinations in the Primary School Teacher curriculum is 35, and in the Early Years Teacher curriculum 25 without consideration of examinations in minor specialities.

<table>
<thead>
<tr>
<th>Distribution of examinations:</th>
<th>Primary School Teacher curriculum</th>
<th>Early Years Teacher curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the major speciality</td>
<td>35 – 74.5% of the overall number of subjects in the major speciality</td>
<td>25 – 73.5% of the overall number of subjects</td>
</tr>
<tr>
<td>In the minor speciality (the average of all minor specialities)</td>
<td>10 – 82%</td>
<td>7 – 86.5%</td>
</tr>
<tr>
<td>In elective subjects</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>In practice</td>
<td>3 – 37.5%</td>
<td>3 – 60%</td>
</tr>
</tbody>
</table>
4.3.1.2. Final Theses and Examinations: Forms, Procedure

The requirements to the content and execution of final theses and also to the defence procedure are determined by the Procedures of Execution and Defence of Final Theses of NC (see Appendices 30, 31: Requirements for Theses and Regulations for Theses Defence at Narva College) and agreed with Study Regulations (see Appendix 14: Study Regulations p. 117-123). The Bachelor’s theses (Early Years Teacher final papers) are subject to oral defence; the defence is organized two times a year. In order to be admitted to the final thesis defence a student is required to have completed all the subjects of the curriculum. Two copies of the final thesis are to be submitted at least 10 days prior to the defence. The reviewers are appointed with the Director’s decree on the basis of the proposal of the Head of a Division. Final theses are assessed by the thesis defence panel. The results of the thesis defence are registered in the defence report which is the basis for acknowledgement of a student’s learning outcomes. The procedure of issuing and returning of thesis defence report is the same as in case of examination reports.

In order to complete the Primary School Teacher curriculum students are to pass two Master’s examinations. The requirements to the content and execution of examination papers, as well as to the procedures of conducting and assessing examinations are determined by NC Procedure of Examination in Pedagogy and Psychology (see Appendix 16: Requirements for Master’s Exam in Psychology and Pedagogy) and Procedure of Master’s Examination in Subject Didactics (see Appendix 17: Requirements for Master’s Exam in Didactics) and agreed with Study Regulations (see Appendix 14: Study Regulations p. 112-116). Master’s examinations are held two times a year, and in order to be admitted to the examinations a student is required to have completed the curriculum in the full capacity. Master’s examination in pedagogy is assessed in a public defence. The portfolio is to be submitted in two copies at least 10 days prior to the defence. Master’s examination in subject didactics lasts three hours in College lecture room in the presence of the examination panel. During the examination the student is to answer three questions in writing.

Master’s examinations are assessed by the examination panel. The results of Master’s examinations are registered in the Master’s examinations report which is the basis for acknowledgement of a student’s learning outcomes. The procedure of issuing and returning of Master’s examinations reports is the same as in case of examination reports.

4.3.1.3. Objectivity of Learning Outcomes

In the College the share of written examinations is large which enables to ensure objectivity. In case of most subjects the final grade is calculated on the basis of both the examination grade and grades that students receive during the course. Objectivity is achieved through continuous assessment of a student’s performance during the whole term: active participation in classroom work, fulfillment of individual tasks, regular tests, etc.

A student has the right to challenge the grade he/she received, including the grade of the examination panel (thesis defence and examination panels). The procedure of grade challenging is determined in Chapter “Challenges to Decisions in Matters of Organisation of Study” of Study Regulations (see Appendix 14: Study Regulations p. 185-193).

Objectivity of assessment of final papers and examinations is based on the following principles: working teachers and specialists in methodology as well as their employers are invited as reviewers; assessment is carried out by the panel consisting of at least 5 members; the Chair of the panel or one of its members must be from outside the College (as a rule, from the Faculty of Education of the University of Tartu); the Chair of the panel must have an academic degree (in case of Bachelor’s thesis the Chair must have at least Master’s degree and in the event of Master’s examinations the Chair of the panel is to hold PhD); results are assessed on a ten-point scale by each member of the panel individually; the final grade is calculated on the basis of the average grade for each criterion (see Appendices 14, 16, 17, 30, 31: Study Regulations, Requirements for Master’s Exams and Theses). During the work of the panel there has not been a single challenge of either examination or final thesis grade. Student’s Studies Committee has never raised the issue of an unfair or nonobjective assessment.
4.3.2. Analysis of Learning Outcomes

The majority of students of both specialities fully complete the curricula. In some cases students even exceed the nominal number of credit points. It is connected firstly with accreditation of some subjects as prior and experiential learning (APEL) and secondly with the choice that students have in composing an individual study programme. The incompletion of the curriculum is of individual character and it is connected with students’ academic leaves.

<table>
<thead>
<tr>
<th>Students of the Open University</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School Teacher</td>
<td>Arithmetic average of the grade on 5-point scale</td>
<td>3.2</td>
<td>3.2</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>Total number of CP</td>
<td>57</td>
<td>77.1</td>
<td>127.2</td>
</tr>
<tr>
<td></td>
<td>Curriculum %</td>
<td>142.5</td>
<td>96.4</td>
<td>106</td>
</tr>
<tr>
<td>Early Years Teacher</td>
<td>Arithmetic average</td>
<td>2.7</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total number of CP</td>
<td>44.2</td>
<td>84.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum %</td>
<td>110.6</td>
<td>105.4</td>
<td></td>
</tr>
<tr>
<td>Full-time students</td>
<td>Arithmetic average</td>
<td>3.0</td>
<td>2.6</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Total number of CP</td>
<td>42.3</td>
<td>80.2</td>
<td>114.1</td>
</tr>
<tr>
<td></td>
<td>Curriculum %</td>
<td>105.7</td>
<td>100.3</td>
<td>95.1</td>
</tr>
</tbody>
</table>

4.3.3. Advantages and Shortcomings of the Assessment.

4.3.3.1. The advantages in the assessment of learning outcomes

- The general rules of assessment are established and followed in the University and the College. Student polls confirm that as a general rule, the teaching staff is fair and neutral towards students; there are no grade challenges or complaints; students give positive feedback about the teaching staff;
- Various forms of current assessment are implemented besides final assessment. The current assessment is a stimulating and motivating factor as its results affect the final grade or the admittance to the final assessment;
- The vast majority of students successfully cope with the study load; the curriculum completion by full-time students of the Primary School Teacher curriculum is 107% with the 3-point performance, and students of the Open University complete 122% of the curriculum with the 3.2-point performance; the curriculum completion in case of students of the Early Years Teacher curriculum is 113% with 3-point performance (full-time students) and 121% with 2.9-point performance (the Open University students).

4.3.3.2. The shortcomings in the assessment of academic results and the development plan

- Written examinations are the majority in curricula. It is easy to ensure the objectivity in grading, but the profession of a teacher also requires developing speaking skills. The solution is to weigh increasing the amount of oral examinations. Also in the case of written examinations, the teaching staff and students belonging to the work group of self-analysis have drawn attention to the need for increasing the share of oral examinations.
4.4. Control and Analysis of the Studying Process and its Level. Ensuring Evenness of the Actual Learning Load

4.4.1. Procedure of Control and Data Analysis of the Studying Process and its Level

Alike the evaluation of the curriculum content and quality of teachers’ work, the evaluation of the studying process is carried out through questionnaires for students. The new programme-based study regulations provide that it operates on the level of the programme council. At the moment the most precise information about each subject rests upon the anonymous web-based questionnaire that is completed by students. One of the aims of carrying out the evaluation is to ensure receiving regular feedback from students about the organisation of teaching. The procedure of evaluating of teaching and the subject courses themselves and conducting the data analysis is introduced in more detail in Chapter 8 dedicated to quality.

In 2006/2007 students of these curricula evaluated the organisational aspect of the studying process as follows: the proper timing of the beginning and ending the lectures – Primary School Teacher 1.39 points, Early Years Teacher 1.41 points; realization of all the lectures determined by the timetable - Primary School Teacher 1.46 and Early Years Teacher 1.44. As it was mentioned in Chapter 3, the number of respondents is quite impressive (see Appendices 32, 33: Reports of the Curricula for the Self-analysis) Over 8000 evaluations of students of the Primary School Teacher curriculum and over 7000 of them in the Early Years Teacher curriculum were accepted on the basis of the following scale: absolutely agree (2) / agree in principal (1) / it is difficult to say (0) / disagree in principal (-1) / absolutely disagree (-2). The studying process is evaluated a little higher than the content of teaching and this gives evidence of the consistently developed studying process.

Besides, each year Narva College of the University of Tartu conducts a survey among first year and last year students in order to find out if they are satisfied with teaching and everyday life in the College. The questionnaires also contain questions about the organisation of the studying process. The survey among first year students proves that 73% of students are satisfied with availability of information about the organisation of the studying process, 82% of them are satisfied with the quality of work of the Department of Studies. (see Appendix 34: Results of Feedback from the First Year Students at the End of Academic Year 2006/2007). The main suggestion made by students which would improve the studying process and everyday life in the College was raising the quality of timetable composition (leaving no gaps in the timetable). The present planning of the timetable is based on the study regulations of the College which strives for providing students with a wider choice at the same time organising the studying process as economically as possible.

4.4.2. Ensuring Evenness of the Actual Learning Load

Evenness of the learning load of the whole curriculum is ensured with a study plan where studies are divided by year in a logical sequence although students have enough freedom for composing an individual studying plan. Such arrangement is within students’ possibilities and that is proved by the above-given table showing completion of the curricula. (p. 4.3.2.).

According to the results of the survey of the academic year 2006-2007 72.4% of students of the Primary School Teacher curriculum and 71.6% students of the Early Years Teacher curriculum think that the load within one subject is distributed evenly which means that the number of lectures, practicums and hours of individual work required for 1 CP does correspond to 40 academic hours. Students of the accredited curricula do not consider the subjects too difficult; the last year’s evaluation of difficulty on the above-mentioned scale 2 ....-2 was 0.57 (Primary School Teacher) and 0.58 (Early Years Teacher). See Appendices 32, 33: Reports of the Curricula for the Self-analysis.
4.5. Organisation of Pedagogical Practice and Aspects of Professional Qualification

The system of pedagogical practice is agreed with the corresponding practice system of the University of Tartu and it supports development of a teacher’s competences. The content and procedure of the practice in the curricula (see Appendix 35: Regulations for Pedagogical Practice at Narva College) proceed from the particularity of the specialities and paradigm of active teaching; both the content and the procedure are agreed with paragraph 8 of the Frame Requirements to Teacher Training which establishes that a teacher training curriculum is to include at least 10 weeks of pedagogical practice. The capacity of pedagogical practice in each speciality is determined in the curriculum. The capacity of Primary School Teacher pedagogical practice is 20 credits and pedagogical practice in the Early Years Teacher curriculum is worth 14 credits.

4.5.1. Organisation of Practice in the Speciality

Pedagogical practice is completed in base schools and children’s institutions with which the College signed the corresponding contracts. The main criteria for choosing a base school or institution are the qualification of the teaching staff, experience, intention for cooperation, implementation of various teaching methods. As an exception students can be allowed to complete pedagogical practice in other educational institutions. The basic documents for practice regulation are practice procedure, syllabus of practice of each kind and practice guidelines (see displayed materials).

The Chief specialist of the Department of Studies and specialists in methodology are involved in organisation of practice on the part of the College. The Chief specialist of the Department of Studies is primarily responsible for the organisational aspect of the practice: concluding contracts with base institutions, dividing students between institutions, providing students with information and methodological guideline materials, as well as finding solutions to all problems and questions rising in the course of practice. Problems or questions related to the content of the practice are solved by specialists in methodology who are Jelena Ivanova at Early Years Teacher speciality and Olga Lavrova at Primary School Teacher speciality. The latter successfully defended her doctoral thesis on the topics of “Technology of Variants of Studying Process Organisation in the System of Developing Learning”. Jelena Ivanova worked as a teacher at a preschool children’s institution for 7 years and Olga Lavrova’s experience of working as a primary school teacher is over 20 years.

At school or kindergarten students are supervised by a working teacher-mentor who completed the corresponding 160-hours’ training course in the College. The College started mentor training in 2004. Over 90 teachers completed this training in Primary School Teacher speciality and over 60 – in Early Years Teacher speciality. The aim of this training is to educate mentors for beginner teachers and students at practice.

In the course of practice specialists in methodology attend classes conducted by students and help students plan and develop their lessons. They also analyse conducted lessons together with students, provide students with necessary consultations and control students’ presence at school or kindergarten. In case of the both curricula specialists in methodology supervise the formation of a teacher-to-be from the beginning up to the end of training.

By the end of each practice students are to submit:
- activity plan and timetable of the practice period;
- practice journal which is to contain a brief description of activities of every practice day verified by the mentor teacher;
- the corresponding practice evaluation sheet and the general evaluation of a student’s work provided by the director of the institution;
- practice report – portfolio which is to include all methodological materials and the student’s self-analysis based on the conducted lessons along with the corresponding activities during practice;
Each practice session ends with a conference where students draw conclusions about the practice, discuss positive/negative aspects of the practice as well content-based and organisational problems. Each student presents an overview of his/her practice report. The Chief specialist of the Department of Studies, the specialist in methodology and mentors from base institutions also participate in the conference. Each practice ends with a pass/fail credit or an examination grade that is given by the specialist in methodology considering the grade of the mentor from the base institution. The conference provides students with possibilities for sharing experience and results of their work with peers, teachers and specialists in methodology; students also receive feedback on their activity and performance during practice.

4.5.2. Aspects of Professional Qualification of Practice

The content and objectives of Narva College’s pedagogical practice are corresponding to the general objectives of the curriculum and promote the perfection and fixation of the professional pedagogical, organizational, methodical, diagnostic, communicative, research, adjustable and applied skills of the future pedagogues. Pedagogical practice helps to mould the future teachers’ values and attitudes. Special attention is paid to the professional and social competence of the student, his/her communicative skills, personal characteristics as well as providing students with an introduction to the negative and positive aspects of the profession.

In establishing the length, period and content of different kinds of practice the College specialists consider the systematic principle which is reflected in a gradual complication of the aims, tasks, content and principles of completion of practice.

4.5.2.1. Pedagogical Practice in the Primary School Teacher Curriculum

The Primary School Teacher curriculum contains 8 types of practice and each of them is aimed at developing pedagogical competences essential in primary school teacher’s work. Practice is integrated with the studying process from the first up to the last year of studying. The character and period of practice are agreed with previously completed subjects.

Introduction practice allows to raise students’ motivation for acquiring primary school teacher speciality, to help students understand the importance of primary school in further development and learning of a child. The practice provides students with practical skills of lesson analysis and allows students to get acquainted with regulations of an educational institution and school documents.

Child’s first days at school practice allows students to observe children in the period of getting used to school, shows students a teacher’s activity in children’s social and psychological adaptation, introduces peculiarity of organisation of teaching during the first week of school.

Nature and Countrystudy practice deepens students’ knowledge about Estonia, demonstrates various methods of introducing information about Estonia and creating a data base. The practice teaches students to organize excursions, field trips, make collections of corresponding materials and provides students with opportunities for testing methods of physical geography in conducting a complex research.

Basic practice at school stages I and II forms professional skills of a primary school teacher along with skills of lesson planning, conducting and analysing. This practice consolidates knowledge of basics of didactics, teaches students to compose lesson plans and analyse lessons, introduces principles of teaching and interdisciplinary links in primary school, allows students to conduct pilot lessons and extra-curriculum activities. A student sets clear aims of teaching subject and a lesson and defines learning outcomes, adjusts or compiles necessary materials, analyses learners’ development and correspondingly plans further activities.

Teaching practice at school stages I and II improves the skills of pedagogical communication, teaches students to select appropriate materials for lessons and extra-curriculum activities, allows students to participate in school life, creates a whole idea about principles and methods of developing and motivating environment,
including principles of management and team work. The practice provides possibilities for implementation of the National Curriculum, encourages students to analyse learners’ participation, development and learning outcomes. A student knows the subject, can prepare studying materials, possesses knowledge about possibilities of establishing interdisciplinary links and links between the subject and the surrounding environment, plans and organizes extra-curriculum activities, prevents and solves problems with discipline. A student applies methods and forms of group and individual teaching that correspond to the age and abilities of learners, uses creative and motivating teaching methods, corresponding methods of analysis. A student is able to fulfill duties of a form master/form mistress.

Practice in the minor speciality allows to raise motivation for acquiring the minor, helps students understand particularity of work in the minor speciality, provides practical skills in the field, shows peculiarity of organisation of the corresponding activity and demonstrates various teaching methods.

4.5.2.2. Pedagogical Practice in the Early Years Teacher Curriculum

Early Years Teacher curriculum contains 5 kinds of practice aimed at development of pedagogical competences necessary in work of an early years teacher. Integration of practice in the curriculum is based on the same principles as in case of the Primary School Teacher curriculum.

Preschool introduction practice is aimed at raising students’ motivation for training in the speciality, general acquaintance with the work system of an educational institution, understanding of a teacher’s role in the society. The practice provides students with opportunities for getting acquainted with different types of preschool children’s institutions; it introduces the issues of planning and evaluation of work, execution of documents. The practice teaches aspects of life protection, protection and maintenance of children’s health (day regimen, requirements to hygiene).

Preschool basic practice presupposes observation of the studying process in a preschool children’s institution, study and analysis of the subject-developing environment, study and analysis of game activity of children, study of cooperation between the kindergarten and the family. Students learn to draw a psychological-pedagogical characteristic of a child, to manage regimen processes, free-time and game activities of children, to teach manners and rules of hygiene.

Preschool teaching practice is aimed at acquisition of all the forms of education activity and independent fulfilment of duties of a teacher at a preschool children’s institution. The practice presupposes that students independently organize children’s everyday activity in kindergarten, manage regimen processes, study the level of development and education of children in the base group, study children’s psychological peculiarities. Students are to supervise the pedagogical process in the base group of a preschool children’s institution and to analyse it. Students are also to organize the studying process in the base group.

Nature and Countryside practice – see above.

Methodological practice in the minor speciality – see above.

Students of the both specialities complete their practice in different educational institutions (including institutions in other towns, for example, Rakvere and Haapsalu). Such organisation of practice provides students with a fuller overview of styles and methods of teaching as well as helps in their future employment.
5. STUDENTS
1. Competition to be admitted to full-time study:
   2003: 1/3,12 Early Years Teacher, 1/3,2 Primary School Teacher;
   2004: 1/3,6 Early Years Teacher, 1/4,2 Primary School Teacher;
   2005: 1/1,0 Early Years Teacher, 1/0,8 Primary School Teacher;
   2006: 1/1,2 Early Years Teacher, 1/0,6 Primary School Teacher;
   2007: 1/1,5 Early Years Teacher, 1/0,7 Primary School Teacher.

