THE UNIVERSITY OF TARTU
NARVA COLLEGE

SELF-EVALUATION REPORT FOR THE ACCREDITATION OF CURRICULUM

3133 (7141220)  EARLY YEARS TEACHER (RUSSIAN AS LANGUAGE OF INSTRUCTION) MASTER’S CURRICULUM

Approved by:

Compiler of Report Anna Dżalalova, CandSc

Director of Narva College Katri Raik, PhD

Vice Rector for Academic Affairs Prof. Birute Klaas

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### CONTENTS

1. INTRODUCTION

1.1. **Brief Description of the College** .................................................. 13

1.1.1. Brief Description of the University of Tartu

1.1.1.1. History and Government of the University of Tartu

1.1.1.2. Structure of the University of Tartu

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

1.1.2.1. History and Government of the College

1.1.2.2. Structure, Curricula, Activity and Academic Work of the College in View of the Early Years Teacher Curriculum

1.1.2.3. Research and Development Activity of the College

1.1.3. Estonian Higher Education, Education in Ida-Viru County

1.1.4. Preschool Education in Estonia and Ida-Viru County

1.2. Composition of the Report and its Discussion in the College ................. 20

1.3. Principles and Organisation of Quality Assurance ............................. 21

2. EDUCATIONAL POLICY

2.1. **Mission of the Education Institution and Participation of Structural Units in Achievement of Aims of Educational Policy** ......................... 25

2.2. Agreement of the Institutional Objectives, Aims and Priorities with the Objectives, Aims and Priorities of the College Curricula ................. 26

2.3. Division of Responsibilities in Composing and Developing the Early Years Teacher Master’s Curriculum ................................................. 27

2.4. Summary of the Accreditation Report of the Early Years Teacher Bachelor’s curriculum .... 28

3. CURRICULUM

3.1. **Regulatory Documents and the Conformity of the Curriculum to the Standards of Higher Education and other Documents** ................... 34

3.1.1. Standard of Higher Education

3.1.2. Statute of Curriculum of the University of Tartu

3.1.3. Teacher’s Professional Standard

3.1.4. Framework Requirements to Teacher Training

3.1.5. Law on Preschool Children’s Institution

3.1.6. National Curriculum of Preschool Children’s Institution

3.2. **The Objectives of the Curricula, Requirements for the Initiation and Completion of Studies, including Graduation Thesis Requirements** .......... 38

3.2.1. The Objectives of the Curricula

3.2.2. Requirements for the Initiation and Completion of Studies

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

3.3. **Prospective Employment of Graduates** ......................................... 40
3.4. Description of Knowledge, Skills and Behavioural Norms Defining the Content of Teacher Training Programmes

3.4.1. General Knowledge and Skills
3.4.2. Specific Knowledge and Abilities
3.4.3. Personality Characteristics and Abilities

3.5. General Structure of the Curriculum, Objectives and Proportion of Different Modules, Dynamics and Development Strategy

3.5.1. General Structure of the Early Years Teacher Master’s Curriculum, Objectives and Proportion of Modules
3.5.2. Dynamics and Development Strategy of the Curriculum

3.6. Effectiveness and Relations between Lectures, Practical and Independent Forms of Study. Creative and Research Objectives

3.6.1. Proportion, Effectiveness and Relations between Lectures, Practical and Independent Forms of Study
3.6.2. Creative and Investigative Objectives of Studies and Practice

3.7. Revision of the Curricula

3.7.1. Procedure of Revision of the Curricula
3.7.2. Comparison with Other Curricula in Estonian and Foreign Universities

3.8. Strengths and Weaknesses of the Early Years Teacher Master’s Curriculum

3.8.1. Strengths of the Curriculum
3.8.2. Weaknesses of the Curriculum

4. THE STUDY PROCESS

4.1. Mostly Applied Methods in Teaching and Learning, Ways of Their Implementation

4.1.1. Classroom work – Volume and Ways of Implementation
4.1.2. Independent Work - Volume and Ways of Implementation

4.2. Organisation of Study Process, Learner-centeredness and Information Distribution

4.2.1. Organisation of the Study Process
4.2.1.1. Academic Year
4.2.1.2. Study Information System (SIS)
4.2.1.3. Study Process and Study Load
4.2.1.4. Organisation of Accreditation of Prior and Experimental Learning (APeL)
4.2.1.5. Timetable and Registration to Subjects
4.2.2. Learner-centeredness and Information Distribution

4.3. Assessment of Learning Outcomes, Objectivity, Analysis of Outcomes

4.3.1. Regulation of Assessment of Learning Outcomes
4.3.1.1. Graduated and Non-graduated Examinations: Forms, Procedure, Frequency
4.3.1.2. Final Examinations and Theses: Forms and Procedure
4.3.1.3. Objectivity of Learning Outcomes
4.3.2. Analysis of Learning Outcomes

4.4. Ensuring Evenness of the Actual Study Load

4.5. Organisation of Practice and Aspects of Professional Qualification

4.5.1. Types of Practice within the Early Years Teacher Master’s Curriculum
4.5.2. Organisation of Practice in the Speciality
4.5.3. Aspects of Professional Qualifications Developed During Practice


4.6.1. Strengths of the Study Process
4.6.2. Weaknesses of the Study Process
4.6.3. Development Strategy for the Study Process
5. STUDENTS

5.1. Organisation of Admissions and Analysis of the Level of Applicants ............................................ 78
  5.1.1. Admissions and Advertising
  5.1.2. Admissions Conditions
  5.1.3. Analysis of Level of Applicants

5.2. Advice and Counselling of Students .......................................................... 82

5.3. Analysis of Students’ Study Load and Progress. Drop-out Reasons. Academic Mobility .......... 83
  5.3.1. Analysis of Students’ Study Load and Progress
  5.3.2. Drop-out Reasons. Academic Mobility

5.4. Analysis of Professional Employment Opportunities of Graduates ............................................. 86

5.5. Student Council and Study Process ............................................................................. 88

5.6. Advantages and Shortcomings of the Student Body. Development Strategy ...................... 89
  5.6.1. Strengths of the Student Body
  5.6.2. Shortcomings of the Student Body
  5.6.3. Challenges in the Development of the Student Body

6. STUDY ENVIRONMENT

6.1. Analysis of the Sufficiency, Condition and Equipment of the Lecture Rooms ...................... 95
  6.1.1. Sufficiency and Condition of the Lecture Rooms
  6.1.2. Equipment of the Lecture Rooms

6.2. Technological Level of Special Equipment for Laboratories and Lecture Rooms ................. 97

  6.3.1. Condition of the Library and Development Plans
  6.3.2. Servicing Readers and Availability of Study Materials
    6.3.2.1. Servicing Readers
    6.3.2.2. Availability of Studying Materials
  6.3.3. Availability of Information Networks

6.4. Adequacy and Level of Service Units (Meals, Hygiene, Recreation, etc) .............................. 102

6.5. Sufficiency of Financial Resources for Development ......................................................... 103
  6.5.1. College Budget and Involvement of Projects of European Social Fund in College Development 2005 – 2008

6.6. College’s Biggest Development Project – the New College Building in Narva Old Town .......... 104

  6.7.1. Strengths of the Learning Environment
  6.7.2. Weaknesses of the Learning Environment
  6.7.3. Development Strategy for Developing the Strengths and Overcoming the Weaknesses

7. ACADEMIC AND SUPPORT STAFF

7.1. Analysis of Sufficiency and Qualifications of Teaching Staff .............................................. 111

7.2. Analysis of Selection, Upgrading and Renewal Procedures of Teaching Staff .................... 115
7.2.1. Election of Teaching Staff and Renewal of Staff: Procedure and Analysis
7.2.2. Upgrading of Teaching Staff: Procedure and Analysis

7.3. Principles of Allocating Workload and Assigning Administrative Extra Tasks
7.3.1. Principles of Allocating Workload
7.3.2. Performing Additional Administrative Assignments

7.4. Analysis of Teaching Staff's Research Activity Outcomes
7.4.1. Scientific Publications of Teaching Staff
7.4.1.1. Interconnection of the Teaching Staff's Researches with the Subjects of the Curriculum
7.4.2. Scientific and Methodological Publications of the College
7.4.3. Studying Materials Devised by the Teaching Staff
7.4.4. Conference Presentations of the Teaching Staff and International Conferences in the College
7.4.5. Participation of Teaching Staff in Research and Development Projects
7.4.6. Participation of the Teaching Staff in Professional and Scientific Committees

7.5. Proportion and Working Arrangements of Part-time Lecturers

7.6. Analysis of the Selection, Duties and Training of Support Staff

7.7. Strengths and Weaknesses of Academic and Support Staff
7.7.1. Strengths of Academic and Support Staff
7.7.2. Weaknesses of Academic and Support Staff
7.7.3. Development Strategy for Academic Personnel

8. EXTERNAL RELATIONSHIPS AND QUALITY ASSURANCE

8.1. Cooperation and Contacts with Representatives of Various Institutions, Professional Associations and Employers
8.1.1. Cooperation and Partners in Narva and Ida-Viru County
8.1.2. Main Cooperation Partners of the College beyond Narva and Ida-Viru County

8.2. Contacts with Organizations and Higher Education Establishments Abroad. Future Prospects
8.2.1. Partner Universities and Organizations, Prospects for the Future
8.2.2. Involvement of Guest Lecturers
8.2.3. Mobility of the Teaching Staff

8.3. International Dimension of the Early Years Teacher Master's Curriculum

8.4. Quality Assurance in the University of Tartu and Narva College

8.5. Organisation of Quality Assurance of Study Activities in the Area of the Curriculum. Participation of Staff in Quality Enhancement

8.6. Feedback on Quality from Students Studying on the Curriculum, Graduates and Potential Employers
8.6.1. Results of Early Years Teacher Master's Students' Feedback

8.7. The Procedure of Monitoring the College Teaching Staff

8.8. System of Implementing Quality Related Proposals and Improvements

8.9.1. Strengths of the Internal and External Cooperation and Quality Assurance
8.9.2. Weaknesses of Internal and External Cooperation, and Quality Assurance
8.9.3. Development Strategy for the Enhancement of Cooperation and Quality Assurance
APPENDICES

1. Structure of the University of Tartu
2. Statute of Narva College
3. Structure of Narva College in 2009
4. Development Plan of Narva College until 2010
6. Members of the Accreditation Workgroups for the Early Years Teacher Master’s Curriculum
7. Early Years Teacher Master Level Curriculum (Russian as Language of Instruction)
8. Brief Descriptions of the Subjects of the Early Years Teacher Master’s Curriculum with Russian as Language of Instruction
9. Development of Professional Competences on the Bachelor’s and Master’s Level of the Early Years Teacher Curriculum
10. Diploma Supplement of the Early Years Teacher Master’s Curriculum
11. Requirements for Master’s Examination in Psychology and Pedagogy
12. Requirements for Master’s Examination in Speciality
13. Guide for the Composition and Defence of the Master’s Thesis in Educational Specialities of Narva College
14. University of Tartu Course Outline Template
15. E-learning Courses in WebCT and e-support for the Subjects of the Early Years Teacher Master’s Curriculum
16. Comparative Analysis of the Early Years Teacher Master’s Curriculum with Similar Curricula in Estonia and Abroad
17. Weekly Timetable Template of the Early Years Teacher Master’s Curriculum
18. Procedure of Evaluation of Teaching and Courses
20. Results of Alumni Feedback about the Early Years Teacher Master’s Curriculum in the Academic Year 2007 – 2008
21. Regulations for Pedagogical Practice at Narva College
23. Additional Training Courses for Teachers of Early Years Educational Institutions in Narva College 2005 – 2009
25. College Publishing Activity
27. Presentations at Scientific Conferences and Seminars of the Permanent Position Teaching Staff Involved in the Early Years Teacher Master’s Curriculum in 2005 – 2009
28. Data About the Staff Teaching the Subjects in the Early Years Teacher Master’s Curriculum
29. Conformity of the Academic Staff of the Early Years Teacher Master’s Curriculum to the Standard of Higher Education
30. Teaching Staff’s Studies for Obtaining Academic Degrees
32. Participation of Members of Teaching Staff in Various Professional and Scientific Committees and Editorial Boards
33. Curricula Vitae of the Permanent Position Teaching Staff Involved in the Early Years Teacher Master’s Curriculum
1. INTRODUCTION
General Data about the Institution

1. Name of the institution: Narva College of the University of Tartu
2. Total number of students on different study stages: 613
   - Bachelor’s: 252
   - Master’s: 110
   - Integrated Bachelor’s and Master’s studies: 97
   - Doctoral: –
   - Applied Higher Education: 157
   Date: 01.02.2009
3. Total area of facilities: 6457.1 m² (5% accuracy is adequate).
4. Total number of academic staff: 21
   - Full time staff: 15
   - Part time staff: 6
   Date: 01.02.2009
5. Faculties: –
   - Divisions: 5
   - Chairs: –
6. Total number of curricula
   - Bachelor’s: 2
   - Master’s: 2
   - Integrated Bachelor’s and Master’s: 1
   - Applied Higher Education: 2
   Date: 01.02.2009
7. Average number of graduates: (last three academic year’s average).
   - Bachelor’s: 74.6
   - Master’s: 29
   - Doctoral: –
   - Applied Higher Education: 14.3
   Date: 01.02.2009
8. Total number of students in the speciality in question:
   - Bachelor’s: –
   - Master’s: 38
   - Doctoral: –
   - Applied Higher Education: –
   Date: 01.02.2009
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 Sweden’s second oldest university in 1632. In Estonia the University of Tartu is the oldest, the largest and the only classical university. The University has operated continuously from 1802 as the first university at that time in the Russian Empire with German as the language of instruction. 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 had regained its independence.

The University of Tartu aims at becoming one of the 100 leading universities of Europe. The detailed history of the University is available on its homepage (http://www.ut.ee/general/history). Today there are 16 555 students and 1687 members of the teaching and research staff in the University of Tartu (01.03.2009).

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 (http://www.ut.ee/general/documents) and other regulations. The highest governing body of the University is the University Council (see Appendix 1: 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, which also includes the directors of regional colleges, and thus the director of Narva College, 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 a two year term. Students’ representatives are elected for one year terms.

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 activities including the Colleges belong to the administrative sphere of the Vice Rector of Academic Affairs.

For efficient management the Rector appoints the University Board and determines the basis and regulations of its functioning. The University Board consists of Vice-Rectors, Deans of Faculties, and the President of the Student Council. Directors of the University colleges are informed about activities of the University Board and they can participate in meetings of the Board with the right to vote.

In order to create closer ties between the University and the general public, the Advisory Board composed of outstanding members of society has been set up. The University Foundation creates scholarships, helps fund research and development, and contributes towards inviting guest lecturers. The Alumni Association extends both financial and moral support to the University.

1.1.1.2. **Structure of the University of Tartu**

The University’s structure (Appendix 1) is based on three subdivisions: academic structure, administrative and support structure, and University institutions, including Narva College. The University’s academic structure, which is divided into 4 fields – humaniora, medicina, sociala and realia et naturalia, consists of 10 faculties and their subdivisions. The faculties are Faculty of Theology, Faculty of Law, Faculty of Medicine, Faculty of Philosophy, Faculty of Education, Faculty of Exercise and Sport Sciences, Faculty of Natural Sciences and Tech-
nology, Faculty of Economics and Business Administration, Faculty of Mathematics and Computer Science, and Faculty of Social Sciences. The faculties may comprise of departments, institutes and other structural units in accordance with the Constitutive Regulations of the Faculty concerned. The work of the faculty is directed by the Dean. The highest decision-making body of a faculty is the Faculty Council.

University institutions are units performing autonomous tasks within the academic or the administrative and support structure of the University. The aims of an institution, as well as the principles and procedure for its activities are established in the Charter of that institution as approved by the University Council. There are 5 colleges among the institutions of the University. The EuroCollege is located in Tartu and the four regional colleges are in Narva, Pärnu, Viljandi and Türi. The regional colleges are focused on providing applied higher education (in some documents also referred to as professional higher education) on the basis of independent curricula. Pärnu College has specialised in tourism, Türi College in environmental science, and Viljandi Culture Academy in Estonian national culture. Narva College stands out for providing Russian-speaking young people with humanities based academic teacher education.

At the end of 2008 a new institution – Pedagogicum of University of Tartu was created into the academic structure of the university to better coordinate and direct teacher education and give greater unity to provision for the education of teachers. It aims to monitor and improve the work done in educational sciences, further research on an international level in that sphere, coordinate and steer development of teacher training in faculties and colleges.

Pedagogicum represents the university in issues concerning teacher education and educational sciences and organises information distribution; makes proposals for issuing new or renewing legislation; coordinates, supports and carries out research work in the sphere of education and applies for funding; informs the public about the results of research work in teacher training and educational field; guarantees that the curricula of teacher training are developed on the same principles, coordinates the launching of new curricula and academic affairs; organises the work of support structures for teacher training; cooperation with other Estonian and foreign research and education institutions, businesses, state institutions etc; initiates the Doctoral schools in the field of education and takes part in the execution and organisation of Doctoral studies in the faculties.

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

Narva College is situated in the third largest city of Estonia, Narva (67 000 inhabitants), on the border with Russia. Due to its location the college also has a significant role in the implementation of state integration policy. Up till now Narva College is the only institution of higher education whose main task is training bilingual teachers for schools in the multicultural environment with either Russian or Estonian as the language of instruction.

The College's location and curricula result in implementing multilingual, first and foremost Estonian-Russian model of education. The aims and the curricula of Narva College have been driven by the need to create opportunities for the mainly Russian-speaking local youth that they could gain access to good quality higher education in their home region. The important output of the curricula is that the students are fluent in Estonian at the level the regulation pursuant to the Language Act prescribes. Local and regional needs have also widely been taken into account while developing different curricula.
The College started with teacher training, mainly for early years and primary school teachers and basic school teachers. Due to the Bologna declaration and the need for teacher training in Estonia, the two have developed into Bachelor’s and Master’s studies curricula. In 2004 the College opened two applied higher education curricula – Youth Work and Local Government’s Administration. Creating the new curricula two principles were rigorously observed – the access of Russian-speaking youth and regional needs.

There are 613 students studying in Narva College (01.02.2009), 2/3 of them are regular students (non-distance learning). There were also 1250 participants of continuing education in 2008. The College educates annually approximately 2000 students and that makes Narva College one of the biggest regional institutions of higher education along with Pärnu College. There are 21 members of teaching staff (15 of them full-time) in the College (01.03.2009) and that includes a visiting professor.

The tasks of Narva College are determined by the College rules and regulations, which were adopted by the University Council on November 16, 1999. New rules and regulations for the College were adopted by the University Council on 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, organise degree completion and continuing education, and participate in scientific and other research activities of the University.

The College Council is the supreme judicial assembly of the College (see Appendix 3: Structure of Narva College 2009), which is responsible for reviewing the College’s curricula; making suggestions to the University Council concerning regulations and conditions of student admission; approving the allocation of the College’s budget among the structural units and verifying the report of the budget fulfilment; electing the College’s teachers and lecturers, except for professors. The composition of the Council is approved by the Rector with the recommendation of the College Director. The College Council consists of ex officio Director of the College, who is also the chairperson and her deputies, representatives of the teaching staff and students as well as a representative of the College’s Board of Trustees. Representatives from Faculties of Education, Philosophy and Social Sciences are also members of the College Council as the College closely cooperates with them through the subjects of its curricula.

The body responsible for operatively governing the College is the College Studies Committee. The assembly is called together at least twice per month by the College Director. Heads of Divisions, Programme Managers, Chief Specialist for Quality Assurance and International Relations, Chief Specialist for Development and Administrative Director attend the assembly. 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 and since 1 March, 2009 the Director is Katri Raik.

1.1.2.2. Structure, Curricula, Activity and Academic Work of the College in View of the Early Years Teacher Curriculum

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

According to the Statutes of the College the work of a Division is directed by the Head of the Division who 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.

There are seven curricula functioning for the College full-time students in the academic year 2008/2009:
- Early Years Teacher (with Russian as language of instruction) – Bachelor’s Degree;
- Early Years Teacher (with Russian as language of instruction) – Master’s Degree (the curriculum under accreditation);
- 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;
- Primary School Teacher – integrated curriculum of Bachelor’s and Master’s studies;
- Youth Work – applied higher education;
- Local Government’s Administration – applied higher education.

For each curriculum there is a Programme Manager who coordinates the management and development of the curriculum. The Programme manager for the Master’s curriculum of Early Years Teacher is lecturer of Pedagogy and Psychology, Head of Division Anna Džalalova, CndSc.