1.1 Competition to be admitted to the Open University:
   2003: 1/7,8 Early Years Teacher, 1/2,0 Primary School Teacher;
   2004: 1/4,5 Early Years Teacher, 1/3,0 Primary School Teacher;
   2005: 1/4,3 Early Years Teacher, 1/1,2 Primary School Teacher;
   2006: 1/1,7 Early Years Teacher, 1/1,2 Primary School Teacher;
   2007: 2,0 Early Years Teacher, 1/1,2 Primary School Teacher.

2. Admission in numbers:
   Full-time students 2006: 13 Early Years Teacher; 6 Primary School Teacher;
   2007: 13 Early Years Teacher; 7 Primary School Teacher.
   Part-time students – None.
   Students in the Open University 2006: 14 - Early Years Teacher;
   11 - Primary School Teacher;
   (absolute numbers as per the data of the latest admission)

3. Admitted to tuition fee based study 2006:
   None for full-time study; the Open University - 4 Early Years Teacher; 6 - Primary School Teacher; 2007:
   full-time study: 2 Early Years Teacher; Primary School Teacher 0.

4. Average age of enrolled students:
   Full-time study – 20.1 Early Years Teacher; 19.6 Primary School Teacher
   The Open University – 29.9 Early Years Teacher; 26.9 Primary School Teacher;
   Female/male ratio: 26/0 Early Years Teacher; 17/0 Primary School Teacher;
   (based on 2006 admission data).

5. Absolute average of graduates:
   16.7 Early Years Teacher; Primary School Teacher – None (based on 2005 – 2007 data).

6. Average annual dropout rate:
   3.3 Early Years Teacher; 2.3 Primary School Teacher;
   (Based on the data of the past three years, irrespective of the form of study or reasons for dropout)

7. Share of non-citizens among students:
   Full-time study:
   Estonian - 75,5%, Russian - 7,5%, Aliens - 17% Early Years Teacher;
   Estonian - 70%, Russian - 13%, Aliens - 17% Primary School Teacher;
   The Open University:
   Estonian - 82 %, Russian - 0 %, Aliens -18 % Early Years Teacher;
   Estonian - 79%, Russian -7 %, Aliens -14 % Primary School Teacher;
   (based on 2006 data)

69 full-time students are studying to become early years teachers, 64 of them are commissioned by the state. 70
students are studying in the Open University, 37 of them as state-commissioned students.

A total of 33 full-time students are acquiring the qualification of Primary School Teacher, 32 of them as state-
commissioned students. 26 students are to become primary school teachers through the Open University, 17
of them are commissioned by the state (based on data as on June 1, 2007).
5.1. **Organisation of Admission and Analysis of Level of Applicants**

5.1.1. **Admission**

Admission is regulated by the Admission Rules adopted every year by Regulation of the Council of the University of Tartu (see Appendix 36: The University of Tartu Admission Regulations 2007/2008).

Admission is coordinated by the University on a centralised basis. The Vice-Rector for Academic Affairs forms the Lead Admission Commission, to monitor that the Admission Rules are adhered to and to resolve issues not regulated by the Rules. Narva College is represented in the Admission Commission by its Director. The College also has its own Admission Commission for organising entrance examinations and adopting admission decisions. The Vice-Rector for Academic Affairs approves the composition of the College Admission Commission as presented by the College Director. The Technical Commission is in charge of the actual process of accepting admission documents. In Narva College the Technical Commission also serves as advisor for the applicants.

Narva College has in place a marketing plan, in which direct communication with student candidates plays a key role. The activities include visits to schools, information days and open days in the College. If necessary, student candidates receive individual advice. In 2006 a prep college was launched in Narva College for last year upper secondary school students to gain some college experience from participating in the studies.

Admission is organised through open competition once a year in summer. Pursuant to the Admission Rules every person with secondary education has the right to apply for state-commissioned and non-state commissioned student places of the University degree studies. State-commissioned students must undertake full-time studies. Students whose studies are not funded from the state budget may take either full-time or part-time studies. A more detailed discussion on full-time and part-time studies is found in item 4.2.1. and in Appendix 14: Study Regulations p. 75-84.

Pursuant to the Frame Requirements to Teacher Training those wishing to study teaching must pass an aptitude test as an additional requirement. Thus prior to submitting documents the applicants for full-time study must register for entrance examinations, then take the aptitude test, and subject to passing the threshold value, finally submit the documents required for the chosen speciality.

Student candidates who have duly fulfilled the conditions for admission and submitted the required documents either in Tartu or at the College in Narva and/or through the Internet-based Admission Information System SAIS (www.sais.ee) are deemed admitted. SAIS enables applicants to submit electronic applications to study at higher education institutions participating in the system. After filing the application for admission SAIS helps arrange the whole process until completion of the process, i.e. communication of notices between the applicant and the institution, acceptance of or refusal to accept student places etc. The electronic document filing system has been in use for the second consecutive year. The various ways of submitting documents have made undertaking studies fairly flexible for the students.

The documents required for admission are the following: an application, a document certifying secondary education, a state examination certificate, an identity card or a passport. As of 2007 the requirement to work in a profession other than a teacher’s profession has been lifted when applying for state-commissioned Open University student places.

Applicants for the Open University must first submit their documents either in Tartu or at the College in Narva and then take the entrance examination (aptitude test). These applicants have no access to the electronic SAIS system. The applicants for the Open University are not required to register for the examinations in advance. Admission for the Open University (i.e. submission of documents, entrance examinations) takes place in August.
5.1.2. Admission Conditions: Early Years Teacher and Primary School Teacher

The admission conditions are set by the above-mentioned University Admission Rules, which are adopted during the autumn term, so as to make it easier for future student candidates to choose which state examinations to take. The requirements concerning the content of the entrance examinations are adopted by the College Council and approved by order of the Rector by 1 March at the latest. The requirements are made available at the University website http://www.ut.ee and the College website http://narva.ut.ee/sa/b_eksn.php.

Since 2005 the University has been using a threshold value based admission system. A threshold value is a minimum score required for enrolment to state-commissioned and non-state commissioned student places of each curriculum, made up of credits awarded for meeting the requirements established for a particular curriculum. The admission requirements for the full-time Early Years Teacher and Primary School Teacher curricula are made up of the results of state examinations (Essay in Native Language and Foreign Language) and the entrance examination (aptitude test). The threshold value for full-time state-commissioned study is 70.0 and for non-state commissioned study – 60.0. The results of English, German, French or Russian Language count as results of the Foreign Language state examination or as grade of the upper secondary school graduation certificate.

The admission conditions of Narva College are similar to those of the Faculty of Education.

The grades of the upper secondary school graduation certificate (or the state examination results) and the results of the entrance examination (aptitude test) serve as a basis for admission to the Open University. The passing of state examinations is not a mandatory condition for admission to the Open University. Applicants who have exceeded the threshold value of 60, may undertake studies of their chosen profession.

The aptitude test is an individual interview to assess the motivation of the candidate to study the chosen speciality, the candidate's ability to express himself or herself, the proactive attitude of the candidate and his or her discussion skills. The candidate is also asked to resolve a pedagogical situation, which serves as a basis for assessing the candidate's suitability for teaching and his or her skills in solving pedagogical problem situations. The candidate's motivation to become a teacher, his or her analysis, discussion and generalisation skills with respect to pedagogical issues, his or her ability to express himself or herself and the content and style of his or her presentation skills are also evaluated in the course of the interview. Applicants for the Open University will also be assessed as regards their professional experience, their knowledge of the Estonian education sector and issues pertaining to teaching, knowledge of professional literature and participation in continuing education. The importance ascribed to the aptitude test in the conditions for admission derives on the one hand from the Frame Requirements to Teacher Training and on the other hand it is vital for assessing the candidate's suitability for the teaching profession (see Appendix 37: Content-based Requirements of Admission Examination for Enrollers to Narva College).

Admission Conditions 2007 Full-time study:

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Admission Conditions</th>
<th>Share %</th>
<th>Threshold (state-commissioned)</th>
<th>Threshold (non-state commissioned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.12. NARVA COLLEGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.12.2. Primary School Teacher (with Russian as language of instruction)</td>
<td>Aptitude test – entrance examination</td>
<td>70</td>
<td>70.0</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>Essay in Native Language</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.12.3. Early Years Teacher (with Russian as language of instruction)</td>
<td>Aptitude test – entrance examination</td>
<td>70</td>
<td>70.0</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>Essay in Native Language</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Admission limits, i.e. training capacity forms an important part of the admission conditions. For our curricula the admission limits for full-time study and the Open University have ranged between 25-30 students in recent years. Tuition fees are also fixed every year. During the 2005/2006 academic year the tuition fees for full-time study and the Open University were 18 000 kroons, (from 2006 - 19 500 kroons), the tuition fees for students enrolled to the College for the 2006/2007 and 2007/2008 academic years are 22 000 kroons per academic year. The tuition fees established for the curricula of Narva College are in line with the region’s living standard and are fairly low in comparison with the University’s tuition fees in general.

The threshold value and plans for admission take into account the number of state-commissioned student places. The latter has remained stable for our curricula and the data from section 5 of the self-analysis chapter certify that the number of student places is sufficient, given the number of student candidates. Every year the Ministry and the University agree on the number of state-commissioned student places.

5.1.3. Analysis of Level of Applicants

In 2007 the threshold value for the full-time Early Years Teacher and Primary School Teacher curricula was 70.0 from the maximum number of credits of one hundred. This year’s average for the Early Years Teacher curriculum was 80.6 (81.5 for state-commissioned and 75.4 for non-state commissioned student places), the respective values for 2006 were 79.8 and 63.6. The average score for the Primary School Teacher curriculum was 79.4 (in 2006 78.3 for state-commissioned and 66.6 for non-state commissioned student places). The fact that in 2007 two gold medalists undertook studies of the Early Years Teacher curriculum, deserves mentioning. Up to two students a year have undertaken non-state commissioned full-time study.

The analysis of the level of applicants for full-time study is based on the table below, indicating that threshold value based admission has considerably reduced the number of applications for the College curricula. However, the level of knowledge of the candidates is significantly higher and a continuing upward trend can be observed. There are obvious reasons for the reduction of applicants under threshold value based admission: only those candidates apply, whose results exceed the threshold value. Between 1.5 to 2 applications per one student place have been submitted during the past three years for the Early Years Teacher curriculum and all applicants have been admitted. There are vacancies for the Primary School Teacher curriculum, the average rate of uptake is 75%. Students occupying non-state commissioned student places and students from the Open University can apply for vacant state-commissioned student places.

Admission statistics for state-commissioned full-time student places (a unified calculation system has been used to ensure comparability of the years):
Admission to the Open University is characterised by a lower threshold value 60% of a possible 100% for state-commissioned student places and 50% for non-state commissioned student places. The competition for state-commissioned student places is considerably tighter also in the Open University and there is some interest towards non-state commissioned student places. The state will fund no more student places than established by the state commission. Given that the admission process for 2007 had not come to an end at the time of preparing this document, the data of previous years will have to suffice.

Competition for the Primary School Teacher curriculum in the Open University places has been stable. There is a new growing trend in applications in 2007. This is mainly caused by the interest of working teachers towards acquiring a Master's degree. There is very keen competition for the Early Years Teacher curriculum places, for several years there have been more than 4 applicants per one student place. The competition is influenced by the teachers’ qualification requirements, pursuant to which Early Years Teachers must have higher education from 2007.

Applicants to the Open University are also successful in exceeding the threshold value. In the state-commissioned student places for the Primary School Teacher curriculum the average was 68 and for Early Years Teachers 70.7. The respective figures for non-state commissioned student places were 57.4 and 60.7.

Admission statistics for state-commissioned Open University student places:

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>State commission</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Number of applications</td>
<td>10</td>
<td>15</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Number of applications per student place</td>
<td>2</td>
<td>3</td>
<td>1.2</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Enrolled</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>State commission</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Number of applications</td>
<td>39</td>
<td>45</td>
<td>43</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Number of applications per student place</td>
<td>7.8</td>
<td>4.5</td>
<td>4.3</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Enrolled</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
There are many applicants for non-state commissioned student places, however the takeup of studies in affected by economic considerations. Roughly one-half of the applicants who exceeded the threshold value actually undertake the studies. 5-6 students per year study to become primary school teachers. There have been great fluctuations over the recent years in filling non-state commissioned student places for the Early Years Teacher curriculum: 4-20 students. The combination of state-commissioned and non-state commissioned student places enables an adequate formation of study groups also in the Open University.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State</td>
<td>Non-state</td>
<td>State</td>
<td>Non-state</td>
</tr>
<tr>
<td>Open University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary School Teacher (with Russian as language of instruction)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Early Years Teacher</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

In addition to regular full-time students students in the Open University are also studying full time, in order to be able take out a study loan and enjoy social guarantees (health insurance, social and pension insurance, the possibility to apply for student allowances). Full-time study also motivates students to study the full curriculum and graduate within the standard period of study.
5.2. Advice and Counselling of Students

In order to be successful in College students must be well-informed both of their choices in studying the curriculum and of their rights and obligations as students. They need support in order to better arrange the process and organisation of their studies. An information and advisory system has been developed in order to achieve this aim. The system involves fellow students, teaching staff and the College administration. See more about informing students in item 4.2.2.

Subject to their competence, advisory services are being provided by student advisers (tutors) as well as by student assistant advisers employed by every division. The latter have been assigned fixed working hours. Other parties involved in the process are heads of programme and all members of the teaching staff working with the curricula. The Department of Studies, with its specialists in the organisation of studies offer back-up for the system. These specialists offer advice in general matters pertaining to studying at the University (the process and organisation of studies, preparation of an individual learning plan, the system of allowances and study loans, travel allowance etc). The Chief Specialist in Foreign Relations and Quality Assurance provides information and advice about the possibilities of studying abroad. The advisory system of practical teacher training is described in more detail in item 4.5. Students of the Open University can seek help from a relevant specialist whose working hours are adjusted so as to meet the study schedule of the Open University.

To help students and graduates find jobs a career management service has been put at the disposal of the students of the College. The College website displays career related information (http://narva.ut.ee/kt/index.html). Employers can put up their job advertisements on the website for all to examine and these ads are also sent to e-mail addresses of all College students. Career training and lectures are organised for students, a special job-seeking fair which brings together potential employers is organised by the College on the request of students but not on yearly basis. A separate advisory system has been created for the students acquiring applied higher education in the College. There are plans to implement the same system for teacher training as well.

Advisory services are brought closer to the students by student advisers (tutors). The tutors are senior students who have undergone special training and who organise information meetings and offer advice to students of his or her own or related speciality. The competence of tutors mainly includes the organisation of studies, the rights and obligations of students and the Study Information System. The tutors are introduced to their fellow students at the opening events of the academic year. The tutors can be reached via E-mail, but they also have reception hours once a week. There were three tutors in the College during the 2006/2007 academic year. The work of assistant advisers employed by the divisions is essentially similar to that of tutors. There are currently five assistant advisers in the College.

Members of the teaching staff and heads of programmes have to bear the brunt of advisory services. All members of the teaching staff have fixed weekly reception hours of at least two hours in duration, but they can also see students at other agreed times. The teaching staff provide advice to students in issues pertaining to studies, their seminar work and graduation theses. The College administration monitors the participation of students in the advisory work, especially as regards the writing of the graduation thesis. The students can contact the teaching staff via E-mail, by using both the possibilities of the Study Information System and the WebCT environment. The Primary School Teacher curriculum also provides web-based communication possibilities (http://webct.e-uni.ee/webct/urw/lc4130001.tp0/cobaltMainFrame.dowebct).
5.3. Analysis of Students’ Study Load and Progress.
Dropout Reasons. Academic Mobility

5.3.1. Analysis of Students’ Study Load and Progress

The studying process is carried out on the basis of the approved curriculum. The study load required to pass a subject is calculated in units of study, i.e. credit points. One credit point (hereinafter ‘CP’ or ‘credit’) corresponds to 40 hours (one academic week) of student work including class attendance, practical and individual work as well as the assessment of learning outcomes. The average study load is 20 CP per term both for full-time study and the Open University.

The Primary School Teacher curriculum in 2007: 83% of the forth year students have fulfilled 102.5% of the curriculum, 17% have passed more than 75% of the curriculum. 78% of the third year students have fulfilled 100% of the curriculum and 22% have passed more than 75% of the curriculum. All freshmen and second year students have completed 100% of the curriculum.

The Early Years Teacher curriculum in 2007: 88.5% of the third year students have fulfilled 100% of the curriculum and 11.5% have passed more than 75% of the curriculum. 85% of the second year students have fulfilled 100% of the curriculum and 15% have passed more than 75% of the curriculum. All freshmen have completed 100% of the curriculum.

5.3.2. Dropout Reasons. Academic Mobility

An analysis of student mobility shows that the dropout rate in the Primary School Teacher curriculum is low – four students in four years, i.e. only one every year. The Early Years Teacher curriculum saw 10 persons drop out in three years, the yearly average is 3.3. In all 14 cases the reason for deleting them from the matriculation register was their failure to commence studies during the first term. This leads to the conclusion that the students enrolled had carefully considered their decision to study their selected speciality at this College. With all else being equal young people often prefer larger cities for studying, since they provide more opportunities for both learning and pleasure.

The 12 students of the Primary School Teacher curriculum passed a month-long introductory training practice as visiting students at Haapsalu College of Tallinn University. During the spring term of the 2006/2007 academic year students of the Primary School Teacher and Early Years Teacher curricula paid a study visit to Finland. The 13 students of the Early Year Teacher curriculum a week-long introductory training practice as visiting students at Rakvere College of Tallinn University. In the 2005/2006 academic year the students studying the Early Years Teacher curriculum took the subject Methods of Teaching Mathematics and in the 2006/2007 academic year Musial Education in Pskov (Russia). Item 8.2.3 deals in more detail with exchange students and future possibilities in this field.
5.4. Analysis of Professional Employment Opportunities of Graduates

According to statistics the birth rate has gone up in Estonia and this is also true for Ida-Viru County. This allows us to conclude that the occupancy rate of groups in preschool children’s institutions and classes in primary schools is about to improve, thus securing current jobs and creating new employment. Ida-Viru County has the biggest number of schools and preschool children’s institutions where the language of instruction is Russian (35 kindergartens and 36 schools). The majority of the recently employed teachers in these institutions are graduates of Narva College.

In addition to their major speciality the graduates acquire a minor speciality, thus increasing their opportunities on the labour market. The minor specialities of both curricula are partly geared towards bilingual educational institutions. The graduates can work in institutions where instruction is carried out in Russian, Estonian or in both languages. The changes in the Estonian education sector, which are described in more detail in item 1.1.3 require teachers with precisely such background.

Under both curricula the students can acquire a language related minor speciality (Russian or English) or another minor speciality, which is not related to language or instruction in Estonian. Primary school teachers can add social teacher training or correctional education as their minor speciality and Early Years Teachers – parents’ advisor in issues of upbringing. The minor specialities within the curricula are described in more detail in section 3.4.1.