Every Programme Manager also summons a Programme Council which sets the objectives for the curriculum, advises the Programme Manager in connection with the strategic development plan, confirms it and assesses the results (for more on Programme Council see 8.6). The Programme Council for the Early Years Teacher Master’s curriculum consists of the following people:

Programme Manager:
A. Džalalova, CndSc (Psychology) (Qualification corresponding to Doctoral Degree), lecturer of Pedagogy and Psychology, Head of Division of Pedagogy and Psychology

Members of the Programme Council:
Jelena Ivanova, Methodology Specialist in Pre-school Education
Jelena Nõmm, Ph.D (Russian literature), Assistant Professor of Intercultural Communication
Katrin Reinevere, CndSc (Economics), Lecturer of Economics
Aino Siimon, CndSc (Economics), Assistant Professor Emeritus
Mari Karm, Ph.D (Educational Science), Lecturer of Pedagogy in Higher Education
Anne Väli, MA, Manager of Kindergarten Kalevipoeg
Vera Nikitina, MA (Education), alumnus
Tatjana Dobroljubova, MA (Education), alumnus, Senior Specialist in Narva City Culture Department
Svetlana Veeber, 1st year MA student

As part of the continuous education cycle, specialities such as Early Years Teacher (Bachelor’s and Master’s degrees), and Primary School Teacher, Teacher of Humanities (Master’s degree), Youth Work (applied higher education) and Local Government’s Administration (applied higher education) can be acquired in the Open University in Narva. The Open University provides opportunities for life-long learning for all those interested, without causing serious disruptions in their every-day lives. Today the Open University covers degree education, applied higher education and continuing education programmes through distance education or other “unconventional” learning environments. 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 offering them psychological counselling and professional consulting courses; in its training activity the College focuses on supporting the transition to partial Estonian medium studies 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 in multicultural society, contacts and interaction between Slavonic and Estonian nationalities and cultures, stereotypes, multilingualism and cross-cultural communication and its peculiarities, and regional, political and population geography. 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. See more in Item 7.

The greatest achievements in the course of the 10-year development of the College have been, first and foremost, the implementation of a multilingual educational model, the recruitment of permanent and qualified staff and the launch of the College's own research and development projects. The College also takes pride in the establishment of close cooperation with the local community and having received full accreditation for four teacher training curricula (two – Teacher of Humanities in Russian Language Basic School, Master's and Bachelor's curricula – in 2005 and two – Bachelor's level curriculum of Early Years Teacher and integrated Bachelor's and Master's Degree curriculum of Primary School Teacher (Russian as Language of Instruction) – in 2007). The college has also accredited both applied higher education curricula in 2008 (conditional accreditation in Local Government's Administration and full accreditation in Youth Work).

In addition to teaching and research activity the College has focused on the development of innovative and educational projects as well as pedagogical and other type of counselling projects (more detailed information is available in item 7.5. and 8.1.). The College has numerous projects directed at teachers including projects that focus on state language teaching and promoting of state identity. The College has engaged in training courses in cooperation with the Estonian Ministry of Education and Research to smooth the transition to Estonian medium education in Russian medium upper secondary schools and also help the initiation of Estonian medium activities for 3-year-olds in Russian medium kindergartens. The College is involved in development projects on intercultural communication and multicultural education under the Estonian Science Foundation; the lecturers take part in an international language learning project; they also part-take in the projects of the European Social Fund that aim to retrain unemployed teachers and prepare schools for the beginning of bilingual study-process. The College also houses the Estonian Home in Narva, Centre of Multicultural Education; and Counselling and Monitoring Centre. All provide support to teachers, but the latter is called into existence in order to provide support and guidance to teachers of Russian medium schools who apply the principles of Content and Language Integrated Learning (CLIL) in teaching simultaneously both the subject matter and Estonian Language.

In its future development the College proceeds from the Strategic Plan of the University (until 2008: http://www.ut.ee/general/documents) and the Strategic Plan of the College until the year 2010 which is actually being updated as well as the latest updated Strategic Plan (see Appendices 4, 5: Development Plan of Narva College in 2010; Action Plan for the Development Plan of Narva College in 2008-2009).

1.1.3. Estonian Higher Education, Education in Ida-Viru County

The supply of higher education in Estonia is mostly concentrated in centres – Tallinn and Tartu are the two cities where the majority of higher education institutions are located. At the same time the aim of Estonia's regional policy is to support the balanced development of different regions and the supply of regional higher education has an important part to play in this process. Unfortunately, so far the regional aspect in higher education has been rather unregulated and without a clear strategic vision in spite of the fact that many documents on regional policy stress the importance of higher education in regional development. The OECD (OECD Thematic Review of Tertiary Education) Country Background Report for Estonia, 2006 (http://www.oecd.org/dataoecd/43/3/37751500.pdf) points out that the involvement of the state is the most justified in Ida-Viru County, as only about ¼ of the inhabitants are Estonians and thus the support to regional higher education would also foster the integration process. In addition the Estonian Action Plan for Growth and Jobs 2008-2011 brings out that the development of language skills is important not only from the aspect of non-Estonians’ integration into the Estonian society but also vital for increasing their employment as it elevates their competitiveness in the labour market. Narva College has a remarkable role to play in this respect – all the curricula have been created as bilingual.
In the Ida-Viru region there are two institutions of higher education – Narva College and Virumaa College of Tallinn University of Technology. The latter only caters for technical education. That makes Narva College the only institution that provides social sciences-based education. In Ida-Viru County, Narva College is solely responsible for educating early years, primary and basic school teachers, all of whom are in great demand. However Narva College is not the only regional college to offer teacher education, so does Haapsalu College of the University of Tallinn and Rakvere College of the Tallinn University, but the latter offers only Bachelor’s level education.

All together there are five institutions of higher education that offer training for Early Years Teachers on the Bachelor’s level: Tallinn University, Rakvere College of the Tallinn University, Tallinn Pedagogical College (applied higher education), Narva College of the University of Tartu and the University of Tartu itself; and only three: Tallinn University, Narva College of the University of Tartu, and University of Tartu are offering the speciality on the Master’s level. In addition only Narva College is focused on training of teachers for kindergartens with Russian as the language of instruction.

Generally the regional higher education institutions have not reached the critical mass in the number of students to guarantee sustainability nor do they stand out in their specialities or competences. Also there seems to be a lack of further training programmes, which would support the continuous education principle. However, Narva College, unlike most of the regional higher education institutions, has a significant student base in terms of both – level studies and further education as part of the lifelong learning approach. Also Narva College has equipped itself with a pronounced competence academic teacher training. The whole of the present report is written while keeping in mind the OECD recommendations to the Estonian higher education.

All in all, the OECD has pointed out that Narva College has done an exemplary job not only in the integration aspects of the studies and community, but also as a managing regional college, providing superior quality higher education.

1.1.4 Preschool Education in Estonia\(^1\) and Ida-Viru County

The most important framework documents that regulate the sphere of preschool education are the following: Law on Pre-school Child Institutions; Frame Curriculum for Pre-school Child Institution; Qualification Requirements for Pedagogues; Frame Requirements for Teacher Training, the Education Act.

Pursuant to the Education Act preschool education until the age of 7 is voluntary. All parents have the right to receive advice about educating and raising their children from the teacher of a child care institution in their region. There are four types of preschool children institutions – day nurseries (for children 1 to 3 years of age), nursery schools (for children 1 to 7 years of age), special nursery schools and nursery-primary schools. Most child care institutions have 1-3 groups and such institutions are mainly located in rural areas. Child care institutions with up to 12 groups dominate in cities. Local governments must provide all their resident children between 1 and 7 years of age the opportunity to attend child care institutions in their catchment areas if this is requested by their parents. The need for nursery school places is very high in certain regions (Tallinn, Harju County, Tartu). 26 482 children were waiting for a nursery school place at the beginning of 2007, 68% of whom live in Tallinn. Nursery school places are mainly needed for children under 3 years of age. Pre-school education institutions get their funding from different sources and the cost to parents varies.

Rural municipality or city governments create special groups or establish special nursery schools if it is impossible for local child care institutions to create an adaptation group. Preschool child care institutions or schools have opened preparatory groups for children who do not attend nursery schools, and having their children participate in these groups is free for parents. Compulsory school attendance begins for children who turn 7 by 1 October at the latest.

\(^1\) Based on materials from the webpage of the Ministry of Education and Research
As of beginning of this year (12 January, 2009) there are 542 preschool children institutions in Estonia and 61 in Ida-Viru Country, the majority of which are for children 1 -7 years of age. In Narva city there are 23 nurseries, all of which are designed for children of ages 1-7. In Ida-Viru County there are 31 children institutions with Russian as the language of instruction, 16 operate in Estonian and 14 institutions use both Russian and Estonian. In Narva 18 of the nurseries use only Russian as the language of instruction. Narva has three language immersion nurseries and one nursery has bilingual groups. The only Estonian language nursery in Narva has also language immersion groups.

According to the Law on Pre-school Child Institutions, 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. Estonian language teaching begins on the preschool level in order to ensure equally good skills in both the mother tongue as well as in Estonian.

The changes in the Frame Curriculum for preschool children's institutions that took effect on 1 March, 2009 give more freedom to the preschool, parent and child for decision making, demand their cooperation, and mark the transition from teacher centred approach to child-centred one. The aim is to make the studying and educating activities more flexible and considerate of the individual child's needs. The Frame Curriculum also lists the general abilities/skills of a 6 – 7 year-old child to further stress the importance of holistic development of the child.

The specific changes that took effect as of 1 March, were the teaching of Estonian as a second language to 3-year-olds as opposed to the 5-7-year-olds of the previous frame curriculum, the emphasises on play in early years education and the integration of activities.
1.2. Composition of the Report and its Discussion in the College

Discussion about the curriculum under accreditation and initial workgroups were already formed in 2007 when the Bachelor’s level curriculum of Early Years Teacher went under accreditation. The first Programme Manager was A. Väli, who was in charge from 2005 to 2007, after her the position was filled by A. Džalalova who is the current Programme Manager.

The lead group in charge of the writing the curriculum report was formed in autumn 2008 and consisted of the following members:

A. Džalalova, CndSc (Psychology), Programme Manager for the Early Years Teacher Master’s curriculum, Head of Division of Psychology and Pedagogy, Lecturer of Psychology and Pedagogy
J. Ivanova, Methodology Specialist in Pre-school Education
Mai-Liis Palginõmm, Chief Specialist for Development
Anneli Roose, Senior Specialist for Quality Assurance and International Relations
Jana Tondi, Head of the Department of Studies

Based on the Programme Manager’s proposal additional eight workgroups were formed to discuss the different aspects of the report in further detail. The workgroups were active from autumn 2008 through March 2009. The groups were formed on the bases of the chapters of the current report. All together 31 different people were involved in the work of these groups. Some people also participated in the work of more than one group (for the composition of the various workgroups see Appendix 6: Members of the Accreditation Workgroups for the Early Years Teacher Master’s Curriculum). The most populous workgroups were the ones discussing and analysing the curriculum (9 people), the study process (12 people), issues surrounding academic and support staff (8 people), and foreign relations and quality assurance (8 people). The 31 people involved in the discussions had different roles and some of then had more than one role in connection to this curriculum. The workgroup participants included three alumni and six students of the curriculum, four employers’ representatives, nine members of the administration and 13 members of the academic staff.

At the same time the Programme Council gathered to discuss management module and the build up of the curriculum. Separate meetings were also held with the students of the curriculum to get their assessments and critique about the curriculum and the study process and environment. The workgroups presented interim reports about their work and findings to the November of 2008.

The curriculum has also been discussed and evaluated in the College among the staff during this academic year. During a two-day internal training half a day was spent on the syllabi and learning outcomes of the Early Years Teacher Master’s curriculum on 9 February, 2009; the colleagues continued with the same issues also on 10 March, 2009.

The current report also takes input from the self-analyses report for Early Years Teacher Master’s curriculum from 2007/2008.
1.3. Principles and Organisation of Quality Assurance

The University of Tartu regards the assurance of the quality of educational work as one of its strategic tasks. In the new Strategic Plan until 2015 (2020), the term “integrated quality assurance system” is one of the key questions. From September 1st, 2006, the university started to implement programme-based organisation of study, the aim of which is to guarantee quality of study process, flexibly meet the needs of society and assure sustainability in curriculum development. Programmes are comprehensive education service packages which include curriculum development, the substantive organisation of study, the necessary marketing activities, the accompanying support services and programme administration.

Programmes are led by Programme Managers who coordinate the study process and curriculum development within the programme, the programme related financial and marketing activities and information exchange by guaranteeing the effectiveness and quality of the curriculum. To achieve this, the advisory bodies of programmes (Programme Councils) include the representatives of students and employers. The tasks of Programme Councils include the preparation of a strategic development plan, setting the goals of the principle activities, counselling the Programme Manager and evaluating the programme effectiveness.

In the autumn 2006, the University Council approved a new Curriculum Statutes. The new statutes introduce two major changes: development of learning outcome based approach for curricula and annual internal evaluation of curricula. Internal evaluation is carried out by Programme Manager and the Council, with an aim to underline the strengths and weaknesses across the curriculum and generate a further action plan for improvements to be introduced. By providing important input for accreditation preparation, internal evaluation plays a substantial role in the quality assurance system.

On a regular basis (each semester) an opinion poll – Evaluation of the teaching and the subject courses, is conducted among the students (more in 8.6.), 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. The evaluation result also serves a basis for an annual award to be given to the best lecturer of a year. From the autumn semester 2007, students will be asked to provide feedback on the curriculum they are enrolled in.

In addition to the activities evaluating the quality of the educational work internally, the university also considers it important to get feedback from its graduates and their employers (see more in 8.8.). 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 copying 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 both to the faculty and the wider public (via the web). The feedback system for Narva College’s own graduates and their employers is described in more detail in Item 8.7. The University of Tartu has also conducted surveys among employers. The responsibility for cooperation with employers in the development of the curricula lies with the faculties and colleges.

Of decisive importance in the assurance of the quality of educational work is the high academic level of the faculty (read more in 8.7.). The university considers the existence of a student counselling system a prerequisite to the assurance of the quality of educational work (see 5.2. for more information).
2. EDUCATIONAL POLICY
2.1. **Mission of the Education Institution and Participation of Structural Units in Achievement of Aims of Educational Policy**

The goal of the university, as defined in its Statutes, is to promote research and knowledge in all fields of its activities, to provide higher education based on professional research and academic study at all levels and to offer services in research, development and education.

The mission of the University of Tartu has been determined in the Strategic Plan for the years 2009-2015, adopted by the University Council on December 19, 2008 by the following statement: *The mission of the University of Tartu is to act as the leading force driving the development of knowledge-based society in Estonia and the guarantor of its continuity.*

_In order to fulfil its mission, the University of Tartu advances research, education and culture and serves society through teaching and research, creating the preconditions for development of world-class research fields through international cooperation and, as Estonia's national university, assuming its share of responsibility for the preservation of the Estonian people and nation.*

_As the national university, the University of Tartu, in cooperation with the state, works to ensure the continuity of an educated Estonia and the development of Estonian language and culture. The university seeks to promote disciplines that study Estonia and the Estonian people, and to guarantee the preservation and development of its national cultural heritage.*

The mission of Narva College of the University of Tartu is formulated in the Development Plan of Narva College for the years 2004-2010 (Appendix 4): “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 society; and to promote the development of connections between various cultures in Estonia”.

The current Development Plan of Narva College was developed at staff seminars; its Action Plan (Appendix 5) was designed and updated in co-work. 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 promotes different forms of studying, including continuing education and retraining.

As the old Development Plan has grown out-of-date, Narva College has initiated the process of updating and rewriting the Development Plan and Action Plan. The renewed Development Plan is expected to be approved by the College Council in May this year. The stress of the renewed development plan is on multicultural teacher training while very acutely keeping in mind the need of the region and the Estonian society as a whole. The College is giving more attention next to full-time study also to retraining, in-service training and the Open University. In the development of curricula the key words are high academic quality, regional centeredness, and the state language learning supporting the society’s integration process. In the process of renewing the development plan the Strategic Plan of the University of Tartu, and the official documents, state strategies and plans are taken into account, especially the Higher Education Strategy 2006-2015 and the Estonian Action Plan for Growth and Jobs 2008-2011.

The implementation of the educational policy in the College rests with the Divisions. The University of Tartu and Narva College set priorities and make decisions about the policy, and the subunits are to enforce it. In order to do this effectively, representatives from the Divisions are also members of the College Council. There is also a body called the Studies Committee (also mentioned in 1.1.2.1). The teaching staff are included in committees established for the discussion of various strategic issues. As a consequence, the staff can have their say and provide a valuable input in terms of curricula and future development of the College.
2.2. Agreement of the Institutional Objectives, Aims and Priorities with the Objectives, Aims and Priorities of the College Curricula

The institutional objectives, aims and priorities of the College are in line with those of the curriculum. The goal of the College is to provide top level education in Estonia and especially in the eastern part of the country. Narva College is one of the main educators of local youth and offers the possibility of acquiring higher education without leaving the home region. One of the goals of the College is to supply the local employer highly educated work force and the local society with highly professional educators. The aim and purpose of the creation of the Early Years Teacher curriculum was to train local people to become needed specialists for the region – preschool teachers. The curriculum includes themes that are of vast importance to the Estonian society as a whole and especially important for this region, for example career planning that is part of the core curriculum or the elective course on Language Immersion (see also 1.1.4).

The people in Narva and Ida-Viru County are mainly Russian-speaking – respectively 97% and 76% of the population do not speak Estonian as their mother tongue – thus, the multi-cultural, multi-lingual and above all the Estonian language teaching/learning dimension in particular is very important in the educational policy. The aim of the College is to prepare students for the labour market. It is important that giving theoretic and academic knowledge is coupled with practical skills and real life experiences received during pedagogical practice. Narva College also stresses that the students are able to communicate at the highest level in both languages: Estonian, the state language, and Russian, the predominately spoken language of the region.

Both, the achievement of the set aims of the Action Plan and the correspondence to the curriculum, are constantly considered in the process of implementation of the Action Plan from the view-point of each curriculum. Narva College Strategic Plan stresses the overall need to even better strengthen the ties between theory and practice, but when talking more specifically about the Early Years Teacher Master’s curriculum, the aims are unifying the practice system for all teacher training specialities and considering teacher competencies while doing so, working on the continuity and connection of Bachelor’s and Master’s level education and the distribution of knowledge, skills and competences received at each level, and increasing student mobility, especially short-term mobility. Also the Early Years Teacher curriculum has increased its student-centeredness which has been an objective also mentioned in the College’s Development and Action Plan.
2.3. **Division of Responsibilities in Composing and Developing the Early Years Teacher Master’s Curriculum**

The curricula of the specialities provided by the College are developed in the College and presented for approval to the Council of the corresponding Faculty, in this case, to Faculty of Education. The Curricula is adopted by the University Council.

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

- the development of the curriculum project was headed by the Division of Pedagogy and Psychology in collaboration with other Divisions. The work on the curriculum began in late 2003 and it was based on the best practices of Estonia, of international cooperation and of the College itself. Different parties were included in the development: teachers and head teachers, Faculty of Education of the University of Tartu.
- 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 Faculty of Education of the University of Tartu;
- the Tartu University Office of Academic Affairs inspects the conformity of the opening curriculum (Council of University Teacher Training and Office of Academic Affairs are in charge of teacher training related curricula). The Committee gives recommendations for the improvement and amendment of the curriculum to be opened; requests the opinion of other faculties concerned, if necessary; and makes one of the following proposals: advises the University Council to approve the curriculum, advises the faculty to amend the curriculum, or advises not to open the curriculum. Therefore, the curriculum passes four different institutions at the Tartu University prior to being adopted.
- after being adopted by the University Council of the University of Tartu, the curriculum was presented to the Ministry of Education and Research for registration.

When the Early Years Teacher curriculum was developed, it was done within Division of Pedagogy and Psychology, because the regulations stating the need for programme councils had not yet been passed. The transition to programme based management was initiated on January 11, 2005 with the Rector decree and based on that decree A. Väli was appointed as the first Programme Manager of the curriculum under accreditation on 01 March, 2006.

An advisory body for the purpose of curriculum development and analyses came together already in 2006, but it was never officially called into existence. The composition of such “unofficial” review group was partially motivated by the accreditation process of the Bachelor’s level curriculum of Early Years Teacher (that received full accreditation in 2007) and partially actuated by the act that required the composition of such consultative bodies. The first official advisory body by the name of Programme Council was set up in 2008 (the members of the Council are listed in 1.1.2.2.).

All the changes to the curriculum have to be initiated by the Programme Manager and admitted by the Council of Faculty of Education.
2.4. Summary of the Accreditation Report of the Early Years Teacher Bachelor’s curriculum

The Early Years Teacher (Russian as the Language of Instruction) (3132) Bachelor’s curriculum of Narva College of the University of Tartu received international accreditation in October 1-4, 2007. The international team of evaluation experts included: Dr. Ulla Mutka (Teacher Education College of University of Jyväskylä, Finland), Prof. Timo Saloviita (Teacher Education College of University of Jyväskylä, Finland), Prof. Dainuvīte Blūma (University of Latvia, Latvia), Prof. Peter van Petegem (University of Antwerp, Belgium), Prof. Anneli Niikko (University of Joensuu, Finland), Dr Alastair D. McPhee (University of Glasgow, Scotland, UK).

The international team of evaluation experts recommended full accreditation of the programme. The final report pointed out that the aims and the goals of the curriculum correspond to those of the Standard of Higher Education and of teacher training. It was also stated that Narva College can serve as an example in multicultural and values fostering education for the community which it serves. The evaluation experts underlined that the curriculum content and the study process organisation are closely connected with the theory of education, as well as with teachers’ practice and their professional development; they also paid attention to the fact that the curriculum instils and develops systematically pedagogical competences in students. However, the expert team would like to see progress towards interdisciplinary problem solving in teacher training. In order to meet these recommendations the curriculum structure and the content of modules have been reviewed and restructured. By applying the interdisciplinary approach, general aims, goals and content matter of each module of the curriculum have been defined with regard to the general aims of the curriculum.

The following strengths of the curriculum and the study process were mentioned: the application of modern teaching methods; student-centred teaching; efficient system of quality assurance and feedback on teaching; availability of all needed information for students and good interaction with the staff; an extensive network of relationships with professional partners, cooperation with the partners being evaluated as advanced and worth disseminating on a large scale; the academic staff’s research in the field of multicultural education, and the system of academic staff’s continuing education in tertiary education pedagogy.
3. CURRICULUM
General Description of the Early Years Teacher  
(Russian as the Language of Instruction) Master’s Curriculum

1. Official duration: 2 years  
   Capacity: 80 CP/120 ECTS  
   Registration number (curriculum code): 3133 (See Appendix 7: The Early Years Teacher Master’s Curriculum (Russian as the Language of Instruction))

2. Name of graduate's qualification: Master of Education (Management of a Preschool Children Institution; Teacher of Accommodation and Special Group)

   The number of compulsory courses: 18 (20 including practice)  
   Average credit point capacity: 2.5 CP/3.7 ECTS  
   Major speciality *Teacher of Accommodation and Special Group*:  
   The number of compulsory courses: 17 (19 including practice)  
   Average credit point capacity: 2.7 ECTS/3.2 ECTS

4. The proportion of elective and optional subjects: 20%

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

6. Approximate structure of the curriculum:

7. Major speciality *Management of a Preschool Children Institution*:  
   Lectures – 21%  
   Seminars and workshops – 10%  
   e-learning – 2.4%  
   Creative/ independent work – 66.6%  
   Major speciality *Teacher of Accommodation and Special Group*:  
   Lectures – 19.2%  
   Seminars and workshops – 15%  
   e-learning – 1%  
   Creative/ independent work – 64.8%

8. Share examinations in the curriculum in total:  
   Major speciality *Management of a Preschool Children Institution*: 61% (65% including practice)  
   Major speciality *Teacher of Accommodation and Special Group*: 70% (79% including practice).

9. Share different examination types:  
   Major speciality *Management of a Preschool Children Institution*:  
   written – 45%; combined (oral and written) – 55%  
   Major speciality *Teacher of Accommodation and Special Group*:  
   Written – 59%; combined (oral and written) – 41%

10. Share of the non-graduated form of assessment:  
    Major speciality *Management of a Preschool Children Institution*:  
    Oral – 43%; written – 43%; combined – 14%  
    Major speciality *Teacher of Accommodation and Special Group*:  
    Oral – 60%; written – 40%; combined – 0%

11. Short descriptions of the curriculum courses: see Appendix 8

The Early Years Teacher Master's curriculum (Russian as the Language of Instruction) was adopted by the Council of Faculty of Education on 25 November, 2003 and was approved by the Council of the University of
The curriculum provides specialisation in two directions: Management of a Preschool Children Institution and Teacher of Accommodation and Special Group in a Preschool Children Institution. Within the operation time of the curriculum the overwhelming majority of students chose the speciality Management of a Preschool Children Institution that is why only this speciality has been taught. The enrolment of students to the speciality Teacher of Accommodation and Special Group is planned for the academic year 2009/2010.

The first enrolment of students to the given speciality took place in 2005. Within the period from 2005 to 2009, 68 students studied at the Management of a Preschool Children Institution speciality and 38 students are studying at the speciality in 2009. 32 students graduated from the speciality within the period from 2007 to 2008.

Besides the level study at the speciality there has been developed a system of additional training and retraining (see Appendix 23: Additional Training Courses for Teachers in Preschool Educational Institutions in Narva College 2005-2009). With the reported volume of in-service education, Narva College ranks the third more important centre for in-service training of educational employees together with the Faculty of Education and Centre of Open University of Tartu. In addition, Narva College is the largest subunits of the University outside Tartu to offer in-service training. Since 40% of Estonia’s Russian-medium educational institutions are situated in Ida-Viru County and another larger area, Tallinn and its immediate environs are serviced by Tallinn University, the activity of the College is primarily directed to its home county, however, the impact of the College extends also beyond the boundaries of the County. In degree studies, 13% of students come from outside the County, in requalification programmes – 40%.

The additional training is meant for those employees of a preschool children institution who want to extend their knowledge and skills. The volume of additional training can be up to 160 hours (4 CP/6 ECTS). Retraining is meant for those people obtaining education in pedagogy who want to receive a speciality for working in a preschool children institution. The volume of retraining is larger than that of additional training to 40 CP/60 ECTS (i.e. 1600 hours).

The number of participants in in-service training of the College indicates a slow but steady tendency of growth (2005 – 1216, 2006 – 1243, 2007 – 1260, 2008 – 1257). The College offers in-service training also outside Narva: in 2005, one hundred teachers of Estonian as a second language for preschool education institutions were trained in Tallinn and Tartu, in 2006 – in-service training courses in preschool education was offered in Tartu (37 persons).

In accordance with the implementation of the new National Curriculum and launching the teaching of Estonian, funded by the Ministry of Education and Research, the most extensive training programmes were carried out from November to February of the current academic year. The first of the training courses was intended for the teachers of Estonian in preschool children’s institutions with Russian as the mother tongue, to improve their knowledge about the changes under way and the acquisition and teaching of Estonian to children at 3 – 7 years of age. The volume of training course amounted to 1.5 CP/2.25 ECTS and 32 teachers of Estonian from the County and beyond took part in it. The second training course was proposed for the staffs and parents from kindergartens. The work was carried out in a number of groups because there were 192 participants in all. Both the kindergarten employees – teachers, managers – and parents took part in the training. The aim of the training was to familiarize all those concerned with essential changes in the new draft of the Law on Preschool Children’s Institutions and in the new national curriculum. The participants were prepared for shaping the curriculum of their own kindergarten. The volume of the training was 1 CP/1.5 ECTS, it was a very practical course and based mainly on the work in lecture-halls in the form of seminars or lectures.

In the case of in-service training, the College has focused on the following main trends: training courses that proceed from the qualification requirements for the teachers, approved by the Ministry of Education and Research (In-service Training for Preschool Education, volume 160 hours; Special Education, volume 160 hours;
Mentoring – Supervising New Teachers and Teachers-Trainees in Kindergartens, 160 hours). Training courses in the methodology (the volume up to 1 CP/1.5 ECTS) are popular (*Discovery Training in Pre-school Children's Institutions; Individual and Differentiated Teaching; Integrated Study Work*). Target groups of such training activities include the teachers in preschool children's institutions who wish to enhance their teaching professionalism, most often teachers of Estonian as a second language, methodologists and directors of preschool children's institutions. Managerial training is offered to directors of preschool children's establishments. (*Managerial Training for Heads and/or Deputy-heads of Children's Institutions; Labour Law*)

Training of Estonian as a second language is the area in which most of the educational activities have taken place. In 2005, there were 154 teachers who completed the additional training course on the subject *Teaching of Estonian as a Second Language in Preschool Education Institutions*. The chosen trend has justified itself – the training course in the subject was equally popular and has been subscribed to every successive academic year.

The College experience in the area of re-training allowed finding a retraining group in the speciality *Teacher of Estonian as a Second Language in a Preschool Children Institution*. The volume of the retraining is 40 CP/60 ECTS. During the period of 2007 – 2009, 20 teachers completed the training in this speciality and 30 students have been studying in the speciality in the period of the academic years 2008 – 2010. This retraining provides preschool children's institutions with the possibility to introduce Estonian language learning to children beginning from three years of age and to realise the National Integration Programme. During the period of 2007 – 2008 early years teachers took part in retraining *Project Manager and Social Worker* in the volume of 10 CP/15 ECTS (Appendix 23).

According to part 1 of paragraph 13 of the General Requirements for Teacher Training (Governmental Act No 381 of 22 November 2000) graduates who have specialised in education have to complete a novice teacher support programme called *An Induction Year*, to be able to work as teachers. The objective of the programme 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 programmes.

In 2007 the College initiated and in 2008, the first group of College-graduated would-be teachers for preschool children's institutions passed the programme for a young specialist in the framework of an Inductive Year. It was a small 8-member group and all of them worked as kindergarten teachers in Narva and Kohtla-Järve. The group successfully completed their studies in the volume of 160 hours and after an inductive year of training they all qualified as “teachers”.

Supporting graduates of the College and implementation of the first induction year for young teachers is an essential area of work. Since 2005 the College has been engaged in the mentor programme of preschool children's institutions. To date, 78 mentors have been trained for preschool children's institutions, both for Russian- and Estonian-medium kindergartens. Mentors not only support and help young specialists to start their career as teachers in preschool children's institutions, they also act as teachers-trainers for the College students who take their teaching practice in kindergartens and obtain their primary professional experience in teaching.
3.1. Regulatory Documents and the Conformity of the Curriculum to the Standards of Higher Education and other Documents

3.1.1. Standard of Higher Education

The Standard of Higher Education (Government of the Republic Regulation No. 258 of 13 August 2002, amended by Government of the Republic Regulation of 16 August 2007, http://www.hm.ee/index.php?popup=download&id=6900) sets the fundamental requirements for higher education in Estonia. The requirements have to be met in order for educational institutions to obtain a teaching license and accredit their curricula. The Standard of Higher Education applies to all levels and types of higher education disregarding the legal status of an institution.

- The Early Years Teacher Master’s study is the study of the second level of higher education during which a student extends his/her knowledge and skills in the speciality and prepares for impendent work. The Master’s study of the given curriculum consists of Master’s studies and professional (early years teacher) research work. The Early Years Teacher Master’s study is completed with taking of Master’s examinations or defending a Master’s thesis, this requirement is fulfilled at the curriculum under accreditation.
- The Master’s examination or Master’s thesis makes up at least 10 CP/15 ECTS of the determined volume of Master’s study. In case of the curriculum under accreditation Master’s examination form 10 CP/15 ECTS. At the same time students have a possibility to write a Master’s thesis in the volume of 20 CP/30 ECTS instead of taking the examinations.
- Master’s study is available in a university or an institution of applied higher education. The Early Years Teacher Master’s study takes place in Narva College of the University of Tartu.
- The condition for entering a Master’s study is Bachelor’s degree, higher education obtained on the basis of a curriculum of applied higher education or a qualification that is equivalent to them. The precondition for entering the Early Years Teacher Master’s curriculum of Narva College is Bachelor’s degree or an equivalent level of higher education in the Early Years Teacher speciality. Students who obtained there Bachelor’s degree in other specialities can also enter the curriculum, provided that they completed pre-conditional subjects (see 5.1.2.).
- The nominal duration of Master’s study is from 1 to 2 years and the volume of study determined by the curriculum is of 40 to 80 credit points, with the application of the European system of credit points transfer the volume of study determined by the curriculum is of 60 to 120 credit points. The nominal duration of the Early Years Teacher Master’s study is 2 years and the volume of study determined by the curriculum is 80 CP/120 ECTS.
- The nominal duration of study of both Bachelor’s and Master’s study and applied higher education and Master’s study is at least 5 years and the volume of study determined by the curriculum is 200 CP, with the application of the European system of credit points transfer the volume of study determined by the curriculum is 300 ECTS. Narva College of the University of Tartu trains Early Years Teachers both on the Bachelor’s level (3 years) and Master’s level (2 years). Thus the nominal duration of study is 5 years.
- At least 75% of the determined volume of subjects in the curriculum is taught by members of the teaching staff with PhD or an equivalent level of qualification who actively participate in scientific and research work in the area of study or who are internationally acknowledged research people in the field of Arts. In the Early Years Teacher Master’s curriculum of Narva College 87% of the academic staff teaching subjects in the curriculum have PhD or an equivalent qualification (see 7.1.).
- At least 50% of the study load determined in the curriculum shall be taught by the members of the teaching staff who work with a work load of at least 51% in such educational institution or in an educational institution that has entered into a contract between curricula or educational institutions. In the curriculum under discussion the percentage of the academic staff with over 51%-load teaching subjects in the curriculum is 63.
According to the Standard of Higher Education, a person who graduates from the Early Years Teacher Master’s study is issued a diploma of the University of Tartu of fulfilment of the curriculum and receiving Master’s degree, the academic transcript and the academic transcript in the English language – *diploma supplement* (see Appendix 10), which is free of charge.

A person who graduated from the Early Years Teacher Master’s study has the right to continue his/her studies on the doctoral study level in conformity with the procedure determined by the Council of the University.

### 3.1.2. Statute of Curriculum of the University of Tartu

The Statute of Curriculum of the University of Tartu (Decree No. 9 of the Council of the University of Tartu of April 27, 2001, amended by Decree No. 18 of October 27, 2006, http://www.ut.ee/livelink_files/7447973.htm) sets down the requirements to the structure, contents, quality and administration of the University of Tartu curricula. The aim of the Statute is to ensure that the University curricula satisfy the requirements stated in the University of Tartu, Estonian and European Union legal acts.

- Learning outcomes of the Early Years Teacher Master’s curriculum and its parts are proceeding from the aim of the curriculum. Learning outcomes are formulated as description of knowledge, skills and competences which a student has acquired upon completion of the curriculum or its part(s) (see Appendix 7: Early Years Teacher Master Level Curriculum (Russian as Language of Instruction)).
- The Early Years Teacher Master’s curriculum complies with the Statute of Curriculum in the nominal study period, total capacity, capacities of modules as well as in the capacity of optional subjects and master’s thesis or examination:

<table>
<thead>
<tr>
<th></th>
<th>According to the Statute</th>
<th>Brief Description of the Content of the Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal study period</td>
<td>2 years</td>
<td>The Early Years Teacher Master’s curriculum</td>
</tr>
<tr>
<td>Capacity</td>
<td>80 CP / 120 ECTS</td>
<td>80 CP / 120 ECTS</td>
</tr>
<tr>
<td>Capacities of Master’s study</td>
<td>At least 60 CP /90 ECTS</td>
<td>66 CP / 90 ECTS</td>
</tr>
<tr>
<td>Capacity of optional subjects</td>
<td>4 CP / 6 ECTS</td>
<td>4 CP / 6 ECTS</td>
</tr>
<tr>
<td>Capacity of master’s examinations or master’s thesis</td>
<td>10 CP (5+5 CP)/15 ECTS (7.5+7.5 ECTS) 20 CP /30 ECTS</td>
<td>10 CP (5+5 CP)/ 15 ECTS (7.5+7.5 ECTS) 20 CP /30 ECTS</td>
</tr>
</tbody>
</table>

### 3.1.3. Teacher’s Professional Standard

The teacher’s Professional Standard (adopted by Education Professional Council Decree No 5 of 21 September 2005) determines the teacher’s professional description and requirements to professional skills (general knowledge and skills, basic knowledge and skills, special knowledge and skills, personality features and personal abilities). The determined professional requirements to the teacher formed the basis of Framework Requirements to Teacher Training and were reflected in them (see the next subchapter). The curriculum under accreditation conforms to the requirements and it is oriented towards formation of the teacher’s professional knowledge and skills as well as personality features and personal abilities which are described in detail in subchapter 3.4.

### 3.1.4. Framework Requirements to Teacher Training

The volume of teacher training determined in the curriculum of the early years teacher training is, depending on acquired competences, 120 CP/180 ECTS on the first level of higher education and 80 CP/120 ECTS on Master’s study level. Narva College of the University of Tartu meets these requirements.

Upon completion of the Master’s study an early years teacher is able, according to requirements, to special competences:
1) to teach children with special needs or to work as Physical Activity teacher or Music teacher;
2) to counsel parents on the issues of education, and colleagues on the speciality issues;
3) to manage work of a preschool children institution and plan its development;
4) to develop teaching-educational work in a preschool children institution.

The curriculum under accreditation, the Early Years Teacher Master’s curriculum, fulfils all of these 4 points – the curriculum subjects are oriented to form the competences of: working with children with special needs (courses: Law on Provision for Children with SEN, Structure and Social Network in Estonia, Psychology of Children with SEN; and others), counselling of parents and colleagues (Basics of Consulting, Family Psychology, Career Planning, and others), management of a preschool children institution (Managing Pre-school Education, Organisation Behaviour and Personnel Management, Labour Law, and others), development of teaching-educational work in a preschool children's institution (Teaching and Upbringing Work Organisation, Overview of Pre-school and Primary Curriculum, Theory and Methodology of Pre-school Education, and others) – see subchapter 3.4.2. for more detail.

3.1.5. Law on Preschool Children’s Institution


The director's task is to secure efficient work of a children institution and to manage the activity of a preschool institution in cooperation with the pedagogic board and the board of guardians. The director is a legal representative of a children's institution within the term of his/her employment contract. The Early Years Teacher Master’s curriculum includes the following subjects corresponding to the above-mentioned competences: Teaching and Upbringing Work Organisation, Managing Pre-school Education, Organisation Behaviour and Personnel Management, Labour Law.

The director bears responsibility for development of a children's institution as well as purposeful and effective use of financial means. Once a year the director is submit to the parish or city government a written overview of the teaching-educational activity of his/her children's institution, its financial situation and use of financing. The director is also obliged to inform latter in writing about essential worsening of the financial situation and directives given by the supervising body. The Early Years Teacher Master’s curriculum includes the following subjects corresponding to the above-mentioned competences: Basic Economics, Project Management, Career Planning, Teaching and Upbringing Work Organisation.

3.1.6. National Curriculum of Preschool Children’s Institution

<table>
<thead>
<tr>
<th>The national curriculum determines:</th>
<th>Learning outcomes of the Early Years Teacher Master’s curriculum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of composition of the curriculum of the children institution;</td>
<td>A student is aware of the national curriculum of the preschool children institution and principles of composition of the curriculum of a children’s preschool institution;</td>
</tr>
<tr>
<td>Aims and principles of the teaching-educational activity, organisation of the teaching-educational activity;</td>
<td>A student knows aims and principles of the teaching-educational activity, organisation of the teaching-educational activity, can analyse various knowledge of education and learning and apply it in his/her work, can develop the educational-learning environment in kindergarten;</td>
</tr>
<tr>
<td>Aims and content of areas of teaching-educational activity as well as presumable results of a 6 – 7-year old child’s development, presumable general skills of a 6 – 7-year old child;</td>
<td>A student knows aims and content of areas of teaching-educational activity, has gained skills and knowledge of regularities of the child’s development, the child’s development and teaching of him/her in a preschool children’s institution and at home, knows the curriculum of preschool and primary school education;</td>
</tr>
<tr>
<td>Principles of evaluation of a child’s development.</td>
<td>A student has gained knowledge about children’s development, teaching, education, he/she knows principles of evaluation of a child’s development.</td>
</tr>
</tbody>
</table>

The curricula also comply with the Estonian Teacher Education Strategy 2009 – 2013 (http://www.hm.ee/index.php?popup=download&id=8782) which concentrates foremost on the lifelong support for the teachers’ career, the advancement of the teachers’ self-analyses skills, and colleague to colleague learning. Attention is also paid to the supporting of the flexibility of teacher education. For the development directions of the curriculum under accreditation, see 3.5.2.
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 teachers, who can create stimulating learning environment. The main objective of the aforementioned curriculum 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 programmes; foster educational activities inside and outside school, constantly develop their professional competence (Framework requirements to teacher training).

Proceeding from the above-mentioned principles, the aim of the curriculum under accreditation is to train early years teachers with omnifarious knowledge who are able to manage a preschool children institution or work as a teacher of accommodation and special group.

On receiving the degree a student:

- is aware of the National Curriculum of the preschool children institution and principles of composition of the curriculum of a children preschool institution, aims and principles of the teaching-educational activity, organisation of the teaching-educational activity, aims and content of areas of the teaching-educational activity, principles of evaluation of a child's development;
- has gained skills and knowledge of regularities of the child's development, the child's development and teaching of him/her in a preschool children's institution and at home;
- has gained knowledge about different countries and considers the peculiarity of the multicultural learning environment;
- has acquired theoretical knowledge and practical skills of managing a preschool children's institution or working as a teacher of accommodation and special group;
- has gained skills of researching and reflecting upon his/her practical activity.

3.2.2. Requirements for the Initiation and Completion of Studies

The requirements to the initiation and completion of studies are set in the Study Regulations of the University of Tartu (Adopted by Council of the University of Tartu Regulation No 6 of 26 May 2006, amended by Council of the University of Tartu Regulation No 17 of 22 June 2007. http://www.ut.ee/livelink_files/1374177.htm) and the Statute of Curriculum of the University of Tartu. For enrolment conditions see 5.1.2.