Prior to starting work as a teacher students will pass a carefully considered training in the speciality schedule, aimed at getting to know different educational institutions, including those located outside the county. In the course of the training in the speciality they demonstrate professional skills to potential employers. The mentors give positive feedback about the preparation levels of students, supported by their assessment of the students’ skills and abilities.

The College has completed a detailed analysis for the speciality of Early Years Teacher, but there are no graduates yet in the speciality of the Primary School Teacher. Year-by-year the number of students has been growing who claim upon graduation as Early Years Teachers that they wish to work in their major speciality: in 2005 64%, in 2005 86% and in this year 80% of students. A large number of graduates say that they have secured a job even before they are awarded the diploma. Two years ago 40% claimed that and this year the rate was already 80%. The majority (90%) expect no problems with finding jobs. For details please refer to Appendix 28: Results of Feedback from Alumni of the Yearly Year Teachers Curriculum of 2005-2007.

The three year number of graduates from the Early Years Teacher curriculum and the number of them pursuing the chosen speciality (see the table below) show that 92% of the Open University graduates and 58% of the graduates from full-time study work in this speciality, the average being 75% of the total number of graduates. According to the questionnaire 14% move on to graduate studies. The broad outlook and wide selection of teaching skills allow the graduates to pursue other careers as well. They can be found as customer service providers in the private sector etc.

Graduates from the Early Years Teacher (with Russian as language of instruction) curriculum pursuing the chosen speciality: 2005-2007

<table>
<thead>
<tr>
<th>Graduation year</th>
<th>Number of graduates</th>
<th>Pursuing chosen speciality</th>
<th>Continuing studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>The Open University</td>
<td>Full-time</td>
</tr>
<tr>
<td>2005</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2006</td>
<td>8</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>2007</td>
<td>10</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>total</td>
<td>24</td>
<td>25</td>
<td>14</td>
</tr>
</tbody>
</table>
5.5. Student Council and Studying Process

The Student Council has to represent and defend the interests of students with the College administration, its other tasks include organisation of extracurricular activities and implementation of projects. The students participate in the management of the College via the College Council, the body where all major studies related matters are considered. The students are entitled to 1/5 of the total number of the College Council members, i.e. 3 students are represented in the College Council. The students have a say in and can make proposals concerning all items of the agenda of the College Council meeting. The students elect their representatives every month of May and their powers take effect as of the beginning of the academic year following the elections.

The Student Council operates through its working parties, which are dealing with studies, culture, sports, public relations and student accommodation. In order to better perform their tasks the Student Council has a separate office at their disposal. Active students is one of the priorities of the Student Council – this is achieved through organising various events, including the improvement of sporting facilities and possibilities. Cooperation with former members of the Student Council is considered very important. Two years ago the student newspaper DIXI was launched, so as to better store and communicate information.

The Students’ Studies Committee established in cooperation with the Student Council and the administration plays a key role for studies. Among the members of the Committee there are representatives of the Student Council, students from every study group, tutors, assistant advisers, heads of programmes and divisions, specialists in organising studies. The Student Study Committee discusses the organisation of studies, seeks solutions to problems, disseminates information, introduces and gathers feedback on changes/improvements/innovations concerning the organisation of studies.

The Studies Committee meets on the third Wednesday of every month. The main items on the agenda of the 2006/2007 academic year were the following: resit exams, deadlines for defending final theses, language learning possibilities, career counselling, subject studies in Estonian, practical teacher training issues, organisation of the work of the Students’ Scientific Society and the scientific conference for students, planning of elective and optional subjects and their schedule, development issues pertaining to the library, vacant student places and filling thereof, studies abroad.
5.6. Establish Advantages and Shortcomings and Propose an Action Plan for Eliminating the Shortcomings and Enhancing the Advantages

5.6.1. Advantages of the Student Body and Action Plan for Enhancing the Advantages

- Due to the multilingual study model Narva College facilitates admission of graduates from schools with Russian as the language of instruction by the University of Tartu. More than one-fourth of the graduates from schools with Russian as the language of instruction are students in Narva. These students mostly come from Ida-Viru County and after graduation they will take up jobs in the region and support considerably local development by doing so;
- The threshold value for admission is the same as that for similar University of Tartu curricula in Tartu. A sufficient number of students pass the threshold, thus creating a student body from Narva and Ida-Viru County with very high potential;
- Since 2004 the state has commissioned a stable number of student places from Narva College: 12 full-time and 10 Open University student places for the Early Years Teacher curriculum and 10 full-time and 5 Open University student places for the Primary School Teacher curriculum. It is important to emphasise the state commission for working teachers, built on the principle of life-long learning;
- The College has its own marketing plan, which also involves counselling of student candidates;
- The motivation of students to work as teachers is relatively high, 75% of the graduates as Early Years Teachers are actually working in the chosen speciality. The career management service of the College supports the students when they enter the labour market. In the course of two years the rate of students who expect no problems finding jobs has risen from 75% to 90%;
- Students are constantly and systematically involved in the organisation of studies of the College, mainly through the activities of the Students’ Studies Committee, Student Council and College Council;
- The College is relatively small and considers close ties (between senior and junior students and graduates) very important. Small study groups contribute to building good relations with the teaching staff;
- The students have good access to information via systematically operating sources (Study Information System, e-mailing list, forum, College newspaper, bulletin board etc). The College also has an advisory system, which brings together the various parties and which is being constantly developed;
- Access to study allowances. In the spring term of the 2006/2007 academic year 59% of the students studying the Primary School Teacher curriculum and 26% of the students studying the Early Years Teacher curriculum were granted allowances. This is proof of the good progress made by students fulfilling the curricula subject to accrediting. 33 students of the curricula receive supplementary allowances in the College. These students come from outside Narva and they must complete 100% of the curriculum in order to qualify for the allowance;
- The College has long-lived student traditions and many ways for recreation: Tatyana’s Day on 25 January, Student Days, the DIXI newspaper, the Students’ Scientific Society and Sports Club, LOKI Student Theatre. Supported by the College administration these student initiatives have made student life considerably more active;
- Students have the possibility to work at the College: they are employed as assistant advisors in the divisions, act as tutors, they are also preferred candidates for any vacant posts in the library and computer class. In total the College employs 10 students. Involvement of students as employees strengthens the ties between the student body, teaching staff and administration;
- The College has created additional extracurricular training opportunities for the students, e.g. training of teachers for youth camps, training for guides, banking training. These additional skills improve the employability of the students;
- Cooperation of students with other educational institutions (Narva Vocational Training Centre, Virumaa College of Tallinn University of Technology, Pärnu College of the University of Tartu, Viljandi Culture Academy of the University of Tartu, Rakvere College, the Student Council of the University of Tartu,
schools of general education and preschool children's institutions) builds closer relations between the various regions in Estonia and improves understanding of the Estonian education system.

5.6.2. Shortcomings of the Student Body and Action Plan for Eliminating the Shortcomings

- Too few students come from other regions in Estonia; almost 85% of the students taking the two curricula are from Ida-Viru County. The number of students who are graduates of schools with Estonian as the language of instruction is tiny, especially among full-time students (no graduates of schools with Estonian as the language of instruction are taking the Primary School Teacher curriculum; and they make up 1.6% of the students studying in the Early Years Teacher curriculum. The rates in the Open University are 13% and 23% respectively). As a result most of the graduates take up jobs in the home county, thus creating a shortage of teachers with Russian as the language of instruction in other regions. Due to the lack of Estonian students there is no Estonian language environment to promote studies in Estonian. As a solution the College ought to further pursue its marketing activities, especially through direct communication with student candidates from regions other than Ida-Viru County;

- In recent years competition for the Primary School Teacher curriculum places has been lower. One of the reasons is the requirement of five years of uninterrupted study. In addition public opinion does not hold the teacher’s profession in too high esteem: teachers have long and irregular working hours, life-long learning is a must, there is a lot of paperwork, for all this the pay is not too high and neither is the opinion of parents and pupils of the teacher. The prestige of the teacher’s profession has to become an issue of national importance. In the College we have to work with secondary school leavers and inform them about the various minor specialities that can be pursued in the College and that can make their future career planning more flexible etc.

- According to the opinion of the teaching staff who were members of the self-analysis commission the independent working skills and Estonian language skills of the students need further development. The proposal to improve Estonian language learning during the junior years came from the students. After that it would be possible to take various subjects in Estonian. The need for better Estonian language learning was also reflected in various student questionnaires (see Appendices: 28, 34: Results of Feedback from the First Year Students and Alumni at the End of the Academic Year 2006/2007). The College has plans to increase the share of teaching mandatory subjects of the curricula under accreditation in Estonian from the current 35% to 50%.
6. STUDY ENVIRONMENT
6.1. Analysis of the Sufficiency, Condition and Equipment of the Lecture Rooms

6.1.1. Sufficiency and Condition of the Lecture Rooms

The building of Narva College of the University of Tartu is located in the centre of Narva Town. This location is convenient as it ensures easy access both for pedestrians, users of public transport and users of individual transport.

The building of the College was erected in 1964 as a polytechnic school. The College premises consist of two joined buildings, the building of the gymnasium and the additional building which was erected for workshops of Narva Polytechnic School. The net area of the building is 6457.1 m². The two buildings of the College are 3-storeyed and have a basement. The students’ cloakroom, the canteen rooms as well as utility and storage rooms are situated on the basement floor of the building. The offices of the College administration, Divisions and lecture rooms are located on the first floor. On the second floor there are computer laboratories, lecture rooms and offices of the Divisions. The College library is situated on the third floor. Lecture rooms of the third floor are not renovated and they are not actively used for holding lectures.

The College uses 11 lecture rooms for everyday teaching. Six of these rooms seat 25 people, one room is for 35 people; two rooms are for 50 people each, one seats 80 people and one auditorium is for 100 people. The condition of Narva College lecture rooms, offices of Divisions and administration as well as the commonly used rooms correspond to the norms recommended by the Rector of the University of Tartu Decree no 8 “Regulation of Use of Buildings and Rooms of the University of Tartu and Recommended Area Norms” of 4 April, 2007.

The lecture rooms that are mainly used for holding lectures were renovated in 2000-2005: the windows and the floor covering were changed, the walls were painted and the appropriate lighting was installed. The lecture rooms were equipped with necessary furniture. The College has a sufficient number of lecture rooms and their condition in normal, according to the financial possibilities of the College. The building has not undergone a major renovation since the time of its erection.

6.1.2. Equipment of the Lecture Rooms

The lecture rooms of the College have necessary modern equipment. Eight of the lecture rooms have the Internet connection, and besides, in all the 11 lecture rooms it is possible to use WiFi connection. WiFi connection is also available in the whole building of the College and in the hostel which allows unrestricted free-of-charge access to the Internet.

All the 11 lecture rooms and the computer laboratory are equipped with overhead projectors (there are 12 OH projectors in total). There are 9 data-projectors in the College, 5 of them are fixed-site in lecture rooms. The other four projectors can be installed in lecture rooms in case of necessity and on request of a teacher. All the lecture rooms have fixed-site chalkboards.

The College also has 5 TV-sets, 3 VHS recorders and 6 DVD-players that can be used by the teaching staff. This equipment is installed in lecture rooms according to the schedule determined by the lecture timetable. The Administrative Director is responsible for the availability of the studying equipment. The College IT manager bears responsibility for the condition and working order of the equipment.

In addition to the studying equipment that is applied in everyday studying process, the College also uses IT means that enable data exchange (servers) and the conference equipment for holding seminars and conferences (video conference equipment). Proceeding from the Action Plan of the College Development Plan and the financial possibilities of the College, in autumn 2007 the College is to change the outdated server park and to
update the server park with a pack-up server, to bring up to date the conference equipment and to purchase simultaneous interpreting equipment.

There are 87 operating computers in the College. 54 computers are used by the College staff and students outside the computer laboratory. Besides the computers in the computer laboratory students can use 3 computers in the library and 1 computer in the Student Council office. Each member of the administration has a personal computer. All the offices of the Divisions are also equipped with computers. There are 24 computers in the offices of the Divisions. All the computers have access to the Internet.

The College is planning to purchase laptop computers for all the full-time teachers. At present 2 laptop computers are available for the teaching staff and 5 more laptop computers are to be purchased in September 2007.
6.2. Development Strategy and Analysis of the Technological Level of Special Equipment for Laboratories and Lecture Rooms

There are no special laboratories in the building of Narva College. The only room with special equipment is the computer laboratory. The College computer laboratory has 32 desks and it is divided into two rooms by a glass wall. The bigger room is for 18 people and the smaller room has 14 desks. In the course of renovation works, the under-floor net and electricity system was installed, the ventilation system was renewed, new lighting were installed; new furniture, corresponding to the requirements of a computer room, was purchased and installed. There is a separate server’s room. Only legal software is used in the computer laboratory, as well as in the whole College.

The College computer laboratory is open 5 days a week from 8 a.m. till 8 p.m. On Saturday it is open from 9 a.m. till 2 p.m. The computer laboratory can be used by all students of Narva College and the University of Tartu, participants of courses of continuing education and retraining. The working time of the College computer laboratory and the library is the same in order to provide students with opportunities for working in the computer laboratory with necessary sources from the library. In case of any questions or problems users of the computer laboratory can approach the manager of the computer laboratory who is present in the laboratory during its working hours. Traditionally, College students work in the computer laboratory part-time.

The Action Plan of the College Development Plan includes updating of the computer laboratory and its development to the linguistic laboratory which is to take place this autumn. The aim of establishment of the linguistic laboratory is to apply the most up-to-date means of information and communication technology (computer-based and digital programmes for language learning) in language teaching and learning. The linguistic laboratory will improve the efficiency of language teaching in the College and support independent language learning.

Today the technical level, conditions of use and the working hours of the computer laboratory meet the learning requirements of its users.

Students are provided with printing, copying, scanning and spiral-binding services. Students can use 3 copying machines where they can print out documents from any computer of the computer laboratory. Each student has a numerical code or a card with a user limit used for printing or making copies. Printing or making copies of one page costs 0.75 kroons. Scanning is free of charge. The scanning service is provided by the computer laboratory, where students can also use spiral-binding service at a modest price.
6.3. The Condition of the Library and Development Plans.  
Availability of Study Materials.  
Possibilities of Using Information Networks

6.3.1. The Condition of the Library and Development Plans

The total area of the library is 426.6 m². It is divided into five rooms: the hall of book registration and periodicals, two halls with accessible open shelves, the reading hall, and the bookstore. The major renovation of the halls with accessible open shelves, the reading hall and the WC-s was carried out during the summer of 2003. In the course of these works 279 m² of the total area were renovated and the rooms were improved to the required condition.

There are 54 working places in the library. The readers can use 3 computers with access to the Internet and word-processing programmes, they are also provided with the opportunities for listening to audio materials. Beginning from August 2006 the library has WiFi area. The safe-keeping of books in the library is ensured by the electronic protection system. The library staff have all the necessary technical equipment. The Development Plan of the library includes setting up 10 working places with computers as it will increase the importance of the library as a study centre. The additional working places are to be set up during the autumn term of 2007.

The library is open from 9 a.m. to 8 p.m. from Monday to Friday. The working hours on Saturday are from 10 a.m. to 4 p.m. in order to provide students of the Open University and retraining courses with the possibilities for working in the library. The library has the same working hours as the computer laboratory. Beginning from the autumn term of the academic year 2005/2006 the staff of the library consists of the librarian, librarian assistant (part-time) and the director of the library who has a corresponding higher education. Part-time employees in the library are College students.

The project of the library Development Plan „Development of Narva College of UT Library in 2005-2006“ was completed during the summer of 2005. In the spring of 2006 the amended project „Narva College of UT Library in 2007-2010“ was issued (see Appendix 38: The Development Program of Narva College Library 2007-2010). The new Development Plan pays special attention to changes in the library environment: the library as a strategic partner of the College (teaching skills of information letter-writing, support of producing digital studying materials) and the library as a reader-centred institution (co-existence and integration of virtual and physical library). The annual Action Plan is developed for improving the Development Plan.

6.3.2. Availability of Study Materials and Services Provided to Readers

All the libraries of the University of Tartu are at the disposal of students of the College. Tartu funds are used through the system of inter-library lending and Internet data bases. Their possibilities are described below.

The priorities in purchase of new books for the College library are literature for the compulsory subjects of the College curricula, reference literature and dictionaries. Besides, the library purchases publications of the basic informational level, including a limited choice of general literary works, monographs and reference works, important periodicals. The library also orders literature essential for the studying process and its management which includes a larger choice of monographs and reference works of more general content and a limited choice of monographs and reference works of more specific content, magazines from the fields corresponding to the specialities taught in the College. Constant purchase of new literature ensures systematic information in the taught fields and satisfies readers’ needs in the extent of Diploma, Bachelor’s and Master’s curricula of the College. The College languages of teaching are also considered when ordering compulsory literature which means that the library purchases literature both in Estonian, Russian, English, German and other languages.

The order of compulsory literature and periodicals in the speciality is decided upon by the Committee which consists of the Heads of the Divisions and the Holders of the curricula. Work of the committee is supervised
by the Director of the College. The Heads of the Divisions compose an overall table of the sources ordered by the teachers at the Divisions and the table is then presented to the library. In order to increase the number of copies of compulsory literature the library deals with re-ordering.

Book donations, first of all the campaign „Estonian Book to Narva“ initiated in 2000, have greatly assisted in the enlargement of the library fund. The biggest donation at the overall cost of 60,000 EEK was done by Robert Bosch Fund from Germany. The library fund has been substantially enlarged with donations of various faculties and teachers of the University of Tartu, teachers of Narva College and visiting lecturers, as well as with the books given by publishing houses, different institutions and organisations. In 2004 the library was given 504 copies, in 2005 – around 1020 copies and in 2006 the library received around 629 copies.


Each year the library fund is enriched with studying materials and compendiums composed by members of the teaching staff (there are 26 titles in the library) and the College publications which support implementation of the curricula both in full-time study and in the Open University. 12 publications were issued for the needs of the Primary School Teacher and Early Years Teacher curricula (see Appendix 39: College Publishing Activity).

Students’ graduation theses which received the marks „excellent“ and „very good“ are also kept in the library along with final papers of students of teacher retraining courses. Students’ graduation theses are registered in the electronic catalogue ESTER, and the lists of students’ graduation theses and final papers of students of teacher retraining courses are available at the library home page beginning from May 2007.

Availability of study materials is facilitated by the electronic catalogue ESTER. It is the overall catalogue of libraries in Estonia which is administered by Eesti Raamatukoguvõrgu Konsortium (Estonian Libraries Network Consortium). ELNET is a non-profit association established for joining public interests of libraries. The aim of the Consortium is non-profitable support of science, culture and education through development of cooperation between libraries. The main area of work of the Consortium is administering and developing information system ESTER and administering the integrated library system INNOPAC which is the basis of ESTER. Another area of the Consortium’s work is coordination of collecting of electronic publications between the libraries–members of the Consortium.

As from the date of 01.01.2007 29281 copies (books, magazines, manuscripts) of the College library have been registered into the electronic catalogue ESTER of the University of Tartu. The library of Narva College is the biggest of all the libraries of the University colleges. Narva College library has its own scope in the electronic catalogue ESTER which allows to search only the sources of the College library. The electronic catalogue ESTER is used free of charge, it is accessible from each computer with the Internet access. The electronic catalogue ESTER allows the reader to search for necessary sources, order books on-line, check the lending deadline and extend the deadline through MINU ESTER.

The College library started electronic servicing of its users in the autumn term of 2002. As from the date of 01.01.2007 there were 965 registered users. Libraries of the University of Tartu and Narva College issue a reader’s card that is integrated in right and responsibilities. Beginning from the autumn term of the academic year 2006/2007 it is possible to use services of the library with an ID-card as well. Books are lent to the teachers and students of the College, and, on the basis of the corresponding agreement, to students and employers of other educational institutions. Other people are allowed to use the books only in the reading hall. The books are lent for the following terms: 24 hours, 7 days, 14 days, 30 days and for one term to teachers. The rules of lending are in agreement with the corresponding rules of the University library.
Readers of Narva College library can use the RVL-service (inter-library book exchange) free of charge. The need for scientific literature in the College has increased: in 2005 readers received 193 books through the RVL-service, in 2006 - already 249 books and in the first half of 2007 readers ordered and received 174 books.

A large volume of individual work to be done by the students has increased the importance of the library in the studying process which is reflected in the growing number of book lending (2004 – 14139 books, 2005 – 19385 books and in 2006 – 26808 books).

The College library has a long-term cooperation with Narva Central library. Students and teachers use the funds of the central library; the libraries also co-operate in purchasing of literature in the specialities taught in the College. Materials of the „American Corner“ located in the library are actively used for English language learning. This collection was made public with the support of the Embassy of the United States. Pupils of Narva schools can use literature in the Estonian language of the College library. The director of the College library is a member of the Council of Narva Central library, and she also participates in the training in the speciality organized by Narva Central library.

6.3.3. Possibilities of Using Information Networks

The Internet is easily accessible to the College students at the working hours of the computer laboratory and through WIFI connection in the building of the College and in the hostel. These aspects were previously discussed in detail.

Several years ago teachers raised the question of the necessity to improve the level of students’ competence in collection, analysis and application of information as well as to develop their skills of work in the library. The College library as a higher educational institution library has been paying more attention to teaching informational competence, in order to ensure implementation of the studying programmes and reach good results represented by students’ skills. Beginning from the autumn term of the academic year 2005/2006 students are provided with corresponding studies. Along with introduction of the ESTER and RVL catalogues the students are acquainted with the bibliographic data base of articles in Estonian periodicals ISE, bibliographic data base of pedagogical literature HARIDUS, data bases of Estonian legal system RIIGI TEATAJA and ESTLEX, statistics data base EESTI STATISTIKA, and electronic catalogues of central libraries. Students are also acquainted with e-services of the library: checking and extending deadlines of their lending through MINU ESTER, ordering books, receiving an e-mail notification about availability of the ordered book or the termination of the lending deadline.

The teaching staff and librarians have effectively co-operated to improve the training in the field of informational competence. In the spring term of the academic year 2006/2007 the web-based training for all first year students in the use of EBSCO data base was added to the syllabi of the subjects “Introduction to Studies” and “Basics of Education” (available beginning form the autumn of 2007). The corresponding training was also organized for the teaching staff (in autumn of 2005). The training was connected with the particularity of the specialities. The teachers were introduced data bases in social sciences, pedagogy and psychology: ERIC, PsycInfo, PsycARTICLES, PsycCRITIQUES, Linguistics and Language Behavior Abstracts.

The College library cooperates with the library of the University of Tartu in Tartu with representation of e-magazines and data bases. The data bases of electronic scientific articles on the home-page of the UT library are available for all the members of the University of Tartu. The following data bases are available in the computer network of the University of Tartu: Blackwell Synergy (collection of e-magazines of Blackwell publishing house which consists of 755 e-magazines in nature studies, medicine, sciences and humanities), Britannica Online (Britannica encyclopedia), e-magazines of Cambridge University Press, Emerald Fulltext (over 130 e-magazines of Emerald Group Publishing mostly in economics, management and engineering), Faculty of 1000 (the data base of references recommended by the leading scientists of the world), archives of electronic magazines JSTOR Arts & Sciences I Collection, JSTOR Arts & Sciences II Collection, JSTOR Business Collection, Oxford Reference Online (Oxford University Press information portal which includes various dictionaries, and
biological lexicons); e-magazines of Oxford University Press; Research Europe (European biggest grant fund and portal of research policy news); Science Direct (access to 644 electronic magazines of the publishing house Elsevier).

There are other data bases freely available on the Internet, including the bibliographic data base of articles in Estonian periodicals ISE. Access to information sources through long-range search provides the biggest information availability for teaching and research work in the College. The number of computers used in teaching is sufficient as it was described before.
6.4. Adequacy and Level of Service Units (Meals, Hygiene, Recreation, etc).

The College Department of Services consists of 15 employees responsible for the condition, cleaning and security of the College building and territory. The College rooms are cleaned everyday before the beginning of lectures. During the day the cleaner on duty checks the conditions of the rooms and cleans them. Two times a year the floors in all rooms are thoroughly scrubbed and waxed. The windows of the College building are cleaned from the inside and outside two times a year. The caretaker is responsible for the condition of the territory of the College.

The College has a hostel including 150 places. The hostel allows to provide students with accommodation. The hostel was erected in 1969 and needs a major renovation. By means of projects and self-financing the College has carried out renovation works which ensure that the hostel is in a proper-for-living condition. 50% of the windows were changed; supply lines and shower rooms were renovated. The rooms of the hostel are furnished.

The College has a canteen for 40 people which is situated on the basement floor of the College and follows all the requirements of health care, hygiene and nutrition. The choice of meals is large and the prices are modest. On the basis of the corresponding agreement the rooms are rented to the firm AS Mann Grupp which uses the rooms according to their purpose and ensure continuous work of the canteen. The canteen is open on weekdays from 9 a.m. to 5 p.m. and on Saturdays from 9 a.m. to 3 p.m. There are free drinking water tanks for students, teachers and administration workers which ensure availability of high-quality drinking water.

In the halls of the first two floors of the College building there are benches for sitting, on the staircase of the second floor there is a resting centre where teachers and students can read latest newspapers. The College library is equipped with corresponding upholstered furniture, available to everybody CD-players with headphones. Students’ possibilities for recreation are raised with the gymnasium of the area of 400 m².

The College ensures the best level and adequacy of service units possible with the financial sources it has.

Up to the year 2004 the College budget was rapidly increasing which was due to successful project activities and increase in providing paid educational services. The peak rise of the year 2004 was followed by a stable and even budget increase in 2005-2007. In 2007 the College budget is 19.4 million kroons (see Appendix 40: Fulfilment of Budget in 2004-2006 and Budget for 2007)

The budget stability is ensured by the financing of state-commissioned places and tuition fees. Beginning from 2005 the College budget has received new budget items. In 2005 continuing education courses became a separate budget item which showed a moderate but stable rise in the years 2005, 2006 and 2007. ESF grants also became an item of the budget in 2005 when the College received the first ESF grant. Beginning from 2006 the College budget received the budget item of financing from support funds which constituted 8 450 064 million kroons in the period of 2005 - 2008.

The increased budget allowed to ensure stable and motivating increase in salaries. Salaries of Narva College teaching staff meet the requirements of the University. On March 1, 2007 the minimum amount of each salary level was raised by 10%. In 2006 the average base salary of Narva College teaching staff was 8835.90 and the final amount was 11576.46 kroons per month, where additional pay constituted 2740.56 kroons or 23.7%. At the same time the average salary in Estonia was 9407 kroons. There is expected an increase in salaries of University teaching staff from January 1, 2008.

The increase in the budget has allowed to allocate bigger sums on trainings and business trips.
6.6. The Biggest Development Project of the College – a New College Building in the Old Town

In 2003 in order to improve the studying environment of the College it was decided to erect a new building of Narva College. The new premises are to be built on the territory of Narva Old Town next to Narva Town Hall. In the spring of 2007 the Economic Committee of the Parliament of the Republic of Estonia separated free land to the University of Tartu for the erection of a new building of Narva College. In 2005 pre-constructional and archeological researches were conducted on the territory of the new building. The state architectural competition for the architectural design of the new building was announced in 2005.

The design named “Rain” won the state architectural competition. In 2006 the construction project was developed on the basis of this design. The project of the new building was designed considering, first and foremost, the social and humanitarian direction of studies in Narva College. The construction project of the new building is characterized, differently from the present College premises, by well-planned size and functionality, student and teacher-centred concept of rooms. The studying environment will become more efficient, the opportunities for recreation will be raised.

At the present moment the University of Tartu is searching for financial means for the erection of the new College building. The University applies for receiving financial support from the sources of the budget for 2007-2013 of Funds of the European Union. 11 million of Estonian kroons was spent on pre-constructional works and development of the project. Considering today’s constructional costs, the erection of the new College premises is to cost 120-160 million Estonian kroons.

In 2004 the Government of the Republic of Estonia decided to support the building of the new College premises with 48 million Estonian kroons from the Funds of the EU and the Republic of Estonia. Last year there appeared disagreement between Narva Town and the University of Tartu in the correspondence of the construction project to the conditions of detailed planning and preservation of historical sites. These issues are considered by the Administrative Court of Tartu County. At the beginning of 2007 the University refused from the financial means of the European Union.

6.5.1. Advantages and Shortcomings of Material Sources

6.5.1.2. Advantages of Material Sources

- positive budget, stable financial support from the state, constant increase of the College’s income (including financial means of the EU and various projects). The task of the College administration is to stick to the conservative budget policy;
- the library has a current development plan; funds of the library are enlarged constantly and according to the plan. This autumn additional sources are to be involved in project-based development of the library: new working places with computers are to be set up, new software is to be purchased, thanks to the change of the server the data exchange will take less time;
- building of the new premises of the College will improve the quality of the studying environment. Pre-constructional works and development of the project were carried out according to the plan, it is necessary to find financing from the sources of the Funds of the European Union in the period of 2007-2013;
- the College students are satisfied with renovation works in the present building; the college rooms are in proper condition;
- lecture rooms are well-equipped with modern studying equipment; new projects for purchasing new equipment are developed in order to maintain this level (this year the College project receives 2 million kroons from the means of Estonian Regional Development);
- the computer laboratory corresponds to the requirements; financial possibilities for further development of the computer laboratory into the linguistic laboratory (autumn 2007) which is essential for support of the main College activity;
• the college has a hostel for 150 people which needs major renovation. The College will apply for financial support from the sources of the Funds of the European Union in the period of 2007-2013.

6.5.1.3. Shortcomings in Material Sources
• there is no security in the issue of financing of the new building. The final decision is to be taken by the University of Tartu and the Ministry of Education and Research;
• The present premises of the College have high maintenance expenses and they are inconvenient due to their age. These problems are to be solved with the erection of the new building;
• the College hostel needs modernization which is to be done through major renovation of the hostel;
• the College spatial possibilities do not allow for further development of the library. The problem is to be solved with the erection of the new building.
7. ACADEMIC AND SUPPORT STAFF
Primary School Teacher (Russian as Language of Instruction)

1. The number of elected lecturers: 22. The number of lecturers teaching the curriculum subjects: 46. One visiting professor Ekaterina Protassova, 1 lecturer, Karsten Brüggemann, is invited from abroad and has been elected a full-time lecturer, 1 visiting lecturer John Stimpson Poynter.

2. The structure of the working load of lecturers: 85.2% full-time, 2.7% half-time and 12.1% less than half-time (paid by hours).

3. The average age of lecturers: 45 years; teaching experience in higher education 11.5 years; practical professional experience 19.7 years.

4. Qualification of accountable lecturers: PhD: 7; Cand. of Sc.: 9; MA: 12.

5. Number of publications (see Appendix 41: List of Scientific Works 2004–2007):
   - In 2007 (January-May) 13 publications from lecturers teaching the curriculum (8 publications directly connected to the curriculum)
   - In 2006, 45 publications from lecturers teaching the curriculum (26 publications directly connected to the curriculum)
   - In 2005 29 publications from lecturers teaching the curriculum (17 publications directly connected to the curriculum)
   - In 2004 36 publications from lecturers teaching the curriculum (14 publications directly connected to the curriculum)

6. Presentations at scientific conferences (see Appendix 42: Presentations at Scientific Conferences and Seminars 2004–2007):
   - In 2007 (January-May) - 14 (8 directly connected to the curriculum)
   - In 2006 - 26 (16 directly connected to the curriculum)
   - In 2005 – 47 (26 directly connected to the curriculum)
   - In 2004– 24 (15 directly connected to the curriculum)

7. Compiled study materials directly connected to the curriculum in 2004 – 2007: 18 (see Appendix: 43: Studying Materials for the Primary School Teacher and Early Years Teacher)
   Compiled e-courses directly connected to the curriculum in 2004 – 2007: 18 (see Appendix: 44: E-learning Courses in WebCT for the Subjects of the Curricula Primary School Teacher and Early Years Teacher)

8. Support staff: 22

9. The list with data about the staff teaching all the subjects of the curriculum. (see Appendix 45: Data About the Staff Teaching All the Subjects of the Primary School Teacher Curriculum)

10. Conformity of the academic staff to the higher education standard (see Appendix 46: Conformity of the Academic Staff of the Primary School Teacher Curriculum to the Higher Education Standard)

Early Years Teacher (Russian as Language of Instruction)

1. The number of elected lecturers: 20; The number of lecturers teaching the curriculum subjects: 37.

2. The structure of the working load of lecturers: 88% full-time; 9% half-time, 3% less than half-time (paid by hours).

3. The average age of lecturers: 45 years; teaching experience in higher education: 11.4 years, practical professional experience: 17.9 years.

4. Qualification of accountable lecturers: PhD: 7; Cand. of Sc.: 9; MA: 12.

5. Number of publications, (see Appendix 41: List of Scientific Works 2004–2007):
   - In 2007 (January-May) 13 publications from lecturers teaching the curriculum (1 publication directly connected to the curriculum)
   - In 2006 45 publications from lecturers teaching the curriculum (7 publications directly connected to the curriculum)
   - In 2005 29 publications from lecturers teaching the curriculum (10 publications directly connected to the curriculum)
   - In 2004 36 publications from lecturers teaching the curriculum (11 publications directly connected to the curriculum)
6. Presentations at scientific conferences (see Appendix 42: Presentations at Scientific Conferences and Seminars 2004–2007)
   In 2007 (January–May) - 14 (6 directly connected to the curriculum)
   In 2006 - 26 (9 directly connected to the curriculum)
   In 2005 – 47 (9 directly connected to the curriculum)
   In 2004 – 24 (6 directly connected to the curriculum)

7. Compiled study materials directly connected to the curriculum in 2004–2007: 17 (see Appendix: 43: Study ing Materials for the Primary School Teacher and Early Years Teacher)
   Prepared e-courses directly connected to the curriculum in 2004 – 2007 : 12 (see Appendix: 44: E-learning Courses in WebCT for the Subjects of the Curricula Primary School Teacher and Early Years Teacher)

8. The number of support staff: 22

9. The list with data about the staff teaching all the subjects of the curriculum. (see Appendix 47: Data About the Staff Teaching All the Subjects of the Curriculum Early Years Teacher)

10. Conformity of the academic staff to the higher education standard (see Appendix 48: Conformity of the Academic Staff of the Early Years Teacher Curriculum to the Higher Education Standard)
7.1. **Analysis of Sufficiency, Suitability and Qualifications of Lecturers**

The number of lecturers working on the Primary School Teacher and Early Years Teacher curricula is sufficient. 46 lecturers (85.2% out of them full-time) work on the Primary School Teacher curriculum 37 lecturers (88% out of them full-time) work on the Early Years Teacher curriculum. It is important to mention that the main subjects are taught by full-time lecturers.

According to § 10 of the Teacher Training Framework requirements at least 60% of the Primary School Teacher and 50% of Early Years Teacher training curricula should be taught by lecturers that are active in development and research and have a PhD degree or qualification corresponding to the above mentioned. 203 credit points out of 326 (including all minors), i.e. 62.3% of the Primary School Teacher curriculum is taught by lecturers with the degree of PhD or Candidate of Sciences. The average working experience in higher education is 11.5 years and practical professional experience is 19.7 years. The latter means that many lecturers have practical experience from school, some of them (usually contracted teacher-methodologists that teach didactics) work at school full-time.

98 credit points out of 180 (including all minors) i.e. 54.4% of the Early Years Teacher curriculum is taught by lecturers with the degree of PhD or Candidate of Sciences. The average working experience in higher education is 11.4 years and practical professional experience is 17.9 years.

Narva College employs lecturers of the faculty of education as supervising lecturers. They have reviewed the college syllabi. College lecturers can consult them when needed. College lecturers also supervise practitioners from pre-school institutions that carry out instruction. As the result of cooperation between the faculty of education and college full-time staff the academic personnel that is teaching the curriculum complies with the higher education standard (see Appendicies 46, 48: Conformity of the Academic Staff of the Curricula to the Higher Education Standard).

As pre-service training of Primary school teachers and Early years teachers assumes thorough theoretical and practical preparation, then the academic staff that teaches general education subjects is actively involved in research (see 7.4) whereas teaching practice and methodology-related subjects are dealt with by the outstanding teacher-methodologists. (see Appendix 49: Curriculum Vitae of the Leading Staff Involved in with the Curricula)

For instance, the subject “Theory and General Didactics of Musical Education” (in the Primary School Teacher curriculum) is taught by conservatory-educated Mihhail Gorjushin who is the conductor of children and boys’ choir of Narva choir studio and who has compiled a voluminous set of methodological materials. His choirs have been awarded at several international, national, town and school contests. Practical Estonian is taught by a practicing school teacher Maret Annuk who in 2007 wrote a project application “Legends of Nature” to the Non-Estonian Integration Foundation and as a result of that Russian schoolchildren got a possibility to spend their summer holidays in the Estonian-speaking environment. The subject “Analysis of Social Problems” is taught by Natalja Umarova who has PhD in Social Pedagogy from 2006 and who is the manager of NGO “Home for every child”. This organisation offers socio-psychological help to children and families and cooperates with all schools in the town. Teaching practice is supervised by Olga Lavrova. She has 25 years of professional experience from general education and in 2007 she defended her Candidate of Science degree with the research paper “Technology of Variants of Studying Process Organisation in the System of Developing Learning”.