To graduate and receive a degree, students have to complete the entire curriculum, accumulate optional and elective subjects in the amount defined by the curriculum, complete practical training in the specialty and successfully pass Master's examinations or submit Master's thesis. The procedure of the Master's examinations or Master's thesis defence is described in detail in subchapter 4.3.1.2.

3.2.3. Requirements for the Master's Thesis and Master's Examinations

According to paragraph 34.2, part II.3 of the University of Tartu Curriculum Statues, two Master's examinations (5 CP/7.5 ECTS each) or Master's Thesis (20 CP/30 ECTS) have to be passed to successfully complete the Early Years Teacher Master's curriculum:
For Master’s examination in Psychology and Pedagogy (see Appendix 11) students have to compile a portfolio which demonstrates their ability to integrate theory with practice (for description of the portfolio, see the end of 4.5.1.). The portfolio has to be defended publicly in front of college examination committee.

Master’s examination in Speciality (see Appendix 12) – a Master’s student is to demonstrate his/her skill of connecting theoretical knowledge with practice and professional competences in the area of Management, Basics of economics and law, Psychology (in the speciality of Management of a Preschool Children’s Institution).

Master’s Thesis (see Appendix 13) – a Master’s student demonstrates his/her skills of composing, conducting, formatting and presenting of a research in the speciality, demonstrates acquired competences and skills in the area of education.

Narva College has also designed guidelines for Master’s examination and theses that are accessible to the students also via official webpage of Narva College (http://narva.ut.ee/uliopilasele/eeskirjad.php); for more on the form and procedures refer to 4.3.1.2.

The detailed description of the requirements to student papers can be found in “Handbook for Writing Papers” (http://narva.ut.ee/uliopilasele/oppematerjalid.php).
3.3. **Prospective Employment of Graduates**

Students who have completed the program can work in preschool institutions at one of the specialities they choose:

- Director of a preschool children's institution;
- Teacher of accommodation and special group;

For analysis on professional employment possibilities see 5.4.
3.4. Description of Knowledge, Skills and Behavioural Norms Defining the Content of Teacher Training Programmes

The knowledge, skills, and behavioural norms of an early years teacher is stated in the Teacher Professional Standards and the Requirements for Teacher Training. Knowledge, skills and tasks of the director of a preschool children's institution are determined by the Law on Preschool Child Institution. The students' general and particular competencies and behavioural norms are developed on the basis of these three documents during various courses and practice.

The prerequisite for Master's study is Estonian language mastery at the level of C1, which means that it is a requirement Master's students have to meet in order to be admitted to the defence of Master's examination/Master's thesis. More than 70% of subjects of the curriculum under accreditation are taught in Estonian. However, with regard to the multicultural working environment of early years teachers and the need to support bilingualism, some subjects are taught in Russian (for example Family Psychology, Basis of Consulting). The module of elective subjects and optional subjects offers studies of three foreign languages – Estonian, Russian and English.

3.4.1. General Knowledge and Skills

Requirements to a teacher's general competences are described in Framework Requirements to Teacher Training, adopted by the Government of the Republic Regulation (§ 18). Master’s students have necessary general competences of a teacher already at admission as they have completed teacher training on the Bachelor’s level (Appendix 9: Development of Professional Competences on the Bachelor and Master Level of the Early Years Teacher Curriculum). Within the frames of the Master’s study students continue formation of these general competences at a deeper level depending on the specialisation they choose.

<table>
<thead>
<tr>
<th>General Knowledge and Skills</th>
<th>Subjects in Early Years Teacher Master's Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject- or speciality-based and didactic competence;</td>
<td>P2NC.00.882 Teaching in a Second Language</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.620 Theory and Methodology of Pre-school Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.537 Special Didactics of Pre-school Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.429 Language Immersion Methodology</td>
</tr>
<tr>
<td>The skill of creating of safe learning environment and of developing the curriculum thus</td>
<td>P2NC.00.884 Basics of Children's Health and Hygiene at Pre-school Age and in Early Childhood</td>
</tr>
<tr>
<td>helping learners and the teacher built each-other-supporting working relationship;</td>
<td>P2NC.00.802 Overview of Pre-school and Primary Curriculum</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.473 Basis of Consulting</td>
</tr>
<tr>
<td>The skill of finding interdisciplinary connections and of realizing possibilities of the</td>
<td>P2NC.00.802 Overview of Pre-school and Primary Curriculum</td>
</tr>
<tr>
<td>inter-subject integration, of doing co-operation with other teachers;</td>
<td>P2NC.00.687 Adult Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.426 Teaching and Upbringing Work Organisation</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.095 Developmental Theories</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.473 Basis of Consulting</td>
</tr>
<tr>
<td>The skill of managing teaching and educational work, including within a heterogeneous group,</td>
<td>P2NC.00.686 Multicultural Education</td>
</tr>
<tr>
<td>as well as counselling learners and their family;</td>
<td>P2NC.00.882 Teaching in a Second Language</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.429 Language Immersion Methodology</td>
</tr>
<tr>
<td>Knowledge about problems of the multicultural learning environment and ways of solving</td>
<td>P2NC.00.500 Designing an Individual Syllabus</td>
</tr>
<tr>
<td>them;</td>
<td>P2NC.00.372 Social pedagogy</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.537 Special Didactics of Pre-school Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.423 Development and Correction in Pre-school age</td>
</tr>
<tr>
<td>Ability to notice development deviations, social deviations and maltreatment and to react</td>
<td>P2NC.00.625 Law on Provision for Children with SEN, Social and Social Network in Estonia</td>
</tr>
<tr>
<td>adequately;</td>
<td>P2NC.00.428 Psychology of Learning Difficulties</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.523 Psychology of Children with SEN</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.427 Child with Behavioural Difficulties</td>
</tr>
<tr>
<td>Communicative and self-expression skills, Estonian and foreign languages skills as well as</td>
<td>P2NC.00.650 Public Speaking</td>
</tr>
<tr>
<td>the skill of using possibilities of modern information and communication technology;</td>
<td>P2NC.00.450 Informatics</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.445 Expressive Writing Skills in Estonian</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.624 Estonian Language for Professional Purposes</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.487 Practical English I</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.507 Correctness and Expressiveness of the Russian Language</td>
</tr>
<tr>
<td>Readiness for teamwork and further professional development.</td>
<td>P2NC.00.468 Career Planning</td>
</tr>
</tbody>
</table>
3.4.2. Specific Knowledge and Abilities

According to Framework Requirements to Teacher Training (§ 19) an early years teacher is to realise the following directions upon his/her graduation from the Master’s study curriculum:

<table>
<thead>
<tr>
<th>Specific Knowledge and Abilities</th>
<th>Subjects in Early Years Teacher Master's Curriculum</th>
</tr>
</thead>
</table>
| To teach children with special needs or to work as Physical Activity or Music teacher; | P2NC.00.625 Law on Provision for Children with SEN, Structure and Social Network in Estonia  
P2NC.00.421 Special Pedagogy Follow-up Course  
P2NC.00.428 Psychology of Learning Difficulties  
P2NC.00.523 Psychology of Children with SEN  
P2NC.00.423 Development and Correction in Pre-school Age  
P2NC.00.537 Special Didactics of Pre-school Education  
P2NC.00.427 Child with Behavioural Difficulties |
| To counsel parents on the issues of education and colleagues on the specialty issues; | P2NC.00.473 Basis of Consulting  
P2NC.00.193 Family Psychology  
P2NC.00.687 Adult Education  
P2NC.00.500 Designing an Individual Syllabus  
P2NC.00.372 Social Pedagogy |
| To manage work of a preschool children institution and to plan its development; | P2NC.00.621 Managing Pre-school Education  
P2NC.00.885 Organisation Behaviour and Personnel Management  
P2NC.00.803 Estonian Educational Policy and Educational Legislation  
P2NC.00.801 Labour Law  
P2NC.00.819 Basic Economics  
P2NC.00.468 Career Planning |
| To develop teaching-educational work in a preschool children institution. | P2NC.00.426 Teaching and Upbringing Work Organisation  
P2NC.00.620 Theory and Methodology of Pre-school Education  
P2NC.00.686 Multicultural Education  
P2NC.00.882 Teaching in a Second Language  
P2NC.00.095 Developmental Theories  
P2NC.00.802 Overview of Pre-school and Primary Curriculum |

The development plan of the general education system for the period of 2007-2013 (http://www.hm.ee/index.php?popup=download&id=5676) emphasises the following development directions of the system of early education for which early years teachers need to have specific competences:

**Competences Based on the Directions of the Early Education System**

<table>
<thead>
<tr>
<th>Directions of the Development Plan</th>
<th>Subjects of Early Years Teacher Master's Curriculum</th>
<th>Specific Knowledge and Abilities of Early Years Teachers</th>
</tr>
</thead>
</table>
| Inclusion of children with special developmental needs into preschool children’s institutions is emphasised, possibilities for supporting children’s development are created; | P2NC.00.625 Law on Provision for Children with SEN, Structure and Social Network in Estonia  
P2NC.00.523 Psychology of Children with SEN  
P2NC.00.423 Development and Correction in Pre-school Age  
P2NC.00.537 Special Didactics of Pre-school Education | Teachers gain knowledge about the legislation concerning provision of help to children with special needs in Estonia, they can do active cooperation with colleagues and parents aiming at solving children’s problems; |
| The volume of Estonian language teaching in non-Estonian preschool children’s institutions is increased, spread of the language immersion methodology is facilitated (beginning from the age of 3); | P2NC.00.429 Language Immersion Methodology  
P2NC.00.882 teaching in a Second Language  
P2NC.00.624 Estonian Language for Professional Purposes  
P2NC.00.686 Multicultural Education | Teachers can plan a language immersion activity, apply bilingual teaching; |
| Effective models of career systems and professional development of teachers and directors are created; | P2NC.00.468 Career Planning  
P2NC.00.095 Developmental Theories | Teachers and directors can plan their career, set goals and find possibilities for achieving them; |
| The principle of health-promotion in preschool children’s institutions is applied in formation of the learning environment; | P2NC.00.884 Basics of Children’s Health and Hygiene at Pre-school Age and in Early Childhood | Teachers are aware of main factors affecting children’s health at the preschool age, they have an overview of principles of children’s hygiene, can use various methods of health-care study in work in a preschool children’s institution; |
| Management and evaluation of the general education system is professional, it supports development of the education system. | P2NC.00.621 Managing Pre-school Education  
P2NC.00.885 Organisation Behaviour and Personnel Management  
P2NC.00.803 Estonian Educational Policy and Educational Legislation | Directors are aware of important areas in work of the director of a preschool educational institution, management and evaluation processes of a preschool educational institution, they have an overview of contemporary theories of learning and teaching and methods of the child-centred development, they can apply gained knowledge in developing and composing of the curriculum. |
3.4.3. Personality Characteristics 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 personality characteristics as initiative, emotional self-consciousness, empathy, consistency, persistence, communication and co-operation willingness, good expression skills in speaking and writing, creativity, system thinking, effectiveness, working ability, intellectual capability, tolerance and reliability. All these characteristics and abilities are supported within the context of various subjects of the Early Years Teacher Master's curriculum where trainings, seminars, tests and role play are used (for example Adult Education, Career Planning, Basis of Consulting, Public Speaking, Multicultural Education).
3.5. General Structure of the 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 outcomes and, if necessary, to modify curriculum structure, content and teaching methods in order to accomplish the outlined objectives. To fulfil such a task, in October 2006 the Council of the University of Tartu approved the new Statutes, which requires that by April 15, 2008 all the university curricula should be outcome-oriented.

The Early Years Teacher Master’s curriculum is structured as modules- and competences-based, according to which the aims of studying, learning outcomes, the subject content, and the study strategy/methods in use, are defined for each module and each subject. The inter-subjects connections were established through cooperation between members of the teaching staff and cooperative discussions.

3.5.1. General Structure of the Early Years Teacher Master’s Curriculum, Objectives and Proportion of Modules

The total capacity of the curriculum is 80 CP/120 ECTS. It is oriented towards the maximum fulfilment of the studies’ objectives and tasks. It comprises a number of different modules:

- General Studies Module (18 CP/27 ECTS – 22.5%);
- Speciality studies module: Management of a Preschool Children’s Institution; Teacher of Accommodation and Special Group in a Preschool Children’s Institution (28 CP/42 ECTS – 35%);
- Module of Elective Subjects (12 CP/18 ECTS – 15%);
- Module of Optional Subjects (4 CP/6 ECTS – 5%);
- Module of Practice in the Speciality (8 CP/12 ECTS – 10%);
- Module of Master’s Examinations (10 CP/15 ECTS – 12.5%) or Master’s Thesis (20 CP/30 ECTS – 25%).

The aim of General Studies module: to provide students with deepened knowledge in the areas that are necessary for orientating oneself in modern educational environment and doing qualified professional activity.

Upon completion of the module a student:

- is familiar with legislative acts regulating education, training and learning, can apply legislative acts in the role of a public servant, a pupil, a parent, etc., and can draw and supplement legislative acts which regulate his/her activity;
- knows theoretical basics of multicultural communication and education and can apply them in a multicultural learning environment;
- can analyse various upbringing and learning-related knowledge and effectively apply it in his/her work, can develop educational and learning environment in kindergartens;
- knows methods of teaching in a second language and can apply them in his/her activity;
- has acquired knowledge about children’s development, learning and upbringing;
- knows the pre-school and primary school curriculum;
- can critically assess a public presentation and improve his/her own skill of public speaking;
- can compile main project documentation and portfolio and is able to make an oral presentation of the project as well as to answer audience’s questions.

The aim of the module Management of a Preschool Children’s Institution: a student acquires professional knowledge and skills in the speciality Management of a Preschool Children’s Institution.

Upon completion of the module a student:

- has an overview of modern theories of learning and teaching as well as methods of child-centred development, can apply acquired knowledge in developing and designing of the curriculum;
knows important areas of work in management of preschool educational institutions, management and
evaluation processes in preschool educational institutions;
knows legislative acts regulating personnel management, economic issues and work of a children
institution;
is aware of the content, specifics and practical techniques of the counselling process, has acquired practical
skills of providing counselling to the target group;
can analyse the functional organisation of a family and evaluate the effectiveness of the role of a family,
knows main methods of providing socio-psychological help and family support, can apply techniques for
preventing and solving family conflicts;
knows main factors affecting a child's health at preschool age and has an overview of principles of children's
hygiene, can apply various methods of health studies in his/her work in preschool children institutions;
correctly uses the Estonian language in his/her professional work.

The aim of the module Teacher of Accommodation and Special Group: a student acquires professional knowl-
dge and skills in the speciality Teacher of Accommodation and Special Group.

Upon completion of the module a student:
- has knowledge about legislative acts which regulate provision of help to children with special needs in Estonia,
can work in close cooperation with colleagues and children's parents in order to solve learners' problems;
- has acquired systematic and deepened knowledge about abnormal pedagogy and psychology;
- knows principles, methods and forms of social pedagogical work;
- has acquired knowledge about types of learning difficulties, reasons of their genesis as well as about their
possible solutions in the educational and teaching process;
- knows principles of developmental and correctional work in kindergarten, can research features of chil-
dren's development, carry out psycho-prophylactic and psycho-correctional work;
- can notice a learner's individual peculiarity and personality problems and reacts correspondingly, can plan
and organise individual work of children with behavioural difficulties;
correctly uses the Estonian language in his/her professional work.

The aim of the module of Elective Subjects: elective subjects allow students to deepen knowledge and acquire
more versatile skills necessary for their speciality; they also broaden students' horizons.

Upon completion of the module a student:
- has acquired the Estonian language at C1 level and a foreign language at B2 level;
- has added to the knowledge base and received more versatile understanding in the speciality; or has
acquired deeper knowledge of pedagogy and psychology (peculiarity of pedagogical work with adults,
children with behavioural difficulties; principles of composing an individual syllabus, etc).

The aim of the module of Optional Subjects: To provide students with a possibility to extend their knowledge,
develop their skills and broaden their horizons. Students are provided with a possibility for broadening their
knowledge and improving their skills as well as for developing their interests through subjects of their choice.
While choosing optional subjects students prefer subjects connected with Estonian language studies and
research methods in pedagogy.

The aim of the module of Practice in the Speciality: during practice a student can apply knowledge of theory
and methodology; can independently and creatively fulfil professional tasks in the area of the speciality. For the
learning outcomes of practice see 4.5.1.

The aim of the module of Master's Examinations or Master's Thesis: to provide students with a possibility to
demonstrate their level of speciality competences which are necessary for working in preschool children's
institutions (for the exact competences and skills that are tested for, refer to 3.2.3.).

The aforementioned modules and subjects within them are tightly connected to ensure curriculum integrity
and the achievement of the above-formulated objectives.
Sources of Formation of Professional Competences of Director of Preschool Children Institutions on the Master’s Study Level of the “Early Years Teacher (with Russian as Language of Instruction)” Curriculum

**Elective Subjects** Module
- P2NC.00.445 Expressive writing skills in Estonian (6 ECTS)
- P2NC.00.487 Practical English (6 ECTS)
- P2NC.00.507 Correctness and expressiveness of the Russian language (6 ECTS)

**Speciality Studies** Module
- P2NC.00.624 Estonian language for professional purposes (6 ECTS)

**General Studies** Module
- P2NC.00.690 Public speaking (3 ECTS)

**Elective Subjects** Module
- P2NC.00.450 Informatics (6 ECTS)

**Speciality Studies** Module
- P2NC.00.473 Basis of consulting (6 ECTS)
- P2NC.00.193 Family psychology (3 ECTS)

**General Studies** Module
- P2NC.00.507 Correctness and expressiveness of the Russian language (6 ECTS)
- P2NC.00.445 Expressive writing skills in Estonian (6 ECTS)
- P2NC.00.487 Practical English (6 ECTS)

**Speciality Studies** Module
- P2NC.00.427 Child with behavioral difficulties (6 ECTS)
- P2NC.00.429 Language immersion methodology (6 ECTS)

**General Studies** Module
- P2NC.00.437 Basics of consulting (6 ECTS)
- P2NC.00.193 Family psychology (3 ECTS)

**Elective Subjects** Module
- P2NC.00.500 Designing an individual syllabus (3 ECTS)

**Speciality Studies** Module
- P2NC.00.620 Theory and methodology of pre-school education (6 ECTS)
- P2NC.00.884 Basics of children’s health and hygiene at pre-school age and in early childhood (3 ECTS)

**General Studies** Module
- P2NC.00.690 Public speaking (3 ECTS)

**Elective Subjects** Module
- P2NC.00.774 Management of a preschool children institution: observation practice (6 ECTS)

**Speciality Studies** Module
- P2NC.00.885 Organisational Behaviour and Personnel Management (6 ECTS)
- P2NC.00.468 Career planning (3 ECTS)

**General Studies** Module
- P2NC.00.521 Managing pre-school education (3 ECTS)

**Speciality Studies** Module
- P2NC.00.819 Basic Economics (3 ECTS)

**General Studies** Module
- P2NC.00.823 Project management (3 ECTS)

**Speciality Studies** Module
- P2NC.00.801 Labour Law (3 ECTS)

**General Studies** Module
- P2NC.00.803 Estonian educational policy and educational legislation (6 ECTS)

**General Studies** Module
- P2NC.00.623 Project management (3 ECTS)

**Elective Subjects** Module
- P2NC.00.450 Informatics (6 ECTS)

**Speciality Studies** Module
- P2NC.00.687 Adult Education (3 ECTS)

**General Studies** Module
- P2NC.00.882 Teaching in a Second Language (3 ECTS)

**Speciality Studies** Module
- P2NC.00.885 Organisational Behaviour and Personnel Management (6 ECTS)
- P2NC.00.468 Career planning (3 ECTS)

**Elective Subjects** Module
- P2NC.00.500 Designing an individual syllabus (3 ECTS)

**Speciality Studies** Module
- P2NC.00.887 Language immersion methodology (6 ECTS)

**General Studies** Module
- P2NC.00.507 Correctness and expressiveness of the Russian language (6 ECTS)

**Elective Subjects** Module
- P2NC.00.500 Designing an individual syllabus (3 ECTS)

**General Studies** Module
- P2NC.00.882 Teaching in a Second Language (3 ECTS)

**Speciality Studies** Module
- P2NC.00.823 Project management (3 ECTS)

**General Studies** Module
- P2NC.00.803 Estonian educational policy and educational legislation (6 ECTS)

**Speciality Studies** Module
- P2NC.00.819 Basic Economics (3 ECTS)

**Elective Subjects** Module
- P2NC.00.450 Informatics (6 ECTS)

**Elective Subjects** Module
- P2NC.00.450 Informatics (6 ECTS)

**Speciality Studies** Module
- P2NC.00.819 Basic Economics (3 ECTS)

**General Studies** Module
- P2NC.00.690 Public speaking (3 ECTS)
3.5.2. Dynamics and Development Strategy of the Curriculum

The development of the curriculum is based on the feedback and suggestions of students, lecturers, practice supervisors and potential employers; changes in the social and educational context of Estonia; a comparative analysis of analogous curricula in other European universities; Bologna process recommendations. Of special importance for the development of this curriculum are the changes in legislation, in the National Curriculum on preschool children’s institutions and general directions of the Teacher Education Strategy in particular.