“Musical Education” (in the Early Years Teacher curriculum) is taught by Meeme Liivak who is active in folk music and who has published several methodological materials for pre-school. „Methodology of Teaching Mathematics at Pre-School Level” is taught by Inge Konovalova who is a pre-school methodologist with 25 years of experience in the field. In 2006 she was elected the best teacher of Narva. “Work with Family” is taught by Sergei Džalalov who has more than 10 years of practical experience from Rehabilitation Centre. Teaching practice is supervised by Jelena Ivanova who has worked in the kindergarten for 7 years. Apart from that she teaches Special Pedagogy and Speech Therapy and has 10 year experience in the field.
7.2. Analysis of Selection, Upgrading and Renewal Procedures of Lecturers

7.2.1. Election of Lecturers and Renewal of Staff: Procedure and Analysis

Election of fulltime lecturers is administered in accordance with regulations of the University of Tartu Fulltime Staff Election Procedures (approved by decree No 1 of the University of Tartu Council on January 30, 2004, see Appendix 50: University of Tartu Fulltime Staff Election Procedures) assessment, the competence of the candidate for fulfilling the tasks set in the job description is evaluated and the suitability of the candidate is estimated on these grounds. (see Guidelines for Evaluating Candidates to Positions of the University of Tartu Teaching and Research Staff, http://www.ut.ee/orb.aw/class=file/action=preview/id=44614/guidelinesforevaluatingcandidates.html) The competence categories include teaching, research activity, methodological work and other tasks, e.g. in-service training, participation in boards and committees, etc.

The College Council administers the election of fulltime teachers, teaching assistants, lecturers and associate professors. The assessment of suitability of the first three is prepared by the head of the division. The suitability of the candidate for the associate professor’s position is assessed by a 3-member committee that has 2 outside members. All fulltime staff members of college conform to the requirements set by the University of Tartu. Academic staff is contracted depending on the position (teachers and teaching assistants are contracted for 3 years, lecturers for 4 years and associate professors for 5 years). Elections to academic positions are carried out twice a year (in the end of spring and autumn semester). There were no elections in the autumn of 2006/2007, in the spring of 2007 the competition was announced to fill the positions of fulltime lecturers in English, Public Health and General Pedagogy. Vjatšeslav Konovlov was re-elected as the lecturer of the English language, assistant lecturer Marge Grauberg was elected the lecturer and no candidate qualified for the position of lecturer in General Pedagogy.

By the summer of 2007 14 lecturers of accredited specialities will have been re-elected to their positions. In re-election the work results of the past period will be assessed. The main focus will be research, especially while selecting lecturers and associate professors.

To motivate colleagues a system has been established where colleagues have been elected to a higher academic position (primarily from a teaching assistant to a lecturer) before the existing contract has expired. In announcing the new position development and research activity is taken into account (significant methodological contribution, successful doctoral studies, etc). 4 lecturers: Marge Grauberg, Larissa Degel, Diana Maisla, Niina Raud have undergone this procedure in the above mentioned curricula.

Out of 22 fulltime lecturers 20 have been elected, there are 2 invited lecturers. The average competition has been 1.0 this far. No candidate qualified for the position of Lecturer in General Pedagogy in the spring of 2007.

According to the above mentioned it could be stated that the college has stable academic staff and majority of positions are filled through public competition and election that conform to the procedures and requirements set by the University of Tartu. The latter serves as the quality warranty.

7.2.2. Upgrading of Lecturers: Procedure and Analysis

College has worked out the upgrading and support system. The most important one is upgrading in postgraduate studies, first and foremost doctoral studies. 9 lecturers are doctoral students and 2 are involved in Master’s studies (see Appendix 51: The Teaching Staff’s Studies for Obtaining Academic Degree). In the last 3 years 1 doctoral thesis and 2 Candidate of Science theses have been defended. Vadim Semenov defended doctoral thesis „Joseph Brodsky in the North Exile: Poetics of Autobiographism”, Niina Raud Candidate of

Research work is supported by the system of sabbaticals and flexible work schedule that allows working in Tartu and Tallinn libraries. According to § 111 of the University of Tartu Statute every fulltime lecturer of the University has the right to apply for a full-paid free-of- duties semester every 5 years in order to upgrade or create. The applications are reviewed and the decision is made by the College Council. College has given preference to those finishing their doctoral theses. In the spring of 2006/2007 2 lecturers, Vjatšeslav Konovalov and Marje Joalaid, were on sabbatical. In 2007/2008 5 lecturers will be on sabbatical: Anna Golubeva, Anna Džalalova, Jelena Nõmm in autumn and Marge Grauberg and Niina Raud in spring.

Assignment system supports making presentations at international seminars and conferences as well as international communication. The lecturers can also start their personal scientific network. Part 8 looks at international communication in detail.

The Teacher Training Framework Requirements §8 part 3, §9 part 7 state that every lecturer has to take a course in higher education pedagogy (4 credit points). The majority of Primary School Teacher and Early Years Teacher curricula lecturers have taken this course. 20 lecturers have a certificate. Active participation of teachers in the higher education pedagogy courses is shown in Appendix 52: Teaching Staff’s Participation in In-service Training Courses in the Field of Teacher Training 2004–2007.

In-service training is a highly valued activity at the college. College has established a unified system of the academic staff that also includes administrative staff. Other in-service courses are supported likewise, e.g. advanced e-learning. College has a training plan that guides in-service training till 2009 (see Appendix 53: Training Plan for Academic Staff of Narva College from Spring, 2005 to Spring, 2009). It focuses mainly on fields that support teaching; these fields are determined by the Development Plan of the college. It highlights regular language studies, specifically English, in earlier years (2004-2005) the main focus was on e-learning: 22 e-courses have been compiled in accredited curricula.

In accordance with the training plan there are 2 up to 3 day courses that bring together academic and administrative staff. The following joint seminars took place in 2006/2007: Self-assertive lecturer (2-3 February, 2006); Guiding adults in the learning process (13-14 October, 2006); Communication skills of teacher trainers (5-6 February, 2007). Prior to the beginning of the new academic year there will be a training seminar: Goals that we achieve in cooperation- bringing together planning, assessment and learning. The last trainings have been supported by the ESF project No. 1.0101-0211 “Raising the competitiveness of graduates through quality rise of teaching and initiated by the University”.

Joint activity of university lecturers is supported by college scientific seminars (see Appendix 54: Scientific seminars of Narva College of the University of Tartu 2005-2007) where one of the colleagues introduces his/her research and work. These seminars are open for everybody interested in the subject including students. In the spring semester of 2007 the following seminars took place: Ekaterina Protassova, PhD: The aspect of multiculturality in pre-school/school pedagogy (02.02.07), Larissa Degel, MA: Associative experiment to modern linguistics (18.04.07), Olga Burdakova, MA: Method of the linguistic experiment (09.05.07).
7.3. Principles of Allocating the Workload and Assigning Administrative Extra Tasks

7.3.1. Principles of Allocating the Workload

Work assignments and working load of lecturers is regulated by the job description of the academic staff (Resolution of the University of Tartu Council No. 53 from June 25, 1999, http://www.ut.ee/orb.aw/class=file/action=preview/id=44610/Job_Descriptions.html). It lists the job assignments of lecturers including the number of classroom work hours; types of work assignments, the volume of research and developmental work, forms and volumes of teaching, methodological work, rights and responsibilities. The assignments of lecturers are also determined in the competition instruction.

Allocation of classroom work hours is compiled by the Head of the Division for one academic year. The norms of workload and curriculum classroom work hour volume serves as the basis for allocating the classroom work hours. The number of classroom work hours can differ from semester to semester (or weekly). Workload is reviewed together with the lecturer and approved by the director of the college. The minimal workload is determined in the job description of the academic staff being 246 classroom work hours for the associate professor, 317 for the lecturer, 352 for the assistant lecturer and 493 for the teacher.

Lecturers that do not have to teach a sufficient amount of classroom work hours or research supervision during the academic year take upon additional assignments, e.g. supervising student scientific club, compiling study materials, editing college publications, editing scientific articles, interpretation, project management, organising conferences, etc. Allowance is paid for additional assignments like supervising more research papers than assigned, supervising teaching practice, compiling study materials, administering in-service training sessions, etc. Staff members can also get extra pay for participation in college projects (according to the project budget). For significant results and contribution in developmental work or teaching, bonus might be paid. The proposal is made to the Director by the Head of a Division. Last year the bonuses and allowances comprised 23.7% of the salary of lecturers.

7.3.2. Performing Additional Administrative Assignments

Administrative assignments are performed by the Heads of Divisions or the Head of the Programme. Partly the duties of the methodologist are of administrative character.

The academic staff of the College is divided into Divisions (see Appendix 3: The Structure of Narva College 2007). The Heads of Divisions are responsible for the general state and development of the Divisions and are accountable to the Director of the College. The rights and responsibilities of the Heads of Divisions are approved by the Decree of the Director of the College (6 October, 2004, No. 231NC, see Appendix 55: Declaration of the Rights, Duties and Responsibilities of the Head of the Division of Narva College). Allowance for performing managerial tasks is allotted to the Head of a Division according to the University of Tartu Salary Rules. The work assignments of the Head of the Programme are added to the job description of lecturers. People on both positions get additional 0.1-0.2 of the position salary.

Extra pay is allocated to methodologists that are involved in organising and administering teaching practice. The extra pay depends on the number of students they supervise (up to 0.2 of position salary). Detailed information is found under 4.5 Organization of pedagogical practice and aspects of professional qualification.
7.4. Analysis of the Results of Research and Creative Activity of Lecturers

7.4.1. Scientific Publications of Lecturers

The efficiency of research is assessed firstly on the basis of the number of publications. Almost all lecturers carry out research in the framework of subjects that they teach. This guarantees high quality of teaching and necessary competence. In the years 2004 – 2007 123 research papers have been published in international or national scientific periodicals. Directly connected with the Primary School Teacher curriculum were 65 and with Early Years Teacher curriculum 29. See detailed information about scientific publications in Appendix 41: List of Scientific Works 2004–2007.

The main topics of the Primary School Teacher curriculum: influence of languages and linguistic units; aspects of Russian dialectology; understanding Estonian and Russian view of the world; application of modern educational technologies; teacher’s pedagogical activity in the polycultural environment; teacher’s competency requirements; lesson planning and lesson system; intercultural integration; Internet resources in the English language classroom; teaching spelling to bi-lingual children; teaching writing through reading; Russian, Estonian and English literature.

The main topics of the Early Years Teacher curriculum: counselling parents in educational issues; multilingual children; teaching bi-lingual children in pre-school; theory and practice of child developmental psychology; emotional regulation in the parent-child communication; fears of children; games in teaching foreign languages; pre-service training system of pre-school teachers.

This confirms that the main competence of the curricula lies in the field of methodology and teaching Russian and foreign languages together with multicultural education. Special attention is paid to researching teachers.

7.4.2. College publications

In 2002 college pre-reviewed the collection of articles “Acta et commentationes collegii Narovensis” was started in order to develop research and provide colleagues with the initial experience of research and publicising. The collection is compiled once a year as a rule and it includes articles of the academic staff as well as students. From 2002 to 2007 6 collections have been published, the 7th and 8th is under print. There are 29 articles from the lecturers teaching in these two curricula. In the autumn of 2007 the collection of articles “Acta et commentationes collegii Narovensis” VII will be published that includes another 10 articles from the lecturers in the 2 curricula and “Acta et commentationes collegii Narovensis” VIII, that includes 5 conference presentations from the two curricula.

In 2004 the first book was published in the college monography series “Studia Humaniora et Paedagogica collegii Narovensis”. The collection was entitled „Narva und die Ostsee region. Narva and the Baltic Sea Region”. It is a collection of articles that deals with the issues, history and modern days of border regions. The preparations are underway to publish the second issue of the publication with the conference presentations from the 2006 International Conference that dealt with Russian-Baltic cultural connections. There are going to be included in the collection 7 articles of the lecturers of the curricula.

Form 2005 pre-school and primary school methodological material collections in „Series Scriptorum Auxiliarium Collegii Narovensis ad Magistrum Iuvenem” are published. These are meant to support junior teachers. The collections include methodological materials compiled both by lecturers and students. Both curricula were involved in the preparation of methodological materials “Series of pictures that support the Estonian language teaching” and “Story-telling in language teaching”. The Early Years Teacher curriculum was involved in preparation of materials “Teaching Estonian as the second language at pre-schools: methods, games and
activities” and “Using didactic games, games with rules, mathematical thinking of children” (see Appendix 39: College Publishing Activity 2004–2007).

7.4.3. Study Materials for University and School Students Designed by Lecturers

Lecturers compile study materials for full time and Open University students on a regular basis in order to support their learning (see Appendix: 43: Studying Materials for the Primary School Teacher and Early Years Teacher). From 2004 to 2007 lecturers in the Primary School Teacher curriculum have prepared 18 study materials in the field of pedagogy, psychology, intercultural communication, Russian as the mother tongue, Estonian, mathematics and natural sciences. Guidelines have been worked out to different teaching practices and final examinations.

In the Early Years Teacher curriculum 18 study materials have been compiled including guidelines for teaching practices and methodological manuals and materials for teaching literature and mathematics at the pre-school level. Materials are compiled to support the pre-school pedagogy course.

Since 2005 a significant rise in the number of e-courses in these curricula could be observed. E-courses serve to support class and independent work (see Appendix: 44: E-learning Courses in WebCT for the Subjects of the Curricula Primary School Teacher and Early Years Teacher). 10 e-courses are connected with the Early Years Teacher curriculum. Joint courses have been worked out for Psychology, Intercultural Communication and Career Planning. E-courses are available for Nature and Environment Studies and learning English. In the Primary School Teacher curriculum e-courses are used in the field of human studies and health education and their methodology as well as physical education. In the Early Years Teacher curriculum e-courses are used in order to teach the Basics of Child Health and Hygiene at pre-schools and early age; Human Anatomy; Physiology; Physical Education and Rhythmics.

Apart from the materials prepared for university students, there are also study materials together with methodological manuals prepared for school students. This is a very important area of activity for pedagogical college staff. Primarily these belong to the field of history, natural sciences and language immersion. Lecturers of the curricula have participated in preparation of school textbooks (Ene Kurme – Language Immersion for the first level of compulsory education; Maret Vihman – Natural Science and Nature of the Homeland for the second level of compulsory education; Katri Raik – History for the pre-level). 3 sets of worksheets have been prepared for teaching Estonian as the second language at pre-school together with the methodological manual for the teacher (authors Ene Kurme, Vali Lille, Ira Aru).

7.4.4. Performance of Lecturers at Seminars and Conferences

During the period 2004 - 2007 lecturers have participated in 215 national and international scientific conferences and seminars (see Appendix 56: Teaching Staff’s Participation in Scientific Conferences, Seminars and Training Courses 2004–2007). 111 presentations in the countries such as Estonia, Germany, Latvia, Lithuania, Russia, Ireland, Italy, England, Bulgaria, Greece, Finland, Norway, Denmark, Israel, the United States, Canada and Singapore have been made, 65 out of these have been directly connected to the Primary School Teacher curriculum and 30 to the Early Years Teacher curriculum. Active participation of lecturers has helped to establish new contacts and networks with specialists and institutions of other countries and has offered opportunities for in-service training and exchanging experience with colleagues working in the similar curricula in order to discuss the newest trends in teacher education, methodology and teaching technologies.

One of the priorities of Narva College has been organizing international scientific conferences. Since 2003 Narva has been the venue of international conferences dedicated to the discussion of Russian-Baltic intercultural contacts. In 2006 the tradition of organizing international conferences in foreign language teaching was
established. Both these conferences take place on a regular basis. 13 lecturers from the 2 curricula have made a presentation at these conferences.

Since 2000 Narva College supports the pedagogical aspirations of general education and pre-school education institutions of Ida-Viru County with organising a scientific-practical pedagogical conference prior to the beginning of a new school year. At these conferences college lecturers act primarily as moderators of sections but they also make presentations. For detailed information on college conferences see 8.1.1. and 8.2.5.

7.4.5. Participation of Lecturers in Scientific and Development Projects

The scientific activity of lecturers is connected with administering several projects in Narva College in the field of intercultural communication and multicultural education. Since 2005 2 lecturers (Vadim Semenov, Jelena Nõmm) work on the Estonian Science Fund Foundation project “Estonian – Russian intercultural relations. Formation of the Estonian cultural picture” (grant 6469).

In 2006 the project of the college “Raising the quality of instruction and research in multicultural education in teacher training” received funding (European Structure Fund, measure 1.1). As a result of that the college got the opportunity to invite a visiting professor on multicultural education, Ekaterina Protassova who participates in curriculum development, in-service training and consulting colleagues and students. The teaching staff of the curricula participated in this project Anna Džalalova, Igor Kostjukevič, Jelena Ivanova, Jelena Nõmm. Sirje Reese, Vadim Semenov.

In 2006 the lecturers of the Division of Pedagogy and Psychology started research activity in the project “Readiness for re-qualification and pilot re-qualification course for the future unemployed Russian instruction school teachers” led by Narva College (European Social Fund, measure 1.1.). In 2007 a questionnaire was administered among 400 school teachers that also included local primary school teachers.

College lecturers participate in other 2 college projects. One of them, “Raising the competitiveness in non-Estonian schools” aims at preparing Russian instruction general education institutions for transfer to the bilingual study from 2007. Last year Estonian language courses, methodological training and training of school counsellors were carried out. Lecturers of the curricula participate in this project Natalja Gordejeva and Sirje Reese. Natalja Zorina is involved in training and counselling in the project “Establishing integrated counselling and practice system of applied higher education in Narva College”.

In 2003–2005 Narva College worked on the project “Creation of the foundation for teaching Estonian as the second language at pre-school and training the mentors” College lecturers Ene Kurme and Natalja Gordejeva took active part in the project. In the course of the project syllabus was worked out for teaching Estonian as the second language at pre-school level, trainers were trained for pre- and in-service training of pre-school teachers and materials on methodologies and study aids were published. The project brought together pre-school teachers and managers as well as university lecturers from Pärnu, Tallinn, Narva, Rakvere and Tartu. In the autumn of 2007 training programme for pre-school Estonian as the second language teachers will start as the follow-up of the project.