The development directions of the curriculum and the study process have been the following during the first four years:

- Learning-outcomes based teaching (the learner-centred system) has been applied, where aims of the curriculum and syllabi are formulated as learning outcomes and the build-up of the curriculum, teaching methods and the like, are chosen to achieve the learning outcomes. In addition to general course objectives, lecturers have formulated specific study objectives, contents, methodology, and assessment criteria in accordance with the state professional standards;
- Interdisciplinary links have been established across different modules and subjects with the help of lectures’ co-operation;
- Development of study materials by the teaching staff, development of e-courses and E-support. The materials designed in the College take into consideration students’ needs, provide the possibility for distance learning, introduce alternative study methods and also develop professional and methodological competences of the teaching staff (see also Appendix 15: E-learning Courses in WebCT and E-support for the Subjects of the Early Years Teacher Master’s Curriculum);
- Amassing necessary library resources, including required scientific literature, multilingual literature, journals, etc. on the speciality and in several languages, especially Estonian, English, and also Russian. There have been designed course papers in the speciality which are available to students through the library’s ESTER catalogue. In ESTER catalogue a student can view the list of compulsory and recommended literature for a subject as well as electronic study material (see also 6.3.2.);
- Taking into consideration peculiarities of Ida-Viru County which is characterised by multiculturalism, the following subjects were introduced into the curriculum: Teaching in a Second Language P2NC.00.882, Language Immersion Methodology P2NC.00.429;
- For developing multilingual component of the curriculum the following subjects were introduced into the module of elective subjects: Expressive Writing Skills in Estonian P2NC.00.445, Practical English I P2NC.00.487, Correctness and Expressiveness of the Russian Language P2NC.00.507;
- In addition to graduating via Master’s examinations, in order to offer choices to the students, the possibility of compiling a Master’s thesis has been introduced and students can graduate with a final thesis beginning from 2010;
- Developing co-operation with practice base institutions, promoting practice also in Estonian-speaking environment (e.g. Jõhvi, Kohtla-Järve, Rakvere, Tallinn, Haapsalu), the development of the practice system which takes into account the particularities of employed students, not to mention the link that has been created between the practices and Master’s examinations (see also 3.6.);
- A strong correlation has been established between curriculum specialisation and lecturers’ fields of interest (research priorities). The teaching staff have also participated in several courses for increasing their competences as a lecturer and an increase in presentations, publications, and methodological materials concerning early years education has occurred (see Chapter 7 for more details);
- Involvement of outstanding experts on the speciality in teaching to create links between theoretic and practical knowledge (refer to 7.1.). Also foreign guest lecturers have been included in the study activities of the curriculum and College’s teaching staff are engaged in international cooperation on the speciality;
- For the sake of the continuous development of the curriculum there has been established the Programme Council which involves the teaching staff, students, alumni and employers (refer to 1.1.2.2. for the composition of the Programme Council).
The curriculum was amended in 2007, and 2009. The biggest changes were the introduction of Master's thesis, which develops students’ research and analytical skills; increase in the number of language subjects in the module of elective subjects for improving students’ possibilities for forming their linguistic competences; the subject Teaching in a Second Language was introduced into the module of general studies which is conditioned by the necessity to develop the competence of teaching in a second language according to the National Curriculum of the preschool children's institution; the volume of subjects was altered due to transition to the European system of credit points.

The development strategy of the curriculum involves further development of the aforementioned areas as well as:

- Opening of the speciality Teacher of Accommodation and Special Group, which will come about already in autumn semester of 2009/2010, in case of sufficient interest from the part of the students;
- Introducing the possibility of writing the Master's theses in smaller volume of 10 CP/15 ECTS (currently the volume is 20 CP/30 ECTS) which will allow students to make an equivalent choice between the Master's examinations and Master's thesis of the same volume, and the possibility to take elective subjects remains unchanged. The aforementioned amendment can be initiated only from April of 2009 as the Study Regulations of the university did not allow for earlier commencement;
- In connection with the introduction of Master's thesis, cooperation with employers has become more versatile in the areas of suggestions for research topics in the fields which are of interest to employers, and encouraging lecturers and students to carry out applied research. Also employers help will be needed in detailing the guide for Master's thesis in the area of forms for the thesis that would best fulfil the aims of the curriculum;
- Included in the study work is also the research component, mostly via working with large volume of scientific literature and small-volume research assignments, but more attention still needs to be paid to the preparation of the students for Master's thesis. Increasing the research component also prepares students for future doctoral studies.
- The content of the study work demands constant monitoring. During the compilation of the accreditation report, for example, the students brought attention to the need of giving more consideration to the drafting of a kindergarten budget and the teaching methodologies applied in kindergartens. These suggestions need to be discussed through in the Program Council;
- The success of the curriculum is based on the scientific work on the speciality of the teaching staff which is described in 7.4.5;
- Developing e-support for all the subjects of the curriculum by 2011; developing e-study in no less than 20% of the subjects of the curriculum by 2011, but still taking into account the need for face-to-face contacts;
- Developing close co-operation (including study trips, students’ short term exchange) with other Estonian and foreign universities that have analogous curricula (e.g. Tallinn University, Universities of Helsinki, Jyväskylä, St. Petersburg etc.);
- The development of the curricula is supported by speciality-centred foreign affairs and execution of joint development and scientific projects. The corresponding challenges and prospects have been given in 8.2. and 8.9.2;
- The module for the preparation of language immersion teachers to preschool children's institutions has to be designed as a new retraining course by autumn of 2009. In cooperation with Russian partners preparation programme for speech therapists has to be developed.

The College also plans to take part in the ESF structure support for the years 2008-2013 with an aim to enhance the quality of higher education. It the framework of ESF programmes such as EduKo, Primus, DoRa and the like, Narva College wishes to consolidate cooperation with employers, improve the content of the curricula, improve the system of practical training and increase possibilities for practical training, incorporate more visiting lecturers and increase the mobility of the College lecturers and obtain and purchase more study and scientific literature. In addition, the programmes also enable training lecturers, research workers and support personnel (e.g., training in the methodology of teaching foreign languages, the methodology in teaching in a multicultural environment).
3.6. Effectiveness and Relations between Lectures, Practical and Independent Forms of Study. Creative and Research Objectives

3.6.1. Proportion, Effectiveness and Relations between Lectures, Practical and Independent Forms of Study

The workload required to pass a subject is calculated in units of study, i.e. CP. One CP corresponds to 40 hours (one academic week) of student work including class attendance, practical and independent work as well as the assessment of learning outcomes (1 CP = 1.5 ECTS). The duration of classroom work, lectures, seminars and practicums is 2 academic hours or 90 minutes. The course outlines establish the number of credit points and the corresponding amount of classroom or students' independent work. 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 (Appendix 14).

The proportion of independent work within the Early Years Teacher Master's curriculum is 66.6%. Independent work supports the acquisition of theoretical knowledge, develops creative skills and provides preparation for both practice and Master's thesis or examination and includes the research component giving competences of research work (including the skills of expression in writing; for mostly used methods in teaching and learning and their descriptions, refer to 4.1.). Independent work includes reading and analysing of latest scientific literature in the Estonian, English and Russian languages which develops students' linguistic competences and allows them to prepare for research work. It might be pointed out that one of the most popular optional subjects is Research Methods in Pedagogy which demonstrates students' interest in the area.

Students often account for their independent work in the form of an oral defence which develops public speaking skills. Independent work is accounted for within the frames of all subjects. Types of independent work also include e-learning which helps a student to develop independent work skills and computer skills, to analyse work of the group and to be in constant contact with teachers and other students of the speciality.

The amount of the classroom work includes lectures, seminars and practicums. Seminars and practical tasks account for 10% of the curriculum, lectures – 21%, e-learning – 2.4%. In lectures, students are provided with theoretical knowledge about the subject; seminars and practicums are based on this knowledge. In seminars and practicums students learn to apply theoretical knowledge in practice, thus consolidating it. The variety of teaching methods used in seminars and practicums is important.

Practical training in real working environment lasts for 8 weeks in total (8 CP/12 ECTS). The main aim of practice is to learn to apply one's knowledge and to gain real skills and experience. Practice plays an essential role in promotion of teamwork and personality characteristics. In the course of practice students compile individual practice reports which, in their turn, develop the skills of independent work and improve understanding of theoretical subjects as well as their connection with real life. The practice report also facilitates the development of academic writing skills and analytical skills. After completing of each of the types of practice students receive feedback (see 4.5 for more detail).

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

3.6.2. Creative and Investigative Objectives of Studies and Practice

Students demonstrate their skills of independent research work while preparing for the final Master's exams or writing a Master's thesis. During preparation for the Master's examination in pedagogy and psychology students independently organise and carry out a research and familiarize themselves with scientific literature in
the field of preschool pedagogy (see 3.2.3. for more detail). Research work is also a constituent part of students’ independent work within the frames of subjects of the curriculum (see 4.1.) which allows forming the research competence for preparation both for Master’s thesis or examinations and for future professional activity.

The development of independent research activity is supported through student papers and research. The gained knowledge and practical skills are reflected in the student papers. A paper is the result of student’s independent work which may be in the form of an essay, report, review, portfolio, research, notes, a final paper, etc. Students use both theoretical methods (reviewing and analysing research-related literature; organising; analysing and generalising 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 at a traditional annual Students’ Scientific Conference.

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 and the like. Students can also develop their creative and research skills during their practice in the speciality by fulfilling specific practice tasks, as well as by presenting and defending their practice reports (see 4.5.).

Creative and investigative objectives are also accomplished through independent research effort within Students’ Scientific Society (SSS), which helps students realise their scientific potential. All the students and lecturers can participate in SSS meetings, where they share their research experience, prepare for Graduation thesis defence procedure, discuss various issues concerning education.

SSS members also actively participate in the organisation of Narva College Students’ Scientific Conference, which has already acquired international status (students from Estonia, Russia, Finland, Germany, Latvia, Poland, and Bulgaria have already participated in it). Every year students of the Early Years Teacher Master’s Curriculum participate in the Students’ Conference as speakers and members of the audience. The following students made presentations at the Students’ Conference:

V. Soosaar – *Formation of Non-violent Attitude to the Outside World in Children* (04.05.2007);
S. Jefimova – *Principles of Effectiveness of the Language Immersion Methodology* (04.05.2007);
V. Stulova – *Expression of Anxiety of Children at the Preschool Age* (24.04.2009);
M. Tkatsenko – *Possibilities of Emotional Development of Children at the Preschool Age* (24.04.2009);
S. Veeber – *Innovative Approaches to Forms of Physical Education in Kindergarten* (25.04.2009);
M. Potolitsina – *Development of the Imaginative Activity of Children at the Preschool Age* (25.04.2009);

The students have also presented their work at the pedagogic scientific conferences of the College which are introduced in 8.1.1.
3.7. Revision of the Curricula

3.7.1. Procedure of Revision of the Curricula

The process of curriculum title alteration, introduction or elimination of particular specialisation is regulated by the Statute of Curriculum 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/7447973.htm). 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 Programme Manager, the curriculum self-evaluation, the outcomes of the comparative analysis of the curriculum with other similar curricula in Estonia and abroad, the propositions and suggestions of experts and members of the expert evaluation team. The amendment to the curriculum is adopted by the Council of Faculty of Education. See subchapter 3.5.2. for the content of the introduced and planned amendments.

3.7.2. Comparison with Other Curricula in Estonian and Foreign Universities

In Estonia Early Years Teacher Master’s curricula are offered by three higher educational institutions: the University of Tartu, Tallinn University and Narva College of the University of Tartu. For the comparative analysis with these Estonian curricula the following Master’s curricula of foreign universities were taken: the Early Childhood Education Master’s programme of the University of Helsinki, the Early Childhood Education Master’s programme of the University of Jyväskylä and the Preschool education curriculum of the Russian State Herzen Pedagogical University (for a detailed comparative analysis of the curricula, see Appendix 16). All the Master’s curricula are aimed at the development of professional competences and skills in the area of preschool pedagogy.

Upon graduation from the Finnish Universities graduates are awarded the degree of Master of Education, and graduates from Herzen University the degree of Master of Pedagogy. Graduates from Estonian Master’s programmes are awarded the degree of Master of Education. All the curricula under analysis give an opportunity to continue education at the Doctoral level, they all have the same duration of nominal studies, and also the volume of studies is of approximately the same amount of 120 ECTS, with the exception of the Master’s programme of Herzen University – 130 ECTS.

The structures of the Master’s programmes in Estonia have similar principles of composition. All programmes have compulsory subjects. In the curriculum of the University of Tartu there is one general module of compulsory subjects, in the programmes of Tallinn University and Narva College, compulsory subjects are divided into two modules – general studies and speciality studies modules.

The aim of the general studies module of Tallinn University is to support the knowledge of educational sciences and research activities of early years teacher-counsellor. Speciality studies include two modules: Counselling and management in preschool education and Child’s development and research. The aim of Narva College’s general studies module is to provide students with deepened knowledge in the areas that are necessary for orientating oneself in modern educational environment and doing qualified professional activity. Speciality studies in the curriculum of Narva College are presented by the Management of a preschool children institution module or the Teacher of accommodation and special group.

The structures of the programmes of the Finnish universities are similar and have the following modules: Orientating studies, Major speciality studies (Advanced Studies in Science of Early Childhood Education), Minor subject studies. The Master’s curriculum of Narva College lacks minor speciality training as the Bachelor’s level studies offer such an opportunity.

The structure of the Master’s programme of Herzen University has two main modules: Educational disciplines and Practice, qualification tests, which includes Master’s thesis. With the curriculum of Narva College practice and Master’s examinations/thesis are presented by separate modules. The volume of practice in Narva College
is comparable to the programmes of the Finnish universities (14 and 10 ECTS compared to 12 ECTS of Narva) and exceeds thrice the volume of the Master’s programmes of the University of Tartu and in twice in Tallinn University where it is not compulsory to do the practice. The volume for Master’s thesis in Narva College and other Estonian and Finish universities is the same. Only in Russian Herzen University, the volume is one and a half times bigger.

General aims of the curricula under comparative analysis correspond to the general aims of the Master’s curriculum of Narva College. However, each curriculum has its own specific features and offers its own ways of their realisation. The characteristic feature of the Tallinn University Master’s curriculum is in its specialisation in training specialists in counselling. The Master’s curriculum of the University of Tartu offers training for management of preschool children institutions, and it also gives an opportunity to specialise (with a module of elective subjects) either in Physical Activity Teacher or Teaching children with special needs. The particularity of the Master’s curriculum of Narva College is in the opportunity to receive the speciality of Management of a Preschool Children’s Institution or of a Teacher of Accommodation and Special Group. The volume of specialisation in Narva College exceeds the volume in all other universities – in Tallinn, Helsinki and Herzen almost twice, in the Tartu University 3.5 times. Only Jyväskylä’s volume for specialisation is more or less comparable.

While analysing the content of the curricula, it is necessary to point out that the curriculum of the University of Jyväskylä pays great attention to the issues of preschool education and childhood learning environments, including social, cultural and multicultural learning environments; it also has subjects which are connected with development, leadership and quality management. Both directions (multicultural component in education and management of preschool children's institutions) are substantially presented in the curriculum under accreditation.

The Master’s curriculum of the University of Helsinki places a special focus on the studies of research methods and the studies of compulsory and additional literature in the form of the colloquium. The studies of research literature are not presented as a special subject within the curriculum of Narva College, however, the introduction of the latest trends and directions in scientific and research literature as well as the latest achievements of the science, is a constituent part of each subject and they are included into both classroom work (lectures and seminars) and independent work of students which amounts to 50% of the total volume of each subject.

The Master’s curriculum of Herzen University includes a large number of subjects which are aimed at the studies of topical issues of preschool education and the child’s preparedness for school education; great attention is also paid to the studies of methods of teaching and modern issues of science and production. The problems of school education and the transfer from preschool to school education are also considered in the curriculum of Narva College within the context of the subject Overview of Pre-school and Primary Curriculum.

All curricula under analysis include training for writing and defence of Master’s theses. The particularity of the curriculum of Narva College is in the option of passing two Master’s examinations instead. The curriculum has been amended with the inclusion of an option to allow students to write and defend a Master’s thesis, which was not the case with the previous versions of the curriculum. The research component plays an important role at the Master’s level education and it is realised through a large number of corresponding subjects in the curricula of the Finnish Universities and of Herzen University. This is a direction which needs further development with the curriculum of Narva College (see also 3.5.2.) in order to prepare for follow-up studies on the Doctoral level and to develop research and scientific work skills in students.

To sum up, while having similar principles of the Master’s curricula composition and content in the part of preschool pedagogy in Estonia and abroad, the curriculum of Narva College has its own characteristic features. The particularity of the curriculum under accreditation lies in its specialisation realised by a considerable number of subjects aimed at the formation of corresponding professional competences. The curriculum of Narva College makes use of elective and optional subjects which broaden training opportunities and are aimed at professional training to work in preschool children’s institutions by means of a substantial amount of students’ practical training during their studies. Intensive language studies (English, Estonian, and Russian) belong to distinguishing features of the curriculum as well as methods of teaching early years children in a foreign language, which contributes to the multicultural nature of the offered education.
3.8. Strengths and Weaknesses of the Early Years Teacher Master’s Curriculum

3.8.1. Strengths of the Curriculum

- Organisation of work at the College supports the principle of lifelong studies: the College offers level studies to the teachers for preschool children's institutions, passing the induction year, taking part in information-sharing events and continuing education for graduates and other teachers of children's institutions and enhancing academic qualification in the Master's programme. Such study organisation supports career planning of kindergarten teachers as well as development of the curriculum. The flexible module system of the curriculum allows using its resources (subjects of separate modules) not only for training of Master's students, but also for training within the frames of the continuing education and retraining courses for teachers. In the last years, 50 teachers have acquired or are now acquiring a new qualification in the retraining Teacher of Estonian as a Second Language;

- It stands to reason that in development of the curriculum the College considers all the legislative acts for pedagogical curricula at the level of higher education as well as legislative acts regulating work of preschool children institutions effective in Estonia, including the National Curriculum of the Preschool Children Institution. In development of the curriculum the College constantly takes into consideration needs of the national education policy, participates in different development activities (Teacher’s Professional Standard, Strategy of Teacher Education) and considers their development;

- The curriculum presupposes teaching of two specialities which proceed from the requirements set in the Estonian framework requirements to teacher training of early years teachers at the Master's level. They also secure a clear output for the labour market: the director of a preschool children's institution and teacher of accommodation and special group, graduates are provided with a possibility to be employed to the position which requires a higher level of training;

- The aims of the curriculum and its modules are phrased as learning outcomes which secures the Master's students-centeredness of the curriculum and supports development of necessary professional competences. The corresponding development activity has been conducted throughout the existence of the curriculum. Development of professional competences on the Bachelor's and Master's level of various curricula are strongly connected (the illustration for Early Years Teacher Bachelor’s and Master’s study is available in Appendix 9) which secures continuity and succession of the educational and career development in the case of Master's students;

- In the learning-outcomes-based interpretation of the curriculum it is considered that the structure of curricula ensures strong connection between modules and courses, the competences of the curriculum and its individual parts have been determined, and the curriculum integrates various parts and various subjects of the curriculum. The interdisciplinary connection between subjects is also emphasised by students. All members of the teaching staff are involved in the development activity of the whole curriculum, the activity is supported by training courses both for the teaching staff and the administration (see 7.2.2. for details).

- The curriculum supports development of the multicultural and multilingual competence of Master's students through both compulsory and elective subjects. Various languages are used as the medium of instruction (Russian, Estonian, and English), various courses deal with the problems of multiculturalism (Multicultural Education, Teaching in a Second Language, Language Immersion), the students are educated in the field of early years language teaching, practice in the speciality is done in multicultural educational institutions (including a language immersion kindergarten). The share of the study process in the Estonian language at the curriculum is 70%, which supports the state language competence, in particular in the field of the language for professional purposes. Students point out this aspect as positive;

- The research and creative competences are essential as they support the skill of independent learning, development of critical thinking and independent scientific thinking. These competences of Master’s students are supported in the process of both in-class work and extra-curriculum activity (including the
Students’ Scientific Society, Students’ Scientific Conferences) and organisation of various forms of independent work (including student papers and research);

- The content of the curriculum has also been evaluated highly by students who emphasised the balance of theoretical and practical knowledge. The following fields were pointed out in the part of deepened or good knowledge: pedagogy and psychology, multicultural education, work with family, counselling, work with problem children, theory and methodology of preschool education, composition of curricula of a preschool children institution, the field of education policy and management as well as the field of legislation. In addition special attention is given to the connections of different educational levels – the transition from kindergarten to school. Also the large amount of practice helps to develop and affirm the relations between theory and practice and professional competences;

- The process of introducing of additions and amendments to the curriculum is based on the self-analysis system, the expert evaluations of the Programme Council, feedback of students, mentors and employers as well as on the comparative analysis of the curriculum with similar curricula in Estonia and other European countries. The analysis is conducted consistently. The comparison of the curriculum proves that in the case of the College curriculum it is necessary to emphasise the existence of well-defined specialisation, thought-through practice of a large volume, formation of the multicultural and multilingual competence;

- As optional subjects the curriculum includes lecture courses of visiting lecturers about new directions in development of a preschool children's institution, challenges of multicultural education and concerning other interesting fields (see more in 8.2.2.). These efforts of the College secure the multi-sidedness of preparation of Master’s students;

- For graduating from the curriculum students can choose a suitable form of the curriculum completion: they can either take 2 Master's examinations or write a Master's thesis. In the case of taking Master's examination the College students point out the following things: in the process of the composition of the learning portfolio knowledge is systematised, theory is well-connected with practice, there is a possibility to conduct a research within the frames of practice.