The lecturers of the curricula do not only participate in the college initiated projects. They also participate in the projects connected with their field of research and subjects taught (details in Appendix 57: Teaching Staff’s Participation in Projects, Grants 2004–2007) Estonian core vocabulary constructions from the typological perspective (science grant № 5813, Larissa Degel); Second language – KEY to society (Gruntvig - Sirje Reese, Diana Maisla, Natalja Gordejeva); Teaching in the multicultural class (PHARE- Jelena Nõmm); Improvement of socio-emotional relations in schools across Europe (Comenius, Socrates - Niina Raud); Learning outside (Leonardo - Maret Vihman).
One of the activeness indicators of lecturers is their participation in different organising boards and committees. The lecturers with PhD belong to the editorial board of Acta et commentationes collegii Narvovensis. Narva College of the University of Tartu has Katri Raik, Anna Džalalova, Olga Burdakova, Vjatšeslav Konovalov and Larissa Degel from the curricula as Board members. The lecturers participate in other boards and committees such as Assessment board of prior study and work experience (Larissa Degel, Anna Džalalova, Olga Burdakova, Vjatšeslav Konovalov); Early Years Teacher graduation theses defence committee (Vadim Semjonov, Anna Džalalova, Olga Burdakova, Jelena Ivanova, Jelena Nõmm Olga Lavorova); Admission committee of the Primary School Teacher and Early Years Teacher curricula (Jelena Ivanova, Natalja Zorina, Marge Garuberg); Content requirements committee of Master’s theses (Anna Džalalova, Vjatšeslav Konovalov, Diana Maisla, Igor Kostjukevits, Maret Vihman, Marge Grauberg, Natalja Zorina, Jelena Ivanova, Natalja Gordejeva, Larissa Degel, Olga Burdakova); Self- analysis and development committees of curricula the Early Years Teacher curriculum: Jelena Ivanova, Jelna Nõmm and the Primary School Teacher curriculum: Anna Džalalova, Marge Garauberg, Anne Väli. Workgroup leaders in minors were: 1) Estonian as the second language (pre-school, I and II general education level) – Larissa Degel, 2) English as the foreign language (early years) – Niina Raud, 3) English as the foreign language (I and II general education level) – Vjatšeslav Konovalov, 4) Language immersion teachers (grades 1 – 4) – Maret Annuk, 5) Remedial teaching – Anna Džalalova, 6) Parents’ advisor in the issues of upbringing – Natalja Zorina.

The lecturers of the curricula participate actively in organising boards and committees outside the college (see Appendix 56: Participation of Members of Teaching Staff in Various Professional and Scientific Committees and Editorial Boards). Katri Raik takes part in the work of boards dealing with teacher education in Estonia and at the University of Tartu such as workgroup of development strategy of Estonian teacher education, development of the framework of teacher education requirements, head of the university teacher training committee, head of the teacher education development plan workgroup, member of the pre-school education workgroup at the Non-Estonian Integration Foundation. Acting director Jana Tondi is the member of the University Council, member of the teacher education development plan workgroup, member of the quality assurance committee of prior studies and work experience. Lecturer Anna Džalalova is the member of the workgroup that works on the foundation module of BA curriculum of educational science field. Jelena Ivanova is the member of the expert group of Early Years Teacher novice year at the Estonian Ministry of Education and Research.

The lecturers are also active in their field. Lecturer on Nation’s Health Marge Grauberg is the member of the Estonian Health Education Society, Estonian Health Fostering Society, Estonian Association of Physiotherapists and Association “Alcohol- free Estonia”. Lecturer of the Estonian language Larissa Degel is the member the Estonian Applied Linguistics Society. Lecturer of Mathematics Igor Kosjukevits is the expert on compiling practice tasks at the University of Tartu Science School. Lecturer of the Russian language Olga Burdakova is the head of the organising committee of Student Russian language contests in Narva and the founder of International Russian Language Testing Centre in Narva. See Appendix 58: Participation of Members of Teaching Staff in Various Professional and Scientific Committees and Editorial Boards.
7.5. Proportion and Working Arrangements of Part-time Lecturers

85% of Primary School Teacher curriculum lecturers are full time elected staff members. 88% of Early Years Teacher curriculum lecturers are full time elected staff members. 2 curriculum visiting lecturers are also full time staff members.

The proportion of part time lecturers (i.e. half load or less than half load lecturers) is 12% in the Early Years Teacher curriculum and 15% in the Primary School Teacher curriculum. Contract hired lecturers are mainly employed to teach Methodology. Besides that more lecturers who speak Estonian as their mother tongue are involved. The majority of contract hired lecturers have had long term, from one academic year to another collaboration, e.g. methodology specialists Inga Konovalova, Natalja Šiškova and Tatjana Ognjova, or local social work specialists Sergei Dzalalov and Tatjana Fedorenkova. In the academic year 2006/2007 8 contracted lecturers were hired and among them there were 2 colleagues that conformed to the doctoral degree qualifications.

According to the subjects in the curricula the workload of part time staff is divided between 2 semesters and every staff member is consulted individually on his/her work schedule. The Head of the Division is accountable for record-keeping. Specialist of the Department of Studies calculates classroom work hours. Part time lecturers participate in development work of the curricula and it is confirmed in the development strategies of the curricula.
7.6. Analysis of the Selection, Duties and Training of Support Staff

The college administration consists of 27 employees. Two of them are service providers, 2 skilled employees, 2 officials, 14 specialists, 5 senior specialists and 2 managers of structural units. Department of services consists of 16 employees (see Appendix 3: The Structure of Narva College 2007).

Decree No 13 of April 23, 2001 of the Rector of the University of Tartu states the procedure of employing non-academic staff. Non-academic employees are hired and the accountability for results is held by the head of the structural unit, in this case the Director of the College. Necessary support service in this area (announcement of public competition or directed search, evaluation of candidates, etc) is provided by the Personnel department of the University of Tartu. Part time personnel specialist is employed at the College who organises personnel work locally and communicates with the University Personnel department.

In order to find suitable candidates public competition is announced or directed search is exploited. Prior to that, the project job description is compiled. 2 assessment stages are used. In the first assessment stage conformity to the requirements of all the candidates is assessed. The decision made on the basis of documentation presented. If necessary, additional information is gathered in the way that does not damage the interests of candidates, self-respect or reputation of the University. In the second stage the candidates on the shortlist are interviewed in order to determine the suitability of the candidate for the position and into the team. The decision is made by the committee that consists of the College Director and the immediate supervisor. If necessary, the third committee member is invited.

The work assignments of the support staff are determined in the job description that has been signed by the employee, immediate supervisor and the College Director. Job description is an inseparable part of the contract that specifies necessary prerequisites of performing assignments, the essence of duties and the indicators of work efficiency.

College administration supports professional in-service training of employees and academic studies. The latter is one of the priorities of the young administration where the average age of the employees is 45. 2 people from administrative staff are involved in doctoral studies, 4 in Master’s programmes. In the spring of 2007 3 colleagues accomplished their post graduate studies, all of them in Narva College. Students are studying on state funded study places or are funded by Narva College. A Training contract is signed with an employee. The latter is a significant contribution into self-development from the College.

Professional training is offered on the basis of the University of Tartu personnel documentation „Principles of personnel training” and „Quality standard personnel training” (https://www.is.ut.ee/pls/ois/tere.tulemast). College itself provides training seminars to respond to the need for the advancement of quality of operation: (2005/2006 Service valuing clients, Using study information, marketing, 2006/2007 Communication psychology). These trainings are directed to administrative staff. Service staff that is involved directly in studies have to participate in joint trainings that take place in winter and in summer. College caters for other necessary schooling as well, e.g. computer and study specialists had the opportunity to participate in in-house job-related courses. In 2006 the schooling budget (together with business trip allowances) made 490,000 kroons (in 2003 – 276,7 thousand kroons, 2002 – 218,8 thousand kroons).
Advantages and Shortcomings of Academic Personnel

7.7.1. Advantages of Academic Personnel

- The staff of the College is stable and majority of staff members work fulltime and therefore are committed to their work. Teaching personnel is motivated to work at the College. That has found proof at development interviews;
- The best and most professional specialists and methodologists of Narva schools and pre-schools are involved in teaching at the College. This kind of networking is crucial for the curricula development;
- Many full time lecturers in the curricula have prior school/pre-school work experience: 67.4% of lecturers in the Primary School Teacher curriculum have prior practical experience in the field, 56.7% of lecturers in the Early Years Teacher curriculum have prior practical experience in the field. The average working experience is almost 17 years (see Appendicies 45, 47: Data About the Staff Teaching All the Subjects of the Curricula);
- Visiting lecturers are regularly involved in implementing the curricula;
- Lecturers participate actively in in-service training system of practising teachers and mentors: lecturing on Andragogy, Child Psychology, Multicultural Pedagogy, Counselling Children with Special Needs, Counseling in the Field of Education, variety of teaching methods and teaching Estonian and Russian, etc. As the out come of that, lecturers have mutually beneficial cooperation with practising teachers;
- In the recent years growing number of full time lecturers in the curricula is involved in research and make presentations at seminars and conferences both in and outside Estonia. It is important to mention the numbers of research and presentations that are directly connected with the curricula. The number of publications and presentations in the Primary School Teacher curriculum has grown by almost a third (from 29 to 42 in one year). In the Early Years Teacher curriculum the corresponding figure is 15 in a year;
- Lecturers in the curricula take active part in research and development projects. The subjects of projects are connected with the priority trends of the curricula (primarily multicultural education), research fields of lecturers themselves and courses taught. The College itself administers significant development projects that are directly connected with the accredited curricula, e.g. the European Structure Fund, measure 1.1 “Raising the quality of instruction and research in multicultural education in teacher training”;
- Besides research the focus is on advancement of instruction. A good example of that is preparation of more than 40 study materials including e-courses;
- All full time lecturers have individual development plans, development interviews are carried out on a regular basis. Self-development of lecturers is supported by the College;
- Lecturers in the curricula participate actively in post-graduate studies. 11 colleagues continue their studies on the post-graduate level, 4 of them graduate with Master’s or PhD degree in the autumn of 2007;
- College has established its system of in-service trainings for lecturers, the main focus is on joint schooling. Lectures upgrade their qualifications regularly in the field of teaching in higher education and take various in-service training courses;
- Lecturers are tightly involved in development activities of the College, working at several committees and boards. Lecturers are dedicated to developing curricula and process of instruction.

7.7.2. Shortcomings of Academic Personnel

- A relatively big number of lecturers are novices in the field, having the only work experience from Narva College. It is recommendable that they expand their experience through participation and apprenticeship in exchange programmes. Currently the College has 7 Erasmus contracts with 4 countries, such as Austria, Germany, Poland and Bulgaria that provide the opportunities;
- Although the staff of the curricula as a whole complies to the higher education standard, the number of lecturers with PhD degree could be bigger. Individual development plans have been compiled and in the next 3 years 6 lecturers will defend their thesis, 3 of them already this autumn. College supports lecturers that are working towards their degree.
8. FOREIGN RELATIONS AND QUALITY ASSURANCE
8.1. Collaboration with Representatives of Different Institutions and Employers

Narva College is the only educational institution preparing teaching staff for schools with Russian as the language of instruction; therefore, Narva College is involved in an extensive co-operational network with other institutions outside Narva and Ida-Viru County. The main partners include the Estonian Ministry of Education, sponsors of the Estonian integration policy and educational institutions with Russian (or multiple) language(s) of instruction. Narva College is also collaborating with higher education institutions that have similar curricula in order to develop the College curricula and provide College students with an opportunity of practice in Estonian-speaking environment. The principal partners within the University of Tartu are the Faculty of Education, the School of Teacher Education of the University of Tartu, as well as other faculties and science center AHHAA.

8.1.1. The College’s Cooperation Partners in Narva and Ida-Viru County

The task of regional colleges is to support regional development. The University of Tartu and the town of Narva signed the Cooperation Agreement (signed in May, 1996, amended in November, 1999, November, 2004 and May, 2005). Narva College organizes continuing education courses for employees of educational institutions of Narva and the County. The College also participated in composing the town’s educational development programme (2004, 2006), it constantly shares information with the town’s Department of Culture and Education, including information on vacant working places in the town’s educational system. The College also cooperates with Narva Haridustöötajate Liit (Narva Union of Education Workers), first and foremost in the fields of information exchange and use of the College library.

The development plan of the town of Narva sees the College as, first of all, the organizer of various training courses, primarily in the field of teaching the Estonian language itself and subject teaching in the Estonian language. The College also supports Narva in further implementation of the language immersion programme. One of the successful cooperation projects of the town and the College which was carried out in 2005 consisted in providing students with those research topics for final theses which correspond to the areas of interest for institutions of the town. In case of the Early Years Teacher curriculum the town was interested in the following topics: cooperation between the family and the preschool educational institution, preparing children for school study and the issues connected with health and security of children in kindergarten.

Ida-Viru County Government and the University of Tartu signed the Cooperation Agreement in 1996 (amended in January, 2001, December, 2004). Ida-Viru County with its population of 180000 people is one of the largest counties in Estonia. Narva College is the largest institution of higher education in the region. The College played a leading role in working out the development strategy of the County, including the development strategy of education, for the period of 2007-2010. In the context of the curricula the College is primarily considered to be teachers’ educator, including teachers of language immersion, teachers of the Estonian language and subject teachers conducting their classes in Estonian. The result of these training courses is the increase in the number of teachers possessing the knowledge of Estonian at the Advanced level in the whole County. The College is also the County’s hope for training special education teachers. The education system of the County emphasizes the necessity of creating possibilities for teaching in the Estonian language. The erection of the new premises of the College is included in the list of investments of the County.

Narva College is the important organiser for continuing education courses for general educational schools with Russian as the language of instruction in Estonia. At the same time the College (through the Open University) provides working teachers with level training and retraining to pedagogical specialities. As almost half of educational institutions with Russian as the language of instruction operate in Ida-Viru County and the other larger area, Tallinn and Harju County is served by Tallinn University, the College activity is primarily aimed at the home county. The majority of the Open University students of pedagogical specialities come from this region: 81.5% of students of Early Years Teacher curriculum and 73% of students of Primary Teacher curriculum live in
Narva or Ida-Viru County. During the period of the College work 44 early years teachers from Narva and the County have received diplomas of higher education.

The majority of continuing education courses provided by the College nowadays are of pedagogic character. The number of participants in these courses is constantly increasing (2004–1537, 2005–1216, and 2006–1571). The continuing education courses organized by the College are not necessarily held in Narva: in 2005 100 teachers of Estonian as a second language at preschool stage completed training in Tallinn and Tartu, and in 2006 the College organized training in preschool pedagogy in Tartu (37 participants).

With such capacity of continuing education courses the College is the third most important centre of continuing education for education workers in the University after Faculty of Education and the Open University Centre. Narva College is the largest structural unit of the University providing continuing education courses outside Tartu. The present promotion of continuing education certifies the College’s orientation to supporting local education. In the last years the College employed visiting teachers from Russia, Finland and England to teach continuing education courses. The new challenge of the College is providing continuing education (including retraining) in non-pedagogical fields. The number of students on the main specialities of the College is slowly decreasing.

The new field of the College activity (beginning from 2004) is teacher retraining. The participants of this training are teachers with higher education who intend to obtain a new speciality. The training lasts from 12 to 18 months (30-40 CP). The continuing education connected with the curricula is introduced in Item 3.


The third form of the College’s cooperation with local educational institutions is the Estonian House in Narva. This Centre was founded in 2002 primarily with the support of the Embassy of the United States. The centre is open for both students and Narva dwellers. The Estonian House provides information about state examinations in the Estonian language and the Citizenship Examinations of the Estonian Republic.

The Town Centre of Multicultural Education operates in the premises of the Estonian House. The task of the centre is to support teachers in the region who teach their subjects in the Estonian language in educational institutions with Russian as the language of instruction. The Centre provides assistance in methodological issues, organizes information days and training courses for local teachers, shares various information with local educational institutions, advises educational institutions in organisation of multilingual subject teaching and coordinates development of bilingual studying materials. The number of teachers participating in these activities is growing: 2002–228, 2003–319, 2004–336, 2005–370, and 2006–381.

The Centre of Multicultural Education is the only one of its kind in Estonia and it was officially founded only in September 2004 in cooperation with Integration Target Institution. So far the biggest achievement of the Centre has been the organisation of re-training courses of large capacity for teachers of Estonian as a second language at preschool stage and subject teachers teaching in the Estonian language. 40% of participants of the courses were from outside the County. Another important field of the Centre activity is issuing studying materials for
school pupils; 12 of publications issued by the College are connected with the curricula we are interested in. College publishing activities are introduced in detail in Appendix 37: College Publishing Activity.

The Estonian House in Narva also organizes seminars for teachers of foreign languages and here the main cooperation partners are the British Council and German Culture Institute. These seminars are also available for teachers of foreign languages at preschool stage and in compulsory school. The active cooperation partners of the College are the Nordic Council of Ministers and the Embassy of Sweden in Estonia. The Honorary Consulate of Sweden in Narva and Ida-Viru County is located in the premises of Narva College. The Estonian House also organizes events for school pupils which lately have also involved pupils of primary school and kindergarten children. For example, pupils of all these ages are expected at the Estonian Book Fair in Narva which is held every spring and includes a special programme for children. In the autumn of 2007 it is planned to open Narva Children's University with support of the Estonian Gambling Association. In the Children's University respected scientists of Estonia are to deliver lectures on interesting scientifc topics to children (of 7-12 years of age), for example: "Why is blood red?", "Do wizards really exist?". Lectures are to be delivered in the both Estonian and Russian languages.

Education workers of the town and County are mostly interested in the annual pedagogical conference that is held before the beginning of the academic year since the year 2000. The conference is dedicated to hot pedagogical issues (the topics of the previous years: Discovery Learning in Preschool Educational Institutions and General Educational Schools – 2006, Ethics, Morality. Developing Pupils’ Personality in Lessons and Extra-curriculum Activities – 2005, Possibilities for Multilingual Education. Perspectives of Development – 2004). The topic of August of 2007 is „Multicultural Education: Transition to Subject Teaching Partially in the Estonian language“. Traditionally there are to be organized work groups of teachers in preschool children's institutions and of primary school teachers. In the frames of the Class Teacher curriculum there is to be organized a work group on the topic of „Teacher's Role in Developing Multicultural Education“ in the frames of the Early Years Teacher curriculum the topic of the work group is „Ensuring Transition from Kindergarten to School Study“.

Presentations at the conference are made by visiting lecturers and specialists from the University along with teachers in kindergartens and general educational schools of Narva and Ida-Viru County. As a rule, there are around 200 participants in each conference. The pedagogical seminars organized by Narva College represent the biggest Estonian conference aimed at teachers in preschool educational institutions and schools with Russian as the language of instruction.

The annual biggest pedagogical conference is not the only seminar organized by the College. The College is the most important organizer of seminars and conferences in the town. This is one of ways to support development of the town. The main topics discussed at seminars are the following: regional development, cross-border communication both in the historical aspect and today. Special attention is paid to issues of multilingual education and integration. The most important events connected with the curricula beginning from the year 2004, see Appendix 59: Conferences, Seminars, Exhibitions and other Events Organized by Narva College in 2004–2007. More fundamental undertakings are supported with public lectures held in the College.

The College is directly connected with the community through the Board of Trustees that according to the Statute of the College is a counselling body consisting of representatives of the County Government, Town Government, the College Alumni Association, local thought leaders and employers, including representatives of local educational institutions.

8.1.2. The Main College Partners outside Narva and Ida-Viru County

The Estonian Ministry of Education is the main bankroller of the University of Tartu (including Narva College) through financing of the state-commissioned student places. Narva College has particularly close connections with the departments of language, higher education, and national minorities. Narva College staff (Katri Raik, Jana Tondi), participate in various working groups (developing teacher training strategy for 2004 – 2005,
making amendments to the official teacher training requirements, planning the state commissioning of higher education). K. Raik was also a member of the Estonian Language Council in 2004 – 2007.

Narva College is also closely collaborating with the Integration Target Institution, which is a non-profit organization established in 1998 by the Government of the Republic of Estonia in order to initiate, support and coordinate projects aimed at the integration of the Estonian society. The principal partners of Narva College within the Integration Target Institution are the centers of study programs and language immersion. Together with the language immersion center Narva College is developing the training of language immersion teachers. The center of study programs has supported numerous Narva College projects, and it also finances the College Center of Multilingual Education located in the Premises of the Estonian House in Narva.

The main partner within the University of Tartu is the Faculty of Education and the School of Teacher Education of the University of Tartu. The curricula under accreditation have been approved by the Council of the Faculty of Education, which ensures the uniformity of the College and Faculty curricula objectives. The majority of the curricula leading teachers and visiting lecturers represent the Faculty of Education staff; a representative of the Faculty is also involved in the Graduation thesis defense committee. The collaboration is especially important in the areas of pedagogical practice, induction year, teaching staff education and the development of the University of Tartu teacher training strategy. The connection between Narva College and the Faculty of Education was also strengthened in the period of 2006 – summer 2007, when the positions of the Faculty Dean and Narva College Director were combined.

Narva College collaboration network also includes Estonian regional colleges offering teacher education (Haapsalu College and Rakvere College of Tallinn University) and Tartu University regional colleges. Two of the above-mentioned colleges specialize in training early years teachers and primary school teachers. Narva College cooperated with these institutions in the field of students’ pedagogical practice in the frames of students’ exchange.
8.2. Connections with Foreign Organizations and Higher Education Institutions

Narva College follows the “Development program for Narva College Foreign Relations 2005 – 2007” which is based on the University of Tartu Foreign Relations Strategy (Decree No 66 of the University of Tartu Council of December 17, 2004, cf. http://www.ut.ee/60499), and the Development program of Narva College in relations with foreign institutions. Collaboration with foreign institutions represents one of the most important fields of the College activity (see Appendix 60: Narva College Foreign Relations 2005–2007).

The direction of the College foreign relations is directly influenced by the College specialization in training teachers for schools with Russian as the language of instruction and its location near the European Union border with the Russian Federation. The fact that most of the College students and teaching staff are native speakers of Russian facilitates contacts with Russian universities. In addition to that, Narva College has established effective partnership with different institutions in Latvia, Finland, Austria, Germany, Moldova, Poland, Bulgaria, Belgium and the USA. Narva College appears to be an attractive foreign partner because of its multilingual educational model and its location within Russian-speaking environment. Since Narva College is also viewed as one of the successful examples of the Estonian integration process, it has also close connections with the representatives of foreign countries who are residing in Estonia. After joining the European Union, the collaboration is especially active in the field of information exchange and foreign language learning promotion.

In the frames of the Primary School Teacher and Early Years Teacher curricula the College has developed contacts with universities in Russia, although some certain steps have been made in order to promote cooperation in the Western direction.

8.2.1. Cooperation with Universities

The longest-term cooperation partners of Narva College are teacher training centres in Northwest Russia: Herzen State Pedagogical University of Russia (Inter-university Cooperation Agreement from the year 2003) and Pskov State Pedagogical Institute (Cooperation Agreement from the year 2000). The majority of teachers in schools with Russian as the language of instruction in Estonia received their higher education in pedagogy just in these two institutions. Such history of contacts allowed to create trust relations quickly and to specify work fields of mutual interest. In inter-university cooperation Narva College is the main executor of the agreement on the part of the University of Tartu.

According to annual cooperation reports the parts organize short-term students’ exchange, conduct joint seminars in curriculum development and scientific seminars, participate in conferences and seminars organized by partners, publish scientific articles in each other’s editions, and promote students’ participation in the Students’ Scientific Conference organized by the partner university. This Conference has become a good tradition, it is held every year. Russian colleagues have organized additional training courses for local teachers from schools with Russian as the language of instruction (see Appendices 12 and 13: Additional Training Courses for Primary School Teachers and for Teachers in Early Years Educational Institutions). The universities have also started cooperation in the field of composing studying materials for students. (A. Mikhailova. Theory and Practice of Speech Development of Children at Preschool Age. 2004).

In order to characterize the cooperation here we introduce contacts in the field of these curricula in 2006 and 2007. In February 2006 there was organized a training seminar in Petersburg where the partners discussed cooperation in training and continuing education for speech therapists who work in kindergartens and schools with Russian as the language of instruction in Estonia. Today institutions in Estonia do not provide training in the speech therapist speciality on the basis of the Russian language. Corresponding courses of continuing education are to start at the beginning of 2008; this project is supported by the state. The parts also discussed possibilities for providing teachers of Russian as a foreign language with trainee jobs in Saint-Petersburg.
The seminar „Organisation of the Studying Process in the Frames of the Bologna Declaration“ was held in Narva in April, 2006. Russian colleagues are interested in getting acquainted with Estonian experience in this field. The joint seminar on the methodology of early language immersion was organized in Narva in February, 2007. In March and April of the same year colleagues from Herzen University conducted a training course in the field of modern Russian language and literature, the participants were students and working teachers.

An essential form of cooperation is employment of a visiting professor from Herzen University. Students of Primary School Teacher and Early Years Teacher specialities attended the following lectures of professors from Herzen University: in the autumn term of 2004 – the course dedicated to peculiarities of work with children with special educational needs by the Dean of Faculty of Special Education Vitali Kantor, in the spring term of 2005 – the course „Speech Development at Preschool Age“ by Prof. S. Tseitlin and in the autumn term of 2005 - the course „Research methods in Pedagogy“ by Stella Pisareva, Associate Professor of Department of Pedagogy of Faculty of Psychology and Pedagogy. In the autumn of 2006 the College employed Associate Professor Tatjana Nikitina from Pskov State Pedagogical Institute who taught a course of musical education to students of Primary School Teacher speciality. In spring 2007 the visiting professor in the College was Prof. Galina Elizarova who delivered a course about recent tendencies in methodology of English language teaching for students of the accredited curricula who chose teaching English as their minor speciality.

The cooperation agreements allowed teachers of the accredited curricula to enroll in Doctoral studies programmes in the partner universities: Niina Raud and Jelena Ivanova in Saint-Petersburg, Anna Džalalova and Natalja Zorina in Pskov. Niina Raud has successfully completed her study.

In Finland the College is establishing institutional contacts with Rauma College of Turu University. So far the Colleges have focused on learning about each other and finding spheres for cooperation especially in the field of the accredited curricula. This spring students of these curricula went for an introductory trip to Finland.

Besides the above-mentioned forms of cooperation the College also has contacts with close neighbours in the field of the accredited curricula, but these contacts are not regulated by agreements. The College's partner in Finland is Kouvala Continuing Education Centre of the University of Helsinki. The leading universities of Finland have concentrated their powers in Kouvala. In 2003-2005 the College cooperated with the Centre in the frames of INTERREG programme, introduced Estonian experience in teaching the Estonian language to the Russian-speaking community. The College cooperates with Levon Institute of Vaasa University in development of the language immersion curriculum. The Finnish experience allowed the College to organize a continuing education course on education for recent immigrants.

The College has promoted Latvian experience of multilingual education in the whole of Estonia and has organized corresponding seminars in Narva and Tartu (in the autumn of 2002, the summer of 2004 and the autumn of 2004). The Estonian experience was introduced in Latvia in the autumn of 2003, 2004 and 2006. Both the teaching staff and students of the College participated in the seminars.

8.2.2. Inviting Foreign Lecturers

In addition to collaborating with Russian educational institutions, inviting foreign lecturers to Narva College is another notable direction of the College foreign relations. During the last eight years, two American Peace Corps volunteers and three foreign lecturers have worked in Narva College. A lecturer from German Robert Bosch foundation has been working in Narva College since 2002. The potential for engaging foreign lecturers is also demonstrated by the fact that in 2004 the lecturer from Robert Bosch foundation (Dr. Karsten Brüggemann) became a full Narva College professor. Engaging foreign lecturers into Narva College educational process helps to develop foreign language teaching (English and German languages) including 'language clubs' and enhance foreign language teaching prestige.

To develop Narva College competence of multicultural education, a special project financed by the European Social Foundation – „Raising the Quality of Teaching and Scientific Work in the Multicultural Education Field of Teacher Training“ – is carried out during March 2006 – June 2008. The primary objectives of the program
include enhancing the development of the field of multicultural education, improving the quality of multicultural education research in Narva College and the University of Tartu, advancing multicultural education competence in Narva College and the University of Tartu, raising the quality of scientific work and teaching in the field of multicultural education both at Bachelor’s and Master’s Studies and at additional training and retraining, increasing students’ and teachers’ mobility.

To accomplish the project objectives, Narva College has invited Dr. Ekaterina Protassova from the University of Helsinki, who has been working as a visiting professor since September 1, 2006. In Autumn semester 2006/2007, Dr Ekaterina Protassova taught such courses as “Teaching in a Multicultural Class” (P2NC.00.782), and “Multicultural Education” (P2NC.00.686); in spring semester 2006/2007 – “Foreign Language Teaching Methodology for Pre-school and Primary Level” (P2NC.00.276) and “Developing Speech on a Pre-school level. Teaching Reading and Writing” (P2NC.00.413). In February 2007, Narva College carried out training for school teachers – “Issues of Multicultural Education”; seminar “Multicultural Education” took place in May 2007.

8.2.3. Students’ Mobility

Students of Primary School Teacher and Early Years Teacher specialities participated in short-term students’ exchange with universities in Russia. The College considers students’ exchange in the direction of Russia very important, as the majority of students come from Russian-speaking families. Knowledge of the historic motherland supports civic education and formation of the local identity. Students of the accredited curricula spend 1-2 weeks of the academic years in Pskov. Beginning from the year 2002 students of these curricula have been delivered the following courses: Musical Education (Associate Professor Tamara Nikitina – 22 students of the Early Years Teacher curriculum, 2nd and 3rd years), Psychological Principles of Preparing Primary School Pupils for Study in Compulsory School (Associate Professor Natalja Lebedeva, 18 Students), Methods of Teaching the Russian Language in Primary School (Associate Professor Jelena Rogaleva, Associate Professor Valentina Bredihhina, specialist in methodology Galina Blohhina, 17 Students), Methods of Teaching Mathematics in Primary School (Associate Professor Larissa Sergeeva, 1/ Students).

The students’ exchange is organized every year on even terms: one group of students from Narva studies in Pskov and at the same time a group of the same number of students from Pskov studies in Narva for the same period. Students from Pskov have been taught two courses: Methods of Teaching the English Language in Primary School (Viktoria Sokolova), and Use of Computer in Primary School (Vladimir Runin).

Short-term students’ exchange for language learning has been organized through the possibilities provided by the Swedish Institute (2003–2005 – 4 students), and Academia Baltica (Germany, Flensburg) (2004 – 3 students). In the academic year 2006/2007 the College also signed 7 Erasmus-agreements with universities in Austria, Bulgaria, Germany and Poland. Students of Primary School Teacher and Early Years Teacher specialities have not studied abroad in the frames of this programme yet. In the autumn semester of 2006/2007 2 students of the speciality „ Humanities in basic school with Russian as the language of instruction“ studied in Bulgaria, in the spring semester the College hosted the first exchange students of Erasmus programme from Poland and Bulgaria. College students are constantly informed about opportunities for studying abroad (level studies, term programmes, short-term scholarships) through the e-mailing list; the corresponding introductory articles have been published in student newspaper “Dixi”. For the second year the course „Introduction to Studies“ meant for the first year students includes information about opportunities for studying abroad.

The reasons why students of the accredited curricula do not actively participate in students’ exchange with universities abroad are the following: first of all, the College has been operating in this field for a relatively short time (the first Erasmus-agreements were signed in 2005) and secondly, relatively insufficient language skills. In order to encourage Narva College students to apply for various students’ exchange scholarships we have tried to find financing for creating additional possibilities for providing the College students with mobility. In this context the project activity of Narva College is important - The European Social Fund financed the measure 1.1 project no 1.0101-0331 “Raising Quality of Teaching and Research Work of the Multicultural Direction in Teacher Training”. The activities of the project are planned for the years 2006-2008 and are to provide essential
additional opportunities for working with students. The project is to provide 2 students of the accredited curricula with opportunities for studying outside Estonia in 2007/2008.

On 24-26 April, 2007 students and teachers of Primary School Teacher (3rd and 4th years of study) and Early Years Teacher (2nd year of Bachelor's study) curricula went to a studying trip to Finland in the frames of the cooperation agreement. In total 12 students and 3 teachers of the Division of Psychology and Pedagogy participated in the trip. The programme was planned so that the group had an opportunity to receive and overview of the education system in Finland, observe the practical implementation of the principles of multicultural education and get acquainted with the system of teacher training. In Helsinki the group visited Finnish-Russian school and kindergarten “Kalinka”, Maunula Primary School, Viikki School of the University of Helsinki and the University of Helsinki itself. In Rauma College of Turu University the group met with representatives of the Department of Teacher Training and visited Pyynpää School and Kindergarten. Such studying trip is important for developing further contacts and clear-determined cooperation projects.

8.2.4. Lecturers’ Mobility

Narva College has a developed system of business trips. A trip is financed by the College if a lecturer is going to make a presentation at some international event or to advance Narva College foreign relations. This system has lead to a noticeable increase of official trips of the aforementioned curricula lecturers: 19 trips were made in 2004, 50 – in 2005, 66 – in 2006, and 39 – until the summer of 2007. The most popular destinations include Latvia, Lithuania, Finland, Russia, Germany, Italy, and Belgium.

Extremely important are also teachers’ personal collaboration networks in the field of the curricula. Anna Džalalova, Jelena Ivanova and Natalja Zorina – lecturers of the Division of Pedagogy and Psychology – are involved in active collaboration with colleagues from Russian, Latvian, Lithuanian and Finnish institutions. Together with the partners from Pskov State University of Pedagogy (Professors Svetlana Ivanova, Marina Mikhailova, Irina Vitkotskaya, Tatjana. Solovyovoya) Narva College lecturers work on the curricula development, introduction of the competence-oriented approach to the curricula, the use of different educational technologies, etc. The collaboration with the colleagues from St. Petersburg Herzen State University (Professors Vitali Kantor, Ljudmilla Lopatina, Niina Notkina, Viktoria Pogosian) is also focused on the curricula development as well as foreign language teaching and children with special needs. The collaboration with the colleagues from Liepaja and Rezekne (Professors Alida Samusevica and P. Vucenlazdans) is oriented towards the curricula development and educational technologies as well. The colleagues from Turu University (Professor Kari Niinistö) are interested in the use of active learning methods on pre-school level. Certain members of Narva College administration (Anneli Roose and Katri Raik) have been involved in collaboration network of multilingual universities, which are usually preparing early years teachers and primary school teachers for local national minorities (Free University of Bozen, I; Sami University College, No; Babes-Bolyai University, Ro; University of Ujvidek/Novi Sad, Srb).

Narva College teachers of English who are involved in the curriculum have also participated in the Gruntvig project. During 2003 – 2005, three teachers (Viktoria Sokolova, Niina Raud, and Vjatšeslav Konovalov) made six business trips connected with foreign language teaching. Three teachers of Estonian who are also involved in the curricula participated in 2006/2007 in Gruntvig 2 collaboration project “Second Language – Key into Society” together with partners from Norway, Sweden and Italy. In October 2006, Niina Raud – lecturer of the Division of Foreign languages – participated in the training “Improving the Quality of Pre and Primary Education, a Process-oriented Approach: Intensive Course on Experiential Education”, which was organized by Europese Hogeschool Brussel in Belgium. In June 2007, Vjatšeslav Konovalov – lecturer of the Division of Foreign languages – participated in the training “Staging Intercultural Language Learning”, which was organized by Cork North Mon Language Institute in Ireland (as a part of the Gruntvig 3 program).

Narva College has also taken certain preparatory steps to enable lecturers’ exchange on the basis of the Erasmus program. The first lecturers from Bulgaria, Poland and Austria have already visited Narva College. The aforementioned project “Improving the Quality of Multicultural Component of Teacher Training” has pro-
vided an opportunity to invite Professor Michael Byram from Durham University to teach “The Intercultural Component in EFL Methodology” (1 CP) course for students and conduct the corresponding seminar for the teaching staff in October 2007.

8.2.5. International Conferences and Seminars

Narva College has an established tradition of organizing international conferences and seminars. A special conference focused on cultural contacts between Russia and the Baltic states takes place every three years. The first such conference was held in 2003 and 30 researchers from Estonia, Russia, Finland, Germany, Switzerland, France, Belarus, and the USA participated at the second conference “Ethnic Perceptions and Stereotypes: Where is the Border Line?” (October 20 – 22, 2006). Narva College lecturers involved in the aforementioned curricula (Olga Burdakova, Vjatšeslav Konovalov, Jelena Nõmm, Ekaterina Protassova, Nadežda Pustõgina, Vadim Semenov, Anna Džalalova) also made their presentations at the conference.

The importance of multicultural education is supported by the initiative of the Division of Foreign languages to organize every two years an international conference about foreign language teaching methodology. The first conference “New Approaches to Teaching English in a Multicultural World” took place on March 31 – April 2, 2006 and brought together 90 teachers of English from Estonia, Poland, Columbia, Kosovo, the USA, and the UK. The participants got acquainted with various (including technological) methods of teaching English on different education levels and in multicultural classes. The conference materials were also written to the CD. The following conference is scheduled to take place in 2008.

One of the College priorities is to involve students into foreign relations. The first International Students’ Conference took place in the spring of 2004. 46 students from six different countries (Estonia, Russia, Latvia, Poland, Bulgaria, Romania) including 2 students from the Primary School Teacher curriculum and 3 students from the Early Years Teacher curriculum from Narva participated at the most recent conference in 2007. The topics of the conference were connected with the main fields of Narva College specialization, which comprise pedagogy and subject teaching methodology, linguistics and literary studies (cf. http://www.narva.ut.ee/sno/history.php).

The aforementioned curricula are also directly linked to a seminar and a conference scheduled for 2008. A concluding conference of a multicultural education project will take place in spring 2008 and will focus on the researches of Estonian teachers and teacher training programs. Anna Džalalova, Ekaterina Protassova, Jelena Ivanova, Jelena Nõmm, Sirje Reese, Diana Maisla, Larissa Degel from Narva College are planning to make presentations at the conference. A seminar on the curricula development in terms of the Bologna process requirements will be held in spring 2008 and will gather representatives of higher educational institutions of Estonia and neighboring countries (Russia, Latvia, Lithuania, and Finland) that specialize in early years teacher training.
8.3. **Advantages and Shortcomings of Foreign Relations**

8.3.1 *Advantages of Foreign Relations*
- Extensive and effective collaboration network to promote the regional education system;
- Close collaboration with some of the leading Russian universities specializing in teacher training, involving students into collaboration;
- Developing co-operation with western universities (participating in the Erasmus program, inviting visiting professors, etc.), especially after the employment of a foreign relations specialist in 2005;
- Regularly inviting visiting professors from foreign universities to teach courses within the aforementioned curricula (e.g. Dr. Ekaterina Protassova from the University of Helsinki for 2006-2008, professors from Herzen Pedagogical State University of Russia for one term);
- College lecturers’ increased participation in international projects, and trainings in the speciality abroad which is greatly encouraged and supported by the corresponding system established in the College; the College has developed the core competence which is the basis for foreign cooperation, primarily for multicultural education; teachers of the curricula under accreditation have developed their own collaboration network and participate in international working groups;
- Narva College ability to organize international events; involving students in their organization and realization; international conferences, including the spring Students’ Scientific Conference, have become a good tradition;
- Collaboration with different representatives of foreign countries who are residing in Estonia.