3.8.2. Weaknesses of the Curriculum

- During existence of the curriculum under accreditation Master’s students have opted to be trained only in one speciality – management of a preschool children institution. It is necessary to start training in the other speciality – teacher of accommodation and special group as there is the corresponding social need (the level of education of teachers working in the speciality is critically low and it does not conform to requirements);

- The research competence of Master’s students needs a more systematic and stronger support. In connection, the possibility of writing a Master’s thesis beginning from the year 2010 has been introduced. This also supports students who would like to continue their education in doctoral study.

Development directions of the curriculum are presented in subchapter 3.5.2.
4. THE STUDY PROCESS
General Data about Organisation of Studies

1. Number of weekly hours according to the timetable per term:
   - Minimum – 2
   - Average – 22
   - Maximum – 40

2. Maximum number of subjects in one term: 12

3. Average amount of weekly independent work hours: ~20 hours

4. Number of students in a group:
   - Minimum – 7
   - Average – 18
   - Maximum – 40

5. Total number of independently written works: 73

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 textbooks in Estonian: 89.2%
   c. textbooks in Estonian available for at least a quarter of students: 100%
   d. textbooks in Estonian available for at least one fifth of students: 100%
   e. textbooks in foreign languages available for at least a quarter of students: 77.8%
   f. textbooks in foreign languages available for at least one fifth of students: 91.7%

8. Percentage of full-time students who graduated within the nominal period of studies:
   - 2007 – 46.2%; 2008 – 50%

9. Percentage of students who graduated with honours: 1 student (3%)
4.1. Mostly Applied Methods in Teaching and Learning, Ways of Their Implementation

The forms of teaching applied in the study process allow reaching the goals and fulfilling the tasks set forth in the curriculum – there are lectures, seminars, practicums, practice, web-based courses and different types of independent work.

4.1.1. Classroom work – Volume and Ways of Implementation

In the Early Years Teacher Master’s curriculum classroom work comprises 33.4% of the overall study volume of the curriculum (lectures equal 21% and seminars, practicums, and e-learning 12.4%).

- **A lecture** is used for giving 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 show illustrative materials using 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 under the teacher’s supervision. The main methods used at seminars are case study, discussion, students’ presentations, analysis of scientific literature, comments and evaluation of the teacher’s work, etc. During seminars members of the teaching staff often use audio and video support for illustrating the introduced material. As a rule, such meetings, seminars, etc. are held in the specially equipped room: room 101. The use of various methods helps to consolidate the material acquired in lectures, supports students’ self-analysis and allows to master different useful methods for future work. Participation in seminars as a general rule is mandatory, and is noted in every subject’s syllabus;

- **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, analysis of problematic situations, project work, role play, discussion, analysis of the results of learning activity, etc. Practicums are also used in language study. Practicums develop students’ verbal skills which are especially essential in bilingual studying. Participation in practicums is generally mandatory;

- **Practice** is necessary for developing pedagogical competences as such. The preparation of students for their future jobs begins with lectures where they receive basic theoretical knowledge. Seminars are focused on discussions and analyses to improve students’ skills of critical thinking. Practicums are about learning-by doing and experiencing first-hand the different working methods that students have learned about in theory classes. The practical trainings are the last step before going and competing in the labour market. In the course of practical trainings, that is working along-side professionals and specialists; they enhance and perfect their skills and knowledge they have acquired so far. The peculiarity of practice at the Master’s level is that many Master’s students already work in preschool children’s institutions, which is why the organisation of practice presupposes acquaintance with other kindergartens both in Narva and other cities. During practice students gain experience of working at the chosen speciality, they learn to plan their career, analyse themselves and their own activity, as well as to plan and carry out research activity. For a detailed description of practice see subchapter 4.5;

- **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 making the study process more flexible, especially for those students who are working. Within the frames of this curriculum learning through WebCT is supported by classroom work. The partially web-based organisation of the curriculum also provides students with the possibility to on occasion meet and communicate with teachers face-to-face. In
conformity with students’ wish for web-courses, a thematic development plan has been drawn up (see also 4.6.3) and web-courses are being developed by members of the teaching staff;
· 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 assessing the depth and degree of consolidation of the studied material as well as formation of subject-based pedagogical competences (see also 4.3.1.).

4.1.2. Independent Work - Volume and Ways of Implementation

Independent work at the Early Years Teacher Master’s curriculum constitutes 66.6% of the overall load.

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

<table>
<thead>
<tr>
<th>Type of Independent Work</th>
<th>%</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>18.2</td>
</tr>
<tr>
<td>Analysis of study material, including e-support in SIS</td>
<td>14.2</td>
</tr>
<tr>
<td>Solving written and oral tasks/exercises</td>
<td>7.1</td>
</tr>
<tr>
<td>Organising methodical observations and interviews, including their analyses</td>
<td>6.1</td>
</tr>
<tr>
<td>Drawing up parts of curricula, study materials and lesson plans</td>
<td>6.1</td>
</tr>
<tr>
<td>Preparing reports, presentations, reviews</td>
<td>5.9</td>
</tr>
<tr>
<td>Preparing creative works</td>
<td>5.1</td>
</tr>
<tr>
<td>Composing a learning portfolio and self-evaluation</td>
<td>4.4</td>
</tr>
<tr>
<td>Description and analysis of working experience</td>
<td>4.1</td>
</tr>
<tr>
<td>Finding material on the Internet and using computer programmes</td>
<td>3.6</td>
</tr>
<tr>
<td>Studying legislative acts and documentation including the curriculum, action plan and development plan of a preschool children institution</td>
<td>3.6</td>
</tr>
<tr>
<td>Solving pedagogical situations, case analysis</td>
<td>3.2</td>
</tr>
<tr>
<td>Work group, discussion in WebCT environment</td>
<td>3.2</td>
</tr>
<tr>
<td>Preparation for practical classes and tests</td>
<td>3.2</td>
</tr>
<tr>
<td>Writing essays and articles</td>
<td>2.8</td>
</tr>
<tr>
<td>Project work</td>
<td>2.5</td>
</tr>
<tr>
<td>Writing research projects, conducting researches</td>
<td>2.1</td>
</tr>
<tr>
<td>Study trips</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Such variety of methods of independent work allows considering the particularity of each subject, needs, possibilities and individuality of students and it supports development of various kinds of pedagogical and scientific competences.

Studying and analysing of latest theoretical scientific sources fosters development of students’ scientific thinking and broadens their horizons in the field of the chosen speciality. Work with methodological sources prepares students for practical activity and extends their knowledge about contemporary aspects of methodology and didactics in the field of preschool pedagogy. Studying of legislative acts, including the latest amendments made to them (for example, amendments to the national curriculum of the preschool children institution), and of documentation of a preschool children institution prepares students both for doing practice and realising of their professional activity in future.

In today’s situation project activity is an integral part of work of preschool children institutions which is why acquaintance with the funds system, rules of and requirements to project application, as well as real composing of projects, supports and develops professional activity of Master’s students. Forms of independent work which are connected with preparing and carrying out of research, composing of reports and the learning portfolio, help in formation of students’ research competence, their skills of self-analysis and career planning.

The research component in the study process is described and analysed in subchapter 3.6.2. and the approach to practice is introduced in subchapter 4.5.
4.2. Organisation of Study Process, Learner-centeredness and Information Distribution

4.2.1. Organisation of the Study Process

4.2.1.1. Academic Year

In the University of Tartu the academic year is divided into two terms: the autumn term and the spring term. The study process is organised according to the academic calendar which is adopted with an annual decree of the Rector. Both the autumn and 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, and terms. The College completes the academic calendar with the dates essential for regulating/supporting the study process in the College, such as the deadline for submitting of graduation thesis outlines in order to confirm the topic of the graduation thesis, dates of pre-defence and defence as well as the schedule of graduation examinations and, enclosed as an appendix, the practice schedule. 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. Study Information System (SIS)

SIS of the University of Tartu (see https://www.is.ut.ee/pls/ois/?tere.tulemast) was designed in order to develop the learner-centred system and improve the availability of information. SIS 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 SIS. 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 form the University.

A member of the teaching staff can use his/her SIS environment for making amendments to subject syllabi, for adding materials and other information concerning the subject, for contacting students who registered to his/her subject through the automatic e-mail-sending service, for checking students’ evaluation and feedback about the subject and submitting an annual report of the academic staff member.

The Programme Manager 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 for study process management 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 SIS 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 member of the teaching staff and the students who study his/her subject.

4.2.1.3. Study Process and Study Load

Study is organised according to the Study Regulations of the University of Tartu which is the base document regulating levels of study and study-related relationships and which establishes general areas and requirements of the organisation of studies, rights and responsibilities of both teaching staff and students in the University, including the College.
The standard workload of a student is 40 CP/60 ECTS during one academic year (20 CP/30 ECTS each term). As a rule, a subject is completed within one term. A student is transferred to the next year of study if he/she successfully completed courses in curriculum subjects corresponding to their workload of the previous year.

Students can either pursue their studies full-time or part-time (items 75-84 in Study Regulations, http://www.ut.ee/livelink_files/1374177.htm). Students studying full-time shall by the end of each academic year complete at least 75% of the standard workload, i.e. at least 30 CP/45 ECTS. Students studying part-time shall by the end of each academic year complete no less than 50%, but no more than 75% of the curriculum’s standard workload, i.e. no less than 20 CP/30 ECTS, but no more than 30 CP/45 ECTS worth of courses. Full-time students occupying state-funded student places who have failed to meet the requirements of full-time study shall be reassigned to part-time study on student places not covered by state funding. About the study load and progress of the Early Years Teacher Master’s curriculum students, see 5.3.1.

4.2.1.4. Organisation of Accreditation of Prior and Experimental Learning (APEL)

The accreditation of prior learning or learning work is regulated according to the Study Regulations of the University of Tartu and by Rector of the University of Tartu Decree No 29, Procedure of Accreditation of Prior and Experimental Learning in the University of Tartu, of September 28, 2006.

The APEL system is successfully applied in the College on the whole, and in the curriculum under accreditation, in particular.

Accreditation of Prior and Experimental Learning (September 1st, 2006 – February 8th, 2009):

<table>
<thead>
<tr>
<th>Accreditation of Prior and Experimental Learning</th>
<th>Students in their 2nd year</th>
<th>Students in their 1st year</th>
</tr>
</thead>
<tbody>
<tr>
<td>the total number of applications submitted for fulfilling of the curriculum</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>of small volume (up to 4 CP/6 ECTS)</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>of medium volume (5 – 14 CP/7.5 – 21 ECTS)</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>of large volume (over 15 CP/22.5 ECTS)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>the total number of accredited credit points</td>
<td>239.5</td>
<td>32</td>
</tr>
<tr>
<td>accredited as compulsory subjects</td>
<td>126</td>
<td>16</td>
</tr>
<tr>
<td>accredited as elective subjects</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>accredited as optional subjects</td>
<td>80.5</td>
<td>16</td>
</tr>
</tbody>
</table>

The above-given table demonstrates that the volume of compulsory subjects accredited (142 CP/213 ECTS, i.e. 52.4%) and the number of accredited elective and optional subjects (129.5 CP/194.25 ECTS, i.e. 47.6%) was more or less the same. It also gives an idea that the students who entered into study, had either already received higher education and completed courses of additional training or took subjects of the content necessary for further study already at an earlier education stage and are planning to graduate within the nominal period of study. The application of APEL supports ideas of life-long learning and enables students to fulfil the curriculum successfully and.

4.2.1.5. Timetable and Registration to Subjects

Study Regulations regulate the order of timetable composition and registration to subjects (p. 56 – 65).

The timetable is composed for the whole term (see Appendix 17: Weekly Timetable Template of the Early Years Teacher Master’s Curriculum). 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 and in SIS.

Students are informed about changes in the timetable through student e-mailing lists or the timetable in SIS. Information about changes in the timetable is also displayed on the stand in the lobby of the College. A student
independently registers for subjects proceeding from the above-mentioned information and according to the procedure established in the Study Regulations. A student has the right to cancel the registration for a subject before 10% of the classroom work has taken place.

The study plan of each academic year is based on the logical sequence of courses. The curriculum includes prerequisites for many courses. Taking prerequisites into consideration, every student can make independent decisions about the sequence of courses. As the majority of Master’s students are employed full-time, the study process is organised in the form of sessions two times a month every second week from Thursday to Sunday.

4.2.2. Learner-centeredness and Information Distribution

Both electronic means and direct communication (which is highly appreciated in a relatively small College) are used for securing student-centeredness. Informing students is the responsibility of the Programme Manager, administration as well as students themselves. In the College informing and counselling of students are closely integrated (see also 5.2.).

- In addition to SIS (see 4.2.1.2) the College has its own learner-centred system of information exchange: briefing hour is organised for the first year students before the beginning of study. During the first term Master’s students have an opportunity to choose an elective course Introduction to Studies (1 CP/1.5 ECTS) where they get acquainted with organisation of studies in the University, including Narva College, possibilities provided by the curriculum and study, principles of using studying equipment, library and SIS, requirements to composing of written papers and basics of research and scientific work;
- College home-page (http://narva.ut.ee/) displays all the necessary information: general information about the College, basic documents, structure and staff. Under a separate link, To Student, and Study, students can find all the needed documents, such as curricula, syllabi, yearly study plans, SIS-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. Most of the forum topics are supervised by students themselves. The main sections of the forum are: work of the Student Council; questions to the administration; the study process; employment possibilities; life in the hostel; organisation of events; sports; KVN (comedy club); cinema etc.;
- Information is also exchanged through various e-mailing lists, for example: press@narva.ut.ee – press releases about Narva College life; sno@narva.ut.ee – Students’ Scientific Society; tudengid@narva.ut.ee – information for Narva College students, KELA.mag1@narva.ut.ee – information for first-year students of the Master’s study at the Early Years Teacher speciality, KELA.mag2@narva.ut.ee – information for second-year students of the Master’s study at the Early Years Teacher speciality;
- College has its own bilingual student newspaper Dixi which comes out once a month and introduces aspects of student life. The College also publishes information bulletins. Most of the information is available both in Estonian and Russian;
- Members of the teaching staff 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 SIS and WebCT environments;
- Students are provided with consultations and support in solving current problems by the Programme Manager A. Džalalova, specialist for study process management N. Kravtšenko, specialist for the Open University M.-M. Lõokene (the Department of Studies is open 8 hours a day and on Saturdays of the Open University it is open from 8.30 a.m. to 3.00 p.m.), by the Division secretary A. Ivankova;
- In the College there are the Student Council and the Students’ Studies Committee (more in 5.5.) which work on fostering students’ awareness of their possibilities and organise events and disseminate information.

The students’ participation in the development activity of the curriculum and the College is described more fully in the following subchapters.

The curriculum focuses on facilitating of the flexible organisation of the study process, forms and methods of teaching are aimed at the achievement of the best results, see 3.6. and 4.1.
4.3. Assessment of Learning Outcomes, Objectivity, Analysis of Outcomes

4.3.1. Regulation of Assessment of Learning Outcomes

Assessment of learning outcomes is regulated by the Study Regulations which establish graduated examinations and non-graduated examinations as forms of knowledge assessment and determines the procedure of their completion, rights of the examiner and the examinee, procedure of defending the final thesis. They also determine the six-point scale (p. 92-94) for graduated assessment of learning and the procedure of implementation of the scale:

- grade ‘A’ or “excellent” – given for outstanding and particularly profound knowledge of both the theoretical and applied aspects of the subject, creativity and effortless skill in applying learning outcomes, considerable independent work and versatile knowledge of speciality literature. The student has acquired 91 – 100% of the material referred in subject syllabus;
- grade ‘B’ or “very good” – given for very good knowledge of both the theoretical and applied aspects of the subject within the limits of the subject syllabus and textbooks, very good skill in applying learning outcomes. The exam has revealed certain errors which are neither substantive nor serious. The student has acquired 81 – 90% of the material referred in subject syllabus;
- grade ‘C’ or “good” – given for good knowledge of both the theoretical and applied aspects of the subject, good skills in applying learning outcomes. A certain lack of confidence, and imprecision are apparent in the student’s answers pertaining to subject depth and detail. The student has acquired 71 – 80% of the material referred in subject syllabus;
- grade ‘D’ or “satisfactory” – given for knowledge of basic theoretical and applied principles, facts and methods of the subject and an ability to apply these in typical situations. The student’s exam answers lack confidence and suggest considerable lacunae in his/her knowledge of the subject. The student has acquired 61 – 70% of the material referred in subject syllabus;
- grade ‘E’ or “poor” – given for minimum knowledge of the subject, the application of which presents serious problems. The student has acquired 51 – 60% of the material referred in subject syllabus;
- grade ‘F’ or “fail” – given in case of failure to show minimum knowledge of the subject. The student has acquired 0 – 50% of the material referred in subject syllabus.

4.3.1.1. Graduated and Non-graduated Examinations: Forms, Procedure, Frequency

The system and procedures of examinations (oral or written, conditions of admittance to examinations and re-sitting examinations, etc.) are determined in the syllabus. The proportion of exams in the curriculum on the whole is as follows: Management of a Pre-school Children's Institution – 61% (65% including practice); Teacher of Accommodation and Special Group – 70% (79% including practice). The proportion of different examination types: speciality Management of a Pre-school Children's Institution: written – 45 %, combined (oral and written) – 55%; speciality Teacher of Accommodation and Special Group: written – 59%, combined (oral and written) – 41%.

A non-graduated assessment (or pass/fail evaluation) is a form of testing knowledge or current work, its positive result is defined as Pass and negative result as Fail. The proportion of non-graduated examinations in the curriculum on the whole is as follows: oral – 43%, written – 43%, combined – 14%; speciality Teacher of Accommodation and Special Group: oral – 60%, written – 40%.

Examinations are held during the examination period. To be allowed to sit an examination students are to fulfil different requirements. In case of the majority of subjects students are required to attend on average 75% of the course, 100% of seminars and practicums which is determined in the course outline. Each member of the
Apart from the final assessment during the studies there is regularly carried out continuous assessment which secures the consistency of studying. The final assessment is often based on the continuous assessment. For example, the final assessment of the subject *Estonian Educational Policy and Educational Legislation*: 20% legislation acts analysis, 20% report, 10% vocabulary compilation, 20% analysis of development plan, 30% test; *Practical English*: positive assessment of final grammar test (50%), completion of homework assignments during the term (20%), positive assessment of current in class tests (20%), active participation in class work (10%); *Career Planning*: course reading and analysis (20%) and presentation of the learning portfolio (80%).

Written examinations and non-graduated examinations can be the following: solving problem situations of pedagogical or methodological character, theoretical and practical problem solution, working on a project or methodological paper, testing, giving answers to theoretical questions, solving practical tasks, etc. Oral examinations and non-graduated examinations are arranged in the form of defence of a research paper, for example, compiling of and defending the portfolio, including the learning practice portfolio (see 4.5.), creative projects and presentations, answers to questions. The advantage of an oral examination is the development of communicative skills and improvement of expressive skills in the Estonian language. The form and contents of examinations is chosen based on the character of the competences that were to be developed in the frames of the course.

Results of examinations are registered in the examination report which is the basis for acknowledgement of student’s learning outcomes. The examination results are entered in the SIS before the set deadline (see 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. In the event a student received a fail grade in both the regular examination and the re-sit, the student is to re-register for another course of this subject and fulfil all the requirements set for the completion of the subject (Study Regulations p. 111). For objectivity of forms of control and feedback see 4.3.1.3.

### 4.3.1.2. Final Examinations and Theses: Forms and Procedure

When the students have completed the curriculum, they have the choice between taking the Master’s exam or compiling the final theses and defending it on an oral defence.

For the final examination, the requirements to the content and writing it, as well as to the procedures of conducting and assessing examinations are determined by Narva College Procedure of Master’s Examination in Pedagogy and Psychology (Appendix 11) and Procedure of Master’s Examination in Speciality (Appendix 12) and agreed with the Study Regulations (p. 112 – 116). As to the final theses and defence, the requirements to the content and writing it, and also to the defence procedure, are determined by the Procedures of Composition and Defence of Master’s Theses of Narva College (Appendix 13) and agreed with the Study Regulations (p. 117 – 123).