8.3.2 *Shortcomings of Foreign Relations*
- Great workload of the teaching staff, including writing PhD theses, and their insufficient English language proficiency. English language courses have been regularly taught for them since 2004 by N. Raud (3 – 8 participants as a rule);
- Although collaboration with western partners has markedly increased, students’ involvement in it is quite insufficient. Narva College is aware of the challenge and is responding to it.
8.4. International Dimension of the Curricula

The curricula under accreditation meet the European Union Standards of Higher Education according to the Bologna Process (Bologna, July 19, 1999) and the Communiqué of the Meeting of European Ministers in charge of Higher Education – “Towards the European Higher Education Area” (Prague, May 19, 2001). The structure of the curricula, the system of credit points, the proportion of lectures and individual study, mobility of students and the teaching staff and the opportunity for modification are agreed with the aforementioned documents. The College system of accreditation of prior and experiential learning also complies with these acts.

The College’s foreign relations are introduced in detail in Item 8.2. Here one can find only the review of the most important part concerning the curriculum. The experience of higher education institutions from neighboring countries (e.g. Latvia, Russia, Finland, Germany) has been considered in designing and developing the curricula, improving the educational process and engaging students into Narva College development. The experience of Russian institutions is especially important as Narva College prepares teachers for multilingual schools, which often draw on Russian pedagogical experience. Young colleagues start working in the environment which needs to be studied. It is essential to understand the difference in the educational systems of the two countries. The collaboration with Russian partners, in the non-traditional direction for Estonia, also provides students with an opportunity to get acquainted with teacher training process in Russia through participation in various projects.

Narva College has applied the experience of foreign countries in the development of the curricula. The comparison of College curricula with analogous curricula in Estonia and abroad is introduced in Appendices 24 and 25. The Latvian educational reform of bilingual teaching (in Latvian and Russian languages) in the whole educational system has been considered in advancing the College curricula and organizing the educational process. The education of language immersion teachers is based on the experience of Canadian and Finnish institutions. The Finnish experience in education for the recent immigrants is also considered in development of the corresponding additional training programme. Narva College has also launched a collaboration project with Scotland in order to develop the teaching of entrepreneurship in Estonia.

The international dimension can be also seen in the curricula contents: learning the history of the Estonian and Russian cultures, studying cross-cultural communication, European Union principles (optional course). Didactics of studying various subjects is based on the recent world experiences.

The international dimension is also expanded by inviting visiting lecturers from different foreign countries (e.g. Finland, Germany, Russia, and the USA). The further development in this area is considered a priority. Narva College also participates in various European Union projects which allows to apply international experience effectively; students are also involved in carrying out the projects. Students participate in various international exchange programmes, including Erasmus exchange programmes. Further development of this direction of activity is one of priorities of foreign relations of the College.

The teaching staff of Narva College applies experience they receive through participation in various international conferences, seminars, trainings and projects in the studying process. Teachers’ participation in such events is a priority of the College. Teachers are required to introduce the gained experience in the College. In the course of education, lecturers familiarize students with the leading theories and methods of particular fields. A course list of required and recommended reading as a rule contains modern multilingual academic and research literature; Narva College has also developed studying materials in Estonian, Russian and English languages.
8.5. Principles and Organisation of Quality Assurance at the University

The University of Tartu regards the assurance of the quality of educational work as one of its strategic tasks. The development plan until 2008 emphasises that the University of Tartu assures a high level of education in all the forms of study by applying an integrated quality control system, offers new well-prepared courses, constantly updates the contents of the teaching materials, improves the study environment and employs modern methods of study. The university involves new target groups by creating flexible study opportunities for foreign students and students undertaking self-education in traditional and new forms of study.

Among other things, the development plan emphasises the need for introducing an integrated quality assurance system and, based on that, for compiling a quality assurance manual. In the evaluation of the work of the academic staff it is deemed necessary to give more consideration to the quality of the educational work, including student opinions on the subject courses.

By a decision of the University of Tartu Council on 27 October 2000 a document, "Foundations of the System of Quality Assurance in Educational Work at the University of Tartu", was adopted. The document gives an overview of the principles of quality assurance in educational work in general, stating the most important activities based on which the quality of educational work is evaluated and the means used to assure the quality. Based on the above the UT Council adopted a decision on 28 March 2003, "Accreditation of Study Programmes at the University of Tartu". The document envisages the setting up, in cooperation with the faculties, of sub-commissions of the Educational Commission in the fields of study (humaniora, socialia, medicina, realia) in order to analyse the annual accreditation results obtained from these fields and make improvements in the educational process, including the study programmes. Each commission also includes a representative of the students.

Given that quality assurance is deemed an integral part of the studies in the University, both documents were made part of the new Curriculum Statutes (https://dok.ut.ee/live_link/livelink/fetch/2000/1656760/1161870/1317029/1316863/Statute_of_Curriculum.html?nodeid=7447973&vernum=1), which prescribes under the Quality Assurance section the general principles of assuring and assessing the quality of studies, as well as the rules of internal and external evaluation of the curricula.

Within the framework of quality assurance of studies the University made a transition to programme based organisation of studies from the 2006/2007 academic year. Pursuant to section 58 of the Curriculum Statutes the management of curricula is programme based. The objectives of programme based learning are quality assurance, a flexible response to the needs of the society and continuing development of the curricula. Heads of Programmes are in charge of programme based management of the curricula.

The Study Regulations provide that on a regular basis (each term) an opinion poll, "Evaluation of the teaching and the subject courses", is conducted among the students, on the basis of which a corresponding report will be prepared by the Office of Academic Affairs. The results of the poll are used for curriculum development and for the purpose of re-electing teaching staff. Starting from the 2006/2007 academic year the „Best Teacher of the Year” awards have been granted by the University on the basis of the results of evaluating the teaching staff and subject courses. The aim of the award is to enhance the importance of quality in studies and recognise the teachers who received the highest marks from the students. Under the Statutes for the Best Teacher of the Year Awards the awards are granted in all four main research areas humaniora, socialia, realia et naturalia and medicina to members of the teaching staff who have worked during the previous year in the University of Tartu under an employment contract and who have received the highest marks from the students in the opinion poll, “Evaluation of the teaching and the subject courses”.

Of decisive importance in the assurance of the quality of educational work is the academic level of the teachers. Academic positions are filled through competition and employment contracts are fixed-term contracts. After the end of the election term all the university teachers can take a so-called semester off, during which they maintain their salary while having no teaching duties. On a regular basis, refresher training is conducted for university teachers on the possibilities of using new teaching methods (incl. the web-based learning environ-
ment WebCT), and a methodology course “Teaching at a higher education establishment” has been launched on the initiative of the Faculty of Education. The teaching staff of Narva College takes active part in this project. Please refer to Item 7.2.2. for more detail.

In addition to the activities of evaluating the quality of the educational work internally the University also considers it important to get feedback from its graduates and their employers. The Career Service conducts annual polls among the former students of the University who by the time of the poll have worked approximately six months. The graduates shall evaluate their initial coping at the labour market and the relevance and level of the knowledge and skills obtained from the University, and they are able to make suggestions on how to improve what has been done so far. The results of the poll are made available to both the faculties and the wider public (via the web). The feedback system for Narva College graduates and their employers is described in more detail in Item 8.7.

The University quality assurance system is in constant development. The LÜKKA Project to Increase the Competition Capacity of University Graduates through the Development of the Quality of Study Activities was launched upon the initiative of the University in August 2005. The project is supported by the European Social Fund and is to date the largest inter-university project in Estonia (almost three years in duration, 15 partners and project cost of 32 million kroons). One of the sub-projects under the umbrella of LÜKKA, is aimed at developing a quality culture in the universities (http://www.ut.ee/lykka/166036). The activities under the sub-project include revision of the procedure of self-analysis of the curricula in the University, as a result the exercise which to date has been conducted only every seven years in connection with accreditation, becomes an annual part of the programme based management of the curricula. The University Quality Manual shall also be renewed within the framework of the sub-project. Narva College is in the process of building the experience gained so far into the general University framework.
8.6. Organisation of Quality Assurance of Study Activities in the Area of Curricula. Participation of Staff in Quality Enhancement

In the quality assurance process the College proceeds from the Quality Assurance Agreement of Estonian Public Law Universities of 11 June 2003 and University of Tartu quality assurance principles, using the Quality Assessment Manual (Prof Kaps, 2004). Quality is primarily seen as correspondence to the principal goal. The principal goal of the College quality management is to increase the competitiveness of the graduates on the labour market.

In line with the principal goal the College aims at maintaining and increasing its share in the market for preparing Early Years Teachers and Primary School Teachers (with Russian as language of instruction or multilingual instruction), enhancing the competitiveness of its curricula on the Estonian and neighbouring education markets, building confidence among the students in the level of the education offered and increasing satisfaction of the students and the staff with the organisation of study activities. The College development plan follows the same principles (see Appendix 4: Development Plan of Narva College).

The College quality management system is students-centred. Quality assurance is seen as a constantly evolving systematic process. Attention is mainly paid to the organisation of studies, studying environment, curricula, academic staff and the research conducted by the latter. Given the current stage of development of the College areas of key importance are resource management, securing the balance between quality and effectiveness, economic analysis. In order to guarantee systematic development of the quality system a part-time quality specialist was employed in 2005.

Three years ago self-analysis of the curricula and the related discussion thereof was launched in the College. For more detail please refer to Appendix 61: The Procedure of Evaluation of Teaching and Courses. Self-analysis has been carried out in 2004 and 2006 (Early Years Teacher curriculum) and 2005/2006 (Primary School Teacher).

Under the system in place in the College self-analysis is conducted every two years and within the new analysis performance of the action plans formed during the preceding analysis is studied as well. In order to prepare a self-analysis for an intra-College curriculum or a part thereof, a committee is established by order of the College Director. Members of the committee include teaching staff, students, a representative of the administration, as well as employers and alumni. The self-analysis guidelines emphasise the problem areas: existence of a stable fully employed teaching staff with doctoral degrees, curriculum related research, comparison of the parts of curricula with similar curricular elsewhere in Estonia and neighbouring countries. Action plans for the next two years constitute an integral part of self-analysis.
8.7. Feedback on Quality from Students Studying the Curricula, Graduates and Potential Employers

The anonymous evaluation of all subjects given by the students every term, carries the most weight among the surveys conducted by the University. The evaluation forms are filled in the Study Information System. Please refer to Appendices 32 and 33 (Reports of the Curricula for the Self-Analysis) for parts A and B of the evaluation form.

Since 2003 the College has received regular feedback by way of annual surveys conducted among the first and last year students. The questionnaire deals with the curriculum, the studying process, the studying environment, student motivation, student life, and in the case of last year students – with career planning. Please refer to Appendix 62: Questionnaire for First and Last Year Students. Studying Process and Everyday Life in the College

Although the College participates in the process of selecting recipients for the University Best Teacher of the Year Awards, we have also been handing out the Narva College Best Teacher of the Year Award since 2006, in order to recognise the regional position and membership of our College. In addition to honouring the high quality of teaching, the College Best Teacher Award is aimed at motivating the teaching staff to make their work more students-centred. The Teacher of the Year is elected by students by secret ballot, with each student making and justifying their choice. The teacher who gains the most votes is the winner. As regards the curricula under accreditation, the College Best Teacher of the Award went to Niina Raud in 2006 and to Anna Džalalova in 2007.

The College keeps records of the graduates and pursues informal contacts with them. Five students who have graduated during the past five years are working as administrative or teaching staff of the College. Every autumn a survey is conducted among the graduates in order to receive information about their employment. Item 5.4. presents the results of the surveys. Continuing education and retraining courses organised by the College allow feedback from graduates employed in educational institutions. The College cultural events also bring back many alumni. The College plans to establish an Alumni’s Club. Today 11 of our graduates have become members of Narva Russian Students’ Society. The College has close contacts with the Society, which also organizes the traditional Narva Student Days every December.

A pilot survey of the graduates employed in the educational sector was conducted in the 2004/2005 academic year. The questions concerned the employment record of the graduates and their opinion about their personal chances in the labour market. They were asked to evaluate their studies, both as regards the subjects and the subject didactics, as well as their practical teacher training. More work has been done on the questionnaire, please refer to Appendices 63: Questionnaire for Alumni for the form and the summary of this year’s survey in Appendix 62: The study of the degree of satisfaction with the education received at the Narva College on the Basis of the Early Years Teacher Curriculum.

A new tradition was launched in the spring of 2007: once every two months former students from the Early Years Teacher speciality and other Early Years Teachers from the region are invited to the College for a lecture and discussion on a subject of common interest. The first event was organised on May 10. 27 participants were listening to the lecture “Multilingualism in Kindergarten”, presented by our visiting professor E. Protassova.

The teachers’ continuing education and retraining, as well as the activities of the Estonian House in Narva and Centre of Multilingual Education connect the College with the potential employers, i.e. Estonian educational institutions with Russian as the language of instruction. Please refer to Item 8.1. for more detail. Such contacts have considerably increased confidence in the activities of the College. Item 5.4. of this document describes the career fair tradition of the College, this is a place where the future employers meet future job-seekers, but they also learn about the College and its curricula.

In the 2004/2005 academic year the graduates’ survey was supplemented with an employers’ feedback questionnaire for the first time, please refer to Appendix 65: Questionnaire for Employer. The survey asked the employers to assess the general competences that they seek in a teacher to be employed, as well as the competence levels of our graduates and they were invited to enhance the cooperation between the College and the educational institutions. The summary for this year is presented in Appendix 64: The study of the degree of satisfaction with the education received at the Narva College on the Basis of the Early Years Teacher Curriculum.
8.8. The Procedure of Monitoring College Teaching Staff

The monitoring of teaching and study is based primarily on the system of fixed-term contracts and election of the teaching staff, and on the student surveys described above. If necessary senior colleagues with more experience visit the classes of junior teaching staff. The Department of Studies is monitoring the organisation of studies (timely submission of syllabi in the required format, timely conducting of classes, carrying out the complete study programme).

Other important areas in need of monitoring are the research and development activities as well as continued self-education of the teaching staff. The analysis of the research activities is based on the annual report to be submitted by academic staff by February 1, thus providing a year-by-year overview of their achievements. Academic staff shall submit in a summary of the scientific, teaching and administrative work, international cooperation, social activities and any awards received for the previous calendar year. The report is filled in, submitted and stored in a standard format in the Study Information System. The report serves as a basis for evaluating the performance of the staff.

In 2005 development interviews were introduced in the College. Each member of the teaching staff shall prepare an individual three-year development plan, which includes both teaching and scientific research, as well as participation in College development. The purpose of development interviews is to support, contribute towards better planning of the needs for a sabbatical, College publications, business trips, training funds and joint College training. The interviews are conducted by Heads of divisions and the Director. A new round of development interviews is scheduled to take place in the autumn of 2007.
8.9. System of Implementing Quality Related Proposals and Improvements

The teaching and course evaluation system must also comprise a system of results notification and comparison. Only the teacher has access to part B of the questionnaire, after the results of preliminary examinations/examinations have been made known. The Department of Studies uses part A of the questionnaire to prepare comparative analyses by teachers, curricula and the whole College. College results are also compared against the overall University results. These results are used by the teaching staff to enhance the quality of teaching and to improve the content and format of the subject courses. The data serve as a basis for taking decisions on amendments to curricula. The data are also used in accreditation of curricula, evaluation of suitability of applicants for teaching or academic positions and for carrying out development interviews.

The Quality Assurance Specialist prepares summaries of the surveys conducted in the College, also involving the assistance of specialists of the Department of Studies. The results of the analysis are presented to the Studies Committee, which is mainly made up of Heads of Divisions and programmes. The College Director or Head of General Department chairs the Committee. The Committee discusses the analysis results and decides on the further course of action. Feedback and development proposals concerning the summaries of the surveys are sought from the Divisions. The survey results also serve as a basis for establishing committees to promote studies, for preparing new documents for the organisation of work, for revising curricula, for setting new development goals. Curricula are rearranged in Programme Councils, new development goals are considered at the General Meeting of the College.

The work of the various committees, bringing together representatives of the Divisions is the key to the success of the College. In 2004-2007 the following committees were operating side by side with the self-analysis committees of the curricula to be accredited: the committee to prepare the guidelines for practical pedagogical training for Primary School Teachers and Early Years Teachers, committee for developing the procedure and contents for Master’s examinations of Primary School Teachers, committee for developing guidelines for students’ research work, committee for promoting student research, committee for analysing the observance of the principles of the National Development Plan of Teachers’ Training in the curricula, curriculum committees for forming output based goals of the subjects and improving the curricula. It is notable that as a rule the committees are chaired by teaching staff and not the representatives of the administration. The results of the work of the committees are approved by resolution of the College Council.

The joint development seminars and training courses held for the teaching staff and administration play an important role (see Appendix 53: Training Plan for Academic Staff of Narva College from spring, 2005 to spring, 2009). The College Development Plan and its action plans for the different areas of activity are a direct outcome of this work.

The College enjoys the advantages of a small organisation in its quality assurance. The College has built a confidential atmosphere between the teaching staff, administration and the students. The results of the survey conducted at the joint meeting of the College Studies Committee and the Students’ Studies Committee are proof of this trust. The Students’ Studies Committee, with representatives from all study groups was created in order to get immediate feedback, notice challenges in a timely manner and react in a flexible way.
8.10 The Advantages of Quality Assurance

- The College has a well-operating, systematic quality assurance system, which brings together various parties. The procedure for regular self-analysis of the curricula and parts thereof has been developed and applied in the College;
- The system of implementing quality related proposals and improvements has been carefully considered and put in place in a transparent manner by the administration;
- The issues of quality are included in the staff training plan;
- Students have been involved in the quality assessment process and Narva College has taken over the procedure used by the University of Tartu, where starting from the 2004/2005 academic year the students have been evaluating all subjects every term. Since 2006 the evaluation results are publicly accessible in the Study Information System;
- The College has its own awards system to recognise the best teachers and students of the year;
- The College has close personal feedback from the heads and employees of Narva educational institutions through their participation in continuing training organised by the College and through organisation of teaching practice for College students in the town's educational institutions. The graduates and employers give feedback via a special questionnaire;
- The College administration employs a part-time quality specialist.