Both, the Master’s examinations and defence of the final theses, are held twice a year, and in order to be admitted to the examinations of defence, the student is required to have completed the curriculum in full capacity. Master’s examination and defence in pedagogy are oral, assessed at a public defence, and assessed by a panel.

In case of the Master’s examination, the student has to submit their portfolio, and in case of the final theses, has to submit the theses in two copies at least 10 days prior to respectively the examination or defence.

Members of the theses defence and examination panel are appointed by the Director’s decree, on the composition of the panel refer to the next subsection 4.3.1.3.
Master’s examination in the speciality lasts three hours; it’s held in a College lecture room in the presence of the examination panel. During the examination the student solves three questions/tasks in writing (as set in the document on requirements, content and format of the examination). The results of Master’s examinations are registered in the Master’s examination report which is the basis for acknowledgement of student’s learning outcomes. The procedure of issuing and returning of the Master’s examination reports is the same as in case of examination reports.

In the case of theses defence, based on the proposal of the Programme Manager the Director appoints the reviewers for the theses by her decree. Reviewers are chosen according to the topics of the thesis; they can be both members of the teaching staff of the College and employers which allows receiving objective feedback from the latter. Reviewers receive one copy of the thesis; all the graduation theses are also available on the College Intranet. Reviewers are provided with the assessment instruction which includes the assessment criteria and where reviewers are to point out the advantages and shortcomings of the thesis and to present their questions. The assessed copy with the reviewer’s report is to be at the Division at least 24 hours prior to the defence. Then the reviewers’ reports are available to the students which helps them to prepare for the defence.

Within the curriculum under accreditation, so far no student has been able to choose to graduate via Master’s theses, because the form and procedure is still being discussed and the guide for Master theses still in design (see also 4.6.3.). The first Master’s theses can be submitted starting from 2010.

4.3.1.3. Objectivity of Learning Outcomes

A relatively large share of written examinations 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, fulfilment of individual tasks, regular tests, etc. If a student wants explanations about his/her grade, he/she can use the lecturer’s office hours for it. Quite often the teaching staff provides general feedback in the following lecture, not mentioning any names. The students can ask the teaching staff to comment on their grade via e-mail. As to WebCT courses, feedback is provided about the most critical shortcomings and outstanding results to all students at a time. Individual feedback is given when a student asks for it.

A student has the right to challenge the grade he/she received, including the grade of the thesis defence or examination panel. The procedure of grade challenging is determined in Chapter: Challenges to Decisions in Matters of Organisation of Study, of the Study Regulations (p. 185 – 193).

Objectivity of assessment of final examinations and papers is based on the following principles: assessment is carried out by the panel consisting of at least 6 members; the Chair of the panel or one of its members must be from outside the College (as a rule, from Department of Education of the University of Tartu); the Chair of the panel must have an academic degree (in case 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. During the work of the panel there has not been a single challenge of examinations grade. Students’ Studies Committee has never raised the issue of an unfair or non-objective assessment.

4.3.2. Analysis of Learning Outcomes

All students fully complete the curricula. In some cases students even exceed the nominal number of credit points; for further analyses refer to 5.3.1.
4.4. Ensuring Evenness of the Actual Study Load

Ensuring evenness of the study load, which is emphasised by the College administration, is essential. Evenness of the study 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. The curriculum under accreditation is estimated for 2 years where within each of the term the total volume of offered subjects is 20 CP/30 ECTS. This allows Master’s students to fulfil the study programme in the full volume; although if it is needed, or if students want, they can take a larger/smaller number of subjects.

Facilitating the even division of the main study load is the informing of students at the very beginning of a course about the dates of submitting their independent work which should help students to plan their time. Along with ensuring evenness, it is also important to divide the lecture load evenly. It has been mentioned repeatedly before, that the final grade in Narva College is usually made up of small parts – homework, group work, tests, seminars and the like, which also means that the students have to do their tasks throughout the whole semester, and it is not enough to only cram before an examination. Such organisation of work is feasible for students and it is proven by the fulfilment of the curriculum (see 5.3.1.).

The results of the survey show that students agree with the number of credit points allocated for subjects. According to the results of the survey in the academic year 2005/2006 – 80.5% of students, 2006/2007 – 78.1%, 2007/2008 – 74.6% and in 2008/2009 – 77.5% of students think that the study load is fair, i.e. classroom, practical and independent work load for 1 CP/1.5 ECTS actually corresponds to 40 academic hours (Appendix 19). They also do not consider the subjects to be very difficult. On the evaluation scale from – 2 to 2 students in their last year of studies evaluated subjects as 0.51. This result shows that the study load is perceived as neither too easy nor too hard which points to the adequate difficulty of subjects.
4.5. Organisation of Practice and Aspects of Professional Qualification

The system of the practice in the speciality is agreed with the corresponding practice system of the University of Tartu, the procedure of doing pedagogical practice of Narva College, the Preschool Children Institution Law, the Framework Curriculum of Early Years Education and it supports development of competences in the chosen speciality.

The capacity of practice of the Early Years Teacher Master’s curriculum is 8 CP/12 ECTS and its total duration is 8 weeks (1 CP/1.5 ECTS = 1 week). The practice guidelines (Appendix 21) are available on the SIS.

4.5.1. Types of Practice within the Early Years Teacher Master’s Curriculum

The Master’s curriculum includes two types of practice: the observation practice and the methodological practice (requirements to practice completion as well as forms and content of the both types of practice are described in Appendix 21). The content of practice is oriented towards development of professional competences involved in the given speciality (for more detail see the table: Interconnection of Modules of the Early Years Teacher Master’s Curriculum in subchapter 3.5.1. which describes sources of formation of professional competences and interconnection of practice with other modules of the curriculum).

Practice is meant for Master’s students who have already received some preparation to work in preschool children’s institution. That is why requirements to the content of practice take into consideration the sufficient level of already-formed general pedagogical competences. In designing the practices, it has also been taken into account that the majority of student already work in preschool children's institutions during their Master's studies.

The first practice is Management of a preschool children institution: observation practice, 4 CP/6 ECTS. During the practice a student gets acquainted with Estonian early years education system, peculiarities of work of a preschool children institution, etc. The aim of the practice is to introduce the role of director and deputy director in management of a preschool children institution; to develop skills of organising and planning work (including the educational aims) of a preschool children institution.

Upon completion of the practice Master’s students are to: be familiar with management documentation; have gained the experience of composing an action plan for one year; have acquired the skill of organising methodological work; analyse the teaching process and the educational environment; is aware of the role of director and deputy director in management of a preschool children institution, organisation and realisation of teaching-educational work; analyse the director's work and independently organise various forms of the methodological activity.

The second practice is Management of a preschool children institution: methodological practice 4 CP/6 ECTS. Within the frames of the practice students get acquainted with management of a preschool children institution, its documentation and work of the administration. A student observes and analyses the director's work, independently organises different forms of methodological activity, controls teaching-educational work and holds a meeting with children's parents. The aim of the practice is to develop students’ readiness to fulfil functions of the director of a preschool children institution.

The content of the practice is aimed at the development of professional competences in the field of management of preschool children institutions. Upon completion of the practice Master's students are to be able to: work with management documentation; organise the methodological work of a children institution; analyse learning and upbringing environment of pedagogical work; understand the inner evaluation system of a children institution as well as the role of a director and deputy director in management of a preschool children institution, organisation and realisation of teaching-educational work; analyse the director's work and independently organise various forms of the methodological activity, control teaching-educational work.
During methodological practice, Master’s students also collect material and conduct surveys necessary for composition of the learning portfolio for the Master’s examination in general pedagogy.

The learning portfolio consists of five modules: composition of pedagogical-psychological characterisation of one child; conducting pedagogical-psychological analysis of the observed activity; pedagogical-psychological analysis of a problem situation or a conflict which occurred in the teaching-educational process; pedagogical-psychological analysis of organisation of teaching-educational work in a children institution; conducting research of one’s pedagogic competences through planning and analysing of one’s professional activity.

4.5.2. Organisation of Practice in the Speciality

The practice schedule is drawn up at the beginning of the academic year and is made available for students. In order to complete the practice, students register for it in the SIS. Organisation of practice, which is conducted completely on the bases of the College, is arranged on one common principle – before the beginning of practice, the practice coordinator (the Programme Manager) organises an information seminar where students get acquainted with technical and content-based issues, including the aims and tasks of the practice, the student’s rights and responsibilities.

Practice is carried out in kindergartens with which the College has signed corresponding contracts. In total there are 24 practice base kindergartens for the Early Years Teacher Master’s curriculum. During the last 3 years Master’s students have completed their practices in 8 cities of Estonia: Narva, Kohtla-Järve, Jõhvi, Sillamäe, Tallinn, Tartu, Valga, Rakvere. Master’s students can complete their practice in the preschool children’s institution they work in; however, in order to expand one’s ideas of work in other kindergartens, students are not advised to do their practice in the children institution where they work.

Traditionally during the first week of the observation practice the College organises trips to kindergartens of Kohtla-Järve, Jõhvi, and Tallinn for the Master’s students. This is an essential part of the practice and it allows Master’s students to get the idea of the system of work in different kindergartens and to compare these systems. The study trips have received very positive evaluations from the students. In the future it is planned to organise study trips to Finland in a bigger number in order to get acquainted with the Finnish organisation of work in preschool children's institutions (see 8.2.).

Practice supervisors in preschool children’s institutions are mentors who completed 160-hour training in the College and know all the content- and organisation-related requirements to practice completion. The College began training mentors in 2004 and by now 78 mentors in the field of preschool pedagogy have completed the training (for a list of additional training courses, refer to Appendix 23).

During one week after the completion of practice, students are to submit their practice reports. During the next week, the practice coordinator determines the time of the final practice seminar where students share the experience they gained. The practice is assessed in the form of an examination. The assessment is based on preparation of the practice portfolio and its presentation at the practice seminar, and feedback from the base kindergarten.

According to the analysis of results from the practice mentors, they evaluate students’ activity very positively – 69.6% of students at practice were assessed with the grade “A” (excellent). Activity of the rest of the students was assessed as „good” and „very good” (see Appendix 22).

The condition for being allowed to take the examination is fulfilment of the practice tasks to the extent of 75%. The following criteria are provided to ensure the objectiveness of assessment:

- Assessment of the supervisor from the practice base (the evaluation sheet signed and filled in by the supervisor, in compliance with the form presented in the practice guidelines, is to be submitted by the student to the College practice supervisor within one week after the completion of the practice);
· Student's practice report (the practice report filled in compliance with the form presented in the practice guidelines, is to be signed and submitted by the student to the College practice supervisor within one week after the completion of the practice);
· Review of the College practice coordinator (the Programme Manager).

On the whole, all students who completed practice during the last three years were assessed positively. The final grades of the majority of the students (66.7%) were either “A” (excellent) or “B” (very good).

Each student receives feedback when given the final grade which occurs no later than three days after the final practice seminar. In their reviews practice supervisors at the practice bases make their suggestions for improving the organisation of practice, which are then used to improve the quality of organisation of practice and for development of the curriculum.

4.5.3 Aspects of Professional Qualifications Developed During Practice

Both types of practices help to achieve the aims of the speciality developing students’ knowledge, abilities, skills and personal features and abilities in compliance with the requirements (see 3.4.) set to the speciality. For successful development of abilities and skills students fulfil both the general and special tasks of each type of practice.

The results of the analysis of practice (Appendix 22) show that both practice supervisors and students consider the following personality characteristics and skills to be the best developed: accuracy, ethics, feeling of responsibility, empathy, teamwork, persistence, communicative skills.

Students’ activity in the following fields was also evaluated positively: understanding of the director’s role in management of a preschool children’s institution, understanding of the role of the deputy director in organisation of teaching-educational work, being aware of the documentation of a children’s institution, understanding of the inner evaluation model of a children’s institution, analysis of a child’s growth environment.

Upon completion of the practice, Master’s students fill-in self-evaluation sheets. Results of the self-analysis of the observation practice have shown that all Master’s students emphasised that they gained new experience, knowledge and skills (80.9% of the students evaluated the statement with the highest score: 5). Results of the self-analysis of the methodological practice showed that students evaluated results of the practice positively. 82.6% of the students emphasised their high contentment with the methodological practice (assessed it with the scores of “4” and “5”), 86.9% of the students think that material of lectures supports practice, 82.6% of the students significantly extended their knowledge, gained new knowledge and skills and considerably improved their skills of independent work and self-analysis. This result is valuable considering that at the moment of completion of the practice many of Master’s students were already working as directors of preschool children institutions. Students mentioned no evident difficulties or problems in the process of doing of the practice. The majority of the students were pleased with the content and order of the organisation of the practice.

The majority of the students did not make any suggestions on changing the content or order of organisation of the practice, but emphasised its strengths. The suggestions which were received from some students (for example, providing the possibility to get acquainted with rules of the filing documentation) were discussed during the final seminar on the practice and also at the meeting of the Programme Council. These suggestions have been considered in further activities on organisation of the methodological practice.

4.6.1. Strengths of the Study Process

- Regulation of studies in the University is based on a unitary and continuously developing Study Information System (SIS) which includes all parties of the study process: students, academic staff and administration. The SIS guarantees timely information, transparency of the study process and supports an objective attitude towards different parties of the study process;

- Organization of work at the College supports the principle of lifelong studies, the College offers: level study to Early Years Teachers, the passing of induction year, taking part in information-sharing events and continuing education for graduates and other teachers of children's institutions, and enhancing academic qualification in the Master's programme;

- Organization of studies in the speciality is student-friendly and flexible. The questionnaire answered by students at the beginning of the spring semester 2008/2009 pointed to a favourable atmosphere for studies as a remarkable asset. Study organization takes the student employment into consideration; it enables predominantly employed students to complete the curriculum in time and at a relatively high average level of academic achievement. The APEL system has been successfully applied, accrediting the students’ prior degree studies and in-service training. The APEL possibilities have been made use of by half the students. Also the students studying at non-state-funded student places may be reassigned to state-funded student places in the case of vacancies. Four students have taken advantage of this possibility;

- In the case of study organization, the students point out that subjects are logically arranged and the College offers a sufficient number of subjects that, as a general rule, are feasible, well as the credit points, which are adequate to the amount of work put into a course;

- Students are offered individual consultations; the College has worked out an integrated system of information and counselling which includes all the parties. In a relatively small college, contacts are close between lecturers and students as well as among students themselves. Students can always approach both the Programme Manager and lecturers. The students' study board is also active;

- In information and counselling activity, the Internet options are efficiently used which is particularly important because the students come to the College every other weekend. Likewise, part-time lecturers can easily be contacted via e-mail. The students emphasize that their addresses are always responded. The College web-site is used for putting questions to the College administration. At the same time, necessary regulations and guidelines that support studies and individual work in particular, are made available to the students;

- Learning environment is supportive of studies. The supportive services of the College are well functioning, the support staff are highly qualified and well motivated, the students' questionnaire approves of the services offered;

- The study department is appreciated highly, students are serviced also on Saturdays of the study weekends;

- The students assess positively the accessibility to study materials: within 2005 – 2009, on a scale of –2 to 2, the score was 1.36. The Internet environment is well accessible; the form of study packages is of great help in the library system ESTER as well as e-support that can be found in 70% of all subjects. All said above, assures that the students are provided with study material for individual work;

- Students and graduates appreciate highly the work of lecturers as professionals, the variety of methods; methods of active studies, are particularly outstanding. The students emphasize the possibility of colleague-to-colleague methods that are popular with lecturers. Teaching methods as well as forms of individual learning have been chosen with the view to support the development of competences in the speciality and future work on it. Individual study form plays an important role in working on scientific literature independently for the sake of students' further research work;

- Likewise, the SIS-based assessments to the study process are positive. The following indicators are mainly pointed out: lecturers explain in detail the aims and conditions of subjects to be passed, and criteria of
grading; lecturers present the material clearly and systematically, including clear guidelines for independent work. The assessments given to the curriculum over the whole period of its functioning are given in 8.6.1 in greater detail;

- Various methods are implemented in the assessment of learning outcomes, taking into account mainly those competences that are important for the future holder of the Master's degree. Oral assessment of knowledge is essential as it develops the students’ skills of expression as well as fluency of Estonian. The latter motivates the students to actively participate in the study process as the current assessment outcomes have an impact on the final grade or are preconditions for taking an exam. Students are pleased with the lecturers’ objectivity. Students are granted feedback options as to their learning outcomes;
- The system of practical training supports professional enhancement and further career-planning of the teachers who prevailingly work in preschool children's institutions. Questionnaire of 2006 – 2009, carried out on practical training, assures that the students' knowledge and practical skills remarkably improved in the course of practical training, as well as their skills of independent work and self-analysis.

4.6.2. Weaknesses of the Study Process

- Some students are not happy about the organization of study work because lectures begin already on Thursday afternoons and continue up to Sunday. A long cycle of studies is caused by the fact that the students are entitled to at least 15 hours of lectures;
- Although the College consistently introduces and popularises e-studies (by training lecturers, successful participation of lecturers at competitions of creating e-courses, a remarkable volume of e-support to the curriculum), the students wish to even more attend e-courses. Apart from that, the students emphasize their wish to use the e-support in all their subjects.

4.6.3. Development Strategy for the Study Process

- In cooperation with students, optimal organization of studies needs to be discussed. Students do not accept a 4-day study cycle. At the same time it is important to maintain optimal number of contact hours with students – the latter requirement presupposes a specified analysis by the Programme Council and teaching staff – as well as to facilitate independent study work. For a consistent development of a similar system, clarifying expectations of different parties and for quality assurance it is expedient to set up a commission at the beginning of the following academic year in which, on a par with students, the burning issues can be addressed;
- Within the forthcoming academic year, it is expedient to change the organization of studies in the way that no obligatory courses of subjects are going to take place on Thursdays, when the students can take selected or optional subjects. It would definitely ease the study load of those Master’s students who had earlier taken subjects of a similar level or passed in-service training;
- Students and graduates see a possibility of sharing experience among themselves or with lecturers as a positive aspect of the curriculum. To enhance sharing experience it is necessary to create a dynamic web environment. The information environment is going to facilitate the sharing of experience of studies and practice, among fellow-students and the teaching staff, discuss new methods of teaching, offer novel ideas for the development of the curriculum, continuing education and cooperation among teachers-practitioners and the College. Such an information environment is possible to create by means of the European Social Foundation project EduKo for facilitating teacher training in which Narva College is one of the partners. See more closely in 8.9.1.);
- It is essential to encourage students to introduce the outcomes of their research work and make presentations at College conferences. It supports their readiness for research and also develops skills of public speaking. In the current study regulation the recommendation goes with defences at the Master’s exams or defence of the Master’s thesis. For the development of the curriculum, presentations at local conferences could be made an obligatory precondition;
- Students assess positively the plan to take their teaching practice outside their own kindergarten-working place. Majority of the students obtained such an experience during their observation practice. The most positive aspect the students mention is the emergence of personal cooperation networking with colleagues from various areas. Therefore, it is important to revise the organization of practical training (see also Appendix 20, on the alumni feedback) and encourage students to take their methodology practice also outside their place of residence. It is worthwhile to weigh a suggestion that in the frames of methodology practice, study trips to various places in Estonia and outside should be organized. However, such an organization of practice would require additional funding;
- Taking into consideration students’ requests and the particularities of their studies, it is necessary to decrease the number of in-class hours for practicing teachers and to increase the share of e-learning in the total volume of studies. The main aim of such improvements is to assure the quality of teaching and to provide students with flexibility in their studies;
- By now there have been developed 5 Web-courses in the total volume of 12 CP/18 ECTS which constitutes 12% of the total number of the subject of the curriculum (the total capacity of the curriculum including both specialities is 94 CP/141 ECTS excluding optional subjects and Master’s examinations). In order to develop new e-learning courses the ESF BEST programme means have been received, for more details, see 7.4.3. This is a programme which gives an opportunity for the financial support of the development of e-learning courses and objects of e-learning till 2013. For the period till 2011 the priority within the programme is given to the development of e-learning courses for the following subjects: Estonian Educational Policy and Educational Legislation, Labour Law in Kindergarten, Basics of Economics, Law on Provision for Children with SEN, Structure and Social Network in Estonia. Creating of e-learning environment for the above subjects will make the legislative basis of various aspects of preschool education available for students and easily accessed; it will support the development of students’ language competences with regard to the studies of special terminology in Estonian. The courses are developed in the Estonian language. While developing courses it is taken into consideration that according to the requirements 20% of the course volume is to be conducted in-class. According to the development plan of the curriculum by 2011 e-learning courses should constitute 20% of curriculum;
- Development of E-support (availability of e-learning study materials in SIS) is the second priority proposed by the students. By 2011 all subjects of the curriculum are to be supported by electronic means. The BEST Programme provides the teaching staff with support in the devising of objects of e-learning. In spring 2009 the teaching staff of the curriculum is to be informed in detail on these opportunities; One more direction in the prospective development of e-learning in Narva College is to teach the teaching staff who are interested in the application of e-learning, the specifics of e-learning, of distant learning and of using objects of e-learning in their everyday teaching work. Many members of the teaching staff have already received corresponding training (see 7.4.3.), with the focus now being placed on those members of the teaching staff who will be developing the above mentioned courses. The use of services provided by e-learning development centre (www.e-ope.ee) will assist in this work.
5. STUDENTS
General Data about the Students of the Youth Work Curriculum

1. Competition at Admissions:

   **Full-time Study**
   
   2005: Applications for state-funded student places 29, matriculated students – 26
   Applications for places not covered by state funding 0, matriculated students – 0
   
   2006: Applications for state-funded student places 0, matriculated students – 0
   Applications for places not covered by state funding 5, matriculated students – 4
   
   2007: Applications for state-funded student places 0, matriculated students – 0
   Applications for places not covered by state funding 2, matriculated students – 2
   
   2008: Applications for state-funded student places 0, matriculated students 0
   Applications for places not covered by state funding 5, matriculated students 4

   **Open University**
   
   2005: Applications for state-funded student places 13, matriculated students – 13
   Applications for places not covered by state funding 5, matriculated students – 1
   
   2006: Applications for state-funded student places 0, matriculated students – 0
   Applications for places not covered by state funding 6, matriculated students – 3
   
   2007: Applications for state-funded student places 0, matriculated students – 0
   Applications for places not covered by state funding 8, matriculated students – 5
   
   2008: Applications for state-funded student places 22, matriculated students - 13
   Applications for places not covered by state funding 5, matriculated students - 1

2. Number of Matriculated Students:

   Students of full-time study 2008: 18
   Students of part-time study 2008: 0

3. Number of Students Matriculated to Places not Covered by State Funding:


4. Average Age of Matriculated Students: full-time study – 30.2 years old

   Women/men ratio: full-time study – 18/0 (on the basis of the data of the admission of 2008)

5. Average Number of Graduates of the Speciality: 16

6. Average Yearly Dropout: 2.3

   2006 – 4; 2007 – 1; 2008 – 2

   (On the basis of last 3 years’ data, irrespective of the form of study and reasons for dropout.)

7. Citizenship of Students in Full-time Study:

   Estonian citizenship – 88.2%
   Russian citizenship – 5.9%
   Other – 5.9%

   (On the basis of data from 2008.)

The total number of students in the Early Years Teacher (with Russian as the language of instruction) Master’s curriculum is 38 – 17 in full-time study and 21 in the Open University. The number of students who study at state-funded student places is 26 (on the basis of the data of 17.02.2009). As the majority of students (34 out of 38) work full-time, the study process in both forms of study is organised at weekends. For analysis of students’ working places see subchapter 5.4.

In 2007 the first 18 students graduated from the „Management of a Preschool Children Institution“ speciality of the Early Years Teacher (with Russian as the language of instruction) Master’s curriculum. One student graduated with honours (cum laude) – T. Dobroljubova. In 2008 14 Master’s students graduated from the speciality.
5.1. Organisation of Admissions and Analysis of the Level of Applicants

5.1.1. Admissions and Advertising

Admissions are regulated by the Admission Rules adopted every year by Regulation of the Council of the University of Tartu. The University of Tartu Admission Regulations 2009/2010 were adopted by Council of the University of Tartu Decree No 18 of 31 October, 2008 (effective as of 10.11.2008).

Admissions are 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 admissions 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 admissions’ documents. In Narva College the Technical Commission also serves as advisor for the applicants.

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 Study Regulations (p. 75-84, http://www.ut.ee/livelink_files/1374177.htm).

Student candidates who have duly fulfilled the conditions for admissions and submitted the required documents either in Tartu, at the College in Narva and/or through the Internet-based Admissions Information System SAIS (www.sais.ee), are deemed admitted. SAIS is unified admissions system for all higher education institutions of Estonia, which has also been applied since 2008 for the Open University admissions. SAIS enables applicants to submit electronic applications to study at higher education institutions participating in the system. The various ways of submitting documents have made the admissions procedure fairly flexible for the students. The documents required for admissions are the following: an application, documents confirming completion of the previous level of education and an identity card or a passport.

Applicants for the Open University must first submit their documents either in Tartu or at the College in Narva and then take the entrance test on professional suitability. These applicants have access to the electronic SAIS system. Admissions for the Open University (i.e. submission of documents, entrance examinations) takes place once a year in August.

Narva College has in place a marketing plan, where direct communication with student candidates plays the key role. Bachelor’s students’ interest towards the Master’s study is determined in advance and Programme Managers communicate with these students on the topic of continuation of studies. More than a third of current MA of the curriculum students (27) entered graduate studies right after graduation from the College’s Bachelor level curricula. Almost 80% of students of the speciality are College alumni. Students who graduated from the College some time ago are also contacted individually. The advertising campaign outside the College building is created as versatile as possible by using various channels such as the College Internet homepage, direct mailing to educational institutions with Russian as the language of instruction, participation in information fairs, and distribution of the College students’ newspaper Dixi in educational institutions with Russian as the language of instruction. College is presented via various media channels. As the Master’s study curriculum of the Early Years Teacher speciality is also targeted at adult learners, the curriculum is introduced at different conferences, seminars, professional meetings.
5.1.2. Admissions Conditions

The admissions conditions are set by the above-mentioned University Admission Rules, which are adopted during the autumn term, in order 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 December 1st at the latest. The requirements are made available at the University website (http://www.ut.ee or http://www.ut.ee/oppimine/sisseastujale/mag/tingimused) and the College website (http://narva.ut.ee/sisseastumine/).

In 2008 the admissions conditions for the Early Years Teacher (with Russian as the language of instruction) Master’s curriculum in both, full-time study and study in the Open University, were the professional suitability test (share 50%) and the grade point average of the previous education level (50%). Each admissions condition is assessed on a 100-point scale. The maximum admissions score is 100. The precondition for admissions is Bachelor’s degree or equivalent in the Early Years Teacher speciality. Students of other specialities with Bachelor degree can also enrol if they have completed the following preconditioned studies: general educational and pedagogical studies in the volume of 16 CP/24 ECTS, studies in preschool pedagogy in the volume of 4 CP/6 ECTS and the pedagogical practice in the volume of 10 CP/15 ECTS. The admissions conditions for the year 2009 remained the same as for 2008.

Students are admitted to state-funded student places in rank order. Students are admitted if their admissions score (score from the fulfilment of the admissions conditions) is sufficient for admissions based on the number of state-funded places.

Since 2005 the University has been using a threshold value based admissions system. The latter is applied to the Master’s study curricula in the case of non-state funded student places, for which the threshold has remained 60 since the introduction of the curriculum in 2005. The threshold is the minimum admissions score, and the student-candidates who exceed it, are admitted to study. Both, setting of the threshold and planning of the admissions are based on the number of state-funded student places, which has been unstable in case of the given speciality, since every year the Ministry and the University agree on the number of state-funded student places.

The professional suitability test (adopted by the Council of Narva College on 26 November, 2007) consists of an individual interview which is conducted in Estonian. The main assessment criteria of the candidate based on the interview are: motivation for studying at the teacher speciality; developmental potential for research work; skills of analysis, argumentation and generalisation on pedagogical topics; awareness of educational life and pedagogy-related problems in Estonia; self-expression skills as well as content-richness and style of self-presentation; foreign language skills and knowledge of professional terminology; professional experience; erudition in the speciality and participation in additional training; authorship of methodological materials and the like as well as experience of lecturing.

Those students who continue their studies in Narva College at the same speciality as their Bachelor are to fulfil only the admission conditions, while students from other higher education institutions or other specialities of the College are, in general, to apply for accreditation of their prior learning (APEL – Accreditation of Prior and Experiential Learning Project). 10 of the newly enrolled students applied for APEL and all were deemed in conformity with the requirements. The applicants included 6 graduates from Tallinn Pedagogical College, 2 graduates from the Russian State Herzen Pedagogical University and 2 graduates from different specialities of the College (Teacher of Humanities in Basic School and Youth Work).

An applicant for APEL is to submit the corresponding application in the proper format and an appendix depending on whether the applicant requests for accreditation of his/her prior or experiential learning. To his/her application for accreditation of prior learning a student is to enclose his/her academic transcript or, in case the transcript is missing, a certificate of academic performance at the previous level of education. A student may also enclose diplomas certifying completion of pre-conditional subjects that have been completed as additional training. Applications can be submitted year-round to the administrative office of the College.
The deadline for submitting applications if entering Master's study in 2009 is 29 June for full-time study and 14 August, 2009 in case of the Open University study. If an applicant’s prior learning is assessed as equal to the pre-conditional subjects required for entering the Master’s study curriculum, the Panel issues a certificate of conformity of prior learning to admission requirements by 1 July, 2009 the latest for full-time study and 18 August, 2009 in case of the Open University.

An essential part of the admissions conditions are the admissions limits or training capacity. In case of the Early Years Teacher curriculum it has been stable for years, 25 to 30 student places both in full-time study and in the Open University.

Tuition fees are fixed annually. During the 2005/2006 academic year the tuition fees for full-time study were 21 450 EEK, from 2006 and 2007 academic years – 22 000 EEK, from the academic year of 2008 they were 24 400 EEK. For the academic year 2008/2009 the tuition fees for students admitted to study in the period of 2006 – 2008 were 24 200 EEK per year and for students admitted earlier, in 2005, the tuition fees are 23 560 EEK. 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. This year the average tuition fees of Master's Study in the University of Tartu are 30 000 EEK.
5.1.3. Analysis of Level of Applicants

As a rule, students entering the curriculum fulfil the threshold very well; the average admissions threshold score of the last four years has been 76.3 points out of one hundred.

Statistics of Students’ Admission throughout the Years (SF – State-funded, NSF – Non-state funded)

<table>
<thead>
<tr>
<th>Year</th>
<th>SF</th>
<th>NSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2006</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>2007</td>
<td>89</td>
<td>82.7</td>
</tr>
<tr>
<td>2008</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

The above-given tables demonstrate that availability of state-funded student places has created greater competition at admissions (2008 – 1.7 applications per one student place) which proves proof of students’ interest towards studying at the speciality. Fulfilment of the student places not funded by the state i.e. paid-for students places shows that the low income in the region and at the speciality i.e. economic factors, do not favour paid-for education. At present 12 students study at non-state funded places which is one third of the total number of students. Approximately 20 people (50 – 60%) of those who submit their application and successfully fulfil the admission conditions commence their study.

Students of different curricula have entered the Early Years Teacher curriculum. The majority of students, a little over half, graduated from the two Narva College specialities of Early Years Teacher and Preschool and Primary School Teacher (both 26%). The speciality of Preschool and Primary School Teacher was taught in College in 1999 – 2002 and it trained students to work in both, a preschool children’s institution and in primary school. More than one fifth has graduated from the Primary School Teacher speciality in Narva College which also included during the period of 1999 – 2001 study in the minor speciality of Early Years Teacher. One student of the curriculum graduated from the College’s Teacher of Humanities speciality with specialisation on Estonian language at the BA level and another student graduated from the Youth Work curriculum of the College. Out of the rest of the students 8 people graduated from Tallinn Pedagogic College and 2 obtained higher education in Russia.

86.8% of the students who entered the Early Years Teacher speciality are from Ida-Viru County, which includes 50% from Narva City, 18.4% from Kohtla-Järve, and 13.2% from Sillamäe. 13.2% of students have come to study the speciality from Tallinn, Valga and Harju County. This demonstrates that the geography of students’ hometowns is not limited by the home county; students from all over Estonia come to study in the College. However, considering the geography of children’s institutions with Russian as the language of instruction in Estonia, the number of students from outside Ida-Viru County could be bigger.

Out of 17 full-time students of the Early Years Teacher speciality 2 students (11.8%) have finished high school with Estonian as the language of instruction. Out of 21 students of the Open University 7 students (33.3%) finished high school with Estonian as the language of instruction. The share of students who finished high school with Estonian as the language of instruction is an essential indicator from the standpoint of conduction of teaching in the Estonian language and inter-students communication.
5.2.  Advice and Counselling of Students

In order to be successful in the 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 teaching staff, Programme manager, College administration and fellow students. See more about informing students in item 4.2.2. The peculiarity of the College counselling activity is the individual approach to students and intense involvement of other students. Counselling is necessary first of all for those students who have a long gap in studies or who entered the curriculum after receiving prior education outside the College.

The essential aspects from the point of view of the Programme Manager are individual communication between a student and the Programme Manager, counselling of a student in the questions concerning the content of the curriculum, assistance in preparation for final examinations, and in organisation of practice. Owing to close cooperation with employers the Programme Manager can fulfil the role of career planning counsellor. Counselling in this field is also supported with the subject Career Planning.

All members of the teaching staff have fixed weekly office hours for 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 and preparation for Master's examinations. The College administration monitors the participation of students in the advisory work. The students can contact the teaching staff via e-mail and in the WebCT environment (70% of subjects have electronic support).

Students are advised in questions concerning practice by the practice supervisors within College A. Džalalova, J. Ivanova, A. Väli, as well as by the Academic Affairs Specialist responsible for practice (T. Babanskaja). Many graduates of the speciality themselves completed the mentor training and have now begun counselling today’s students in practice-related questions.

The Office of Academic Affairs with its specialists in the organisation of studies offers back-up for the system. These specialists offer advice in general matters pertaining to studying at University (the process and organisation of studies, preparation of an individual learning plan, the system of allowances and study loans, travel allowance etc).

Students’ Study Committee (which is described in more detail in subchapter 5.5.) plays an important role in solving of various questions. The role of students-counsellors, i.e. tutors who study in the College, is not important from the position of adult learners.
5.3. Analysis of Students’ Study Load and Progress. Drop-out Reasons. Academic Mobility

5.3.1. Analysis of Students’ Study Load and Progress

The study 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. The system of crediting of the study process is described in detail in subchapter 4.2.1.3.

A student participates in the study process with full or partial load (see more 4.2.1.3.). Full-time study secures a possibility of applying for a student loan; the range of social protection guarantees is larger for full-time students (medicine, social and pension insurance, the possibility to apply for study allowances). These aspects motivate students to fulfil the full volume of the curriculum and to graduate within the nominal duration of study. Thus it is not surprising that all students of this speciality study full-time.

The below-given table demonstrates that all the students fulfil more than 75% of the annual volume of the curriculum. None of the students fulfils less than 50% of the curriculum which allows concluding that as a rule, the curriculum is feasible for students and their academic progress is good.

<table>
<thead>
<tr>
<th>Full-time study</th>
<th>Number of students</th>
<th>Average volume of received CP</th>
<th>Average % of the curriculum fulfilment</th>
<th>Measured average grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>19</td>
<td>22.2</td>
<td>111%</td>
<td>3.96</td>
</tr>
<tr>
<td>2nd</td>
<td>19</td>
<td>70.68</td>
<td>117.8%</td>
<td>3.16</td>
</tr>
</tbody>
</table>

In fulfilment of the curriculum students actively use possibilities of APEL. From the year 2006 till 8 February, 2009 students have accredited prior learning in the volume of 271.5 CP/407.25 ECTS which is estimated as an average of 7.75/11.6 ECTS per one student. See 4.2.1.4. for more details.

Successful fulfilment of the curriculum, high average grades, and application of APEL, all support the completion of the curriculum within the nominal time which is noteworthy in case of the given curriculum. In 2007, 18 students graduated from the curriculum, all of them within the nominal duration of study. In 2008 there were 14 graduates, 8 of whom graduated within the nominal duration of study and the other 6 – during the extension year.

The good academic progress also allows students to transfer from non-state funded to state-funded student places. During four years 5 students have been able to use this possibility.

Beginning from the year 2008, both students of non-state funded and state-funded student places can apply for study allowances. Study allowances are divided proportionally to the number of state-commissioned student places at the curriculum. The basic allowance (1000 EEK) can be applied for by students who study full-time at a curriculum which has state-commission. The allowance is divided between students in the achievement-based order. The percentage of the fulfilment of the curriculum in considered in composition of the order of applicants first of all, followed by the average grade. The additional allowance of 500 EEK is received by students who, in addition to fulfilment of the above-mentioned conditions, live, according to the data of the Estonian population register, outside the self-government unit where the educational institution is located and the neighbouring self-governments. Full-time or Open University students whose economic conditions hinder continuation of their study have the right to receive economic allowance (1000 EEK).

In February 2009, 15 students of the Master’s study of the Early Years Teacher speciality applied for the basic allowance which was granted to 4 of the students (all of the students are in their second year of study) based on their results of the autumn term of the academic year. These four students constitute 27% of the students who
applied for the allowance and 3.6% of all the College students who were given the basic allowance. Additional allowance was granted to 5 students, all of whom are in their first year of study. The additional allowance was given to all the applicants, i.e. the applications were satisfied 100%. None of students of the speciality receives the economic allowance. This is not surprising as the majority of the students of the speciality are employed.

5.3.2. Dropout Reasons. Academic Mobility

Within analysing of the students’ mobility, the dropout of students at the Early Years Teacher Master’s curriculum is 7 people during 3 years, i.e. 2.3 students a year. None of students were exmatriculated due to academic failure. The students explained their wish for exmatriculation with economic and family reasons, including getting married, changing the place of residence, finding employment. As a solution we offer possibility of continuing study in the Open University. The newly-vacant state-funded student places are filled by students from non-state funded student places with good academic progress.

The College’s challenge is the development of inner-Estonian mobility that desired for several reasons: improvement of students’ Estonian language skills, and giving students the understanding of the situation in different kindergartens and their comparison. Essential for those aims are the College’s short-term study trips, longer study periods in another higher education institution of the same profile, and practice completion in children’s institutions outside Narva. Student groups have cooperatively completed their observation practices in Jõhvi, Kohtla-Järve and Tallinn. Students have done their speciality practices in Rakvere, Jõhvi, Kohtla-Järve, Sillamäe, Tartu, Tallinn and Valga (see 4.5. for more details on practice organisation).


The third interesting topic is multilingualism and language immersion. Master’s study students participated in the following conferences: the annual language immersion conference “CLIL Fusion: Multilingual Mindsets in a Multicultural World. Building quality learning communities” (24.-25.10.2008, Tallinn); the annual language immersion conference “Employment Strategies to Secure Teachers’ Jobs” (22.-23.11.2007, Tallinn). It goes without saying that the students of the given curriculum also part-take in the conferences organised by Narva College which are introduced in more detail in subchapter 8.x.x.

This curriculum’s first experiences of the foreign mobility have been with neighbouring Russia and Finland. Students of the given curriculum have mainly gone abroad within the frames of their prior, Bachelor’s study. The College and the curriculum’s future challenges of foreign relations are described in 8.x.x.

Three-day study trips to Finland were organised in April 18-20, 2007 and April 10-12, 2008 for students of the Early Years Teacher Master’s curriculum and directors of local preschool children’s institutions. Eight Master’s students participated in the trip. During the trips students and directors were informed on the challenges of bilingual education. The study programme consisted of lectures: Bilingual Education in Finland, Ways of Teaching and Multiculturalism, Multicultural Pedagogy in a Preschool Children Institution, Peculiarities of Bilingual Child Development, and study excursions which focused on the following topics: Acquaintance with Finnish-Russian Kindergarten and General Education School, Issues of a Child’s Smooth Transition from Kindergarten to School, Support Systems. The programme also included master classes: Physiotherapy with
Children, Finding Contacts, Games for a Special Child and his/her Parents, Activity of Support groups. New study trips are planned for the next term.

Already from the beginning of this curriculum the students have participated in short-term student exchange with Russia. The College considers the student exchange in the direction of Russia essential as the majority of students come from Russian-speaking families. Acquaintance with historic motherland supports, among other things, citizen education and the local identity. Students of the curriculum under accreditation were delivered the following lecture courses during their 1-2-week trip to Pskov.

Student exchange has been organised annually and on equal conditions for students from Narva and Pskov: one group of Narva students has studied in Pskov and a same-sized group of students from Pskov has studied in Narva for the time period of the same duration. Students from Pskov completed 3 lecture courses: Developmental Psychology (A. Džalalova), Methodology of Foreign Language Teaching in Early Education (V. Sokolova), Use of Computer in Early Education (I. Kostjukevitš). The College also organised excursions to Narva kindergartens for the visiting students.

The students of Narva College have also other possibilities for foreign communication at their disposal. During the last two years Narva College has had 7 Erasmus-contracts with universities in Austria, Bulgaria, Germany and Poland. College students also applied for DAAD scholarships (2006). Students of the Early Years Teacher speciality have not studied abroad within the frames of the programme so far, but students of other specialities of the College have studied in the target countries and exchange students from Poland and Bulgaria have studied here. College students are constantly informed (via mailing list) about the possibilities of studying abroad (level study, term programmes, short-term scholarships etc), and corresponding information articles have been published in the students' newspaper Dixi.

The reasons why students of the curriculum under accreditation do not actively participate in student exchange are connected, first and foremost, to work and family issues, and often students’ foreign language skills are insufficient for studying abroad.
5.4. Analysis of Professional Employment Opportunities of Graduates

Master's study in the given field is also offered by the University of Tallinn and Faculty of Education of the University of Tartu. The three curricula are notably different (see subchapter 3.7 and Appendix 16: Comparative Analysis of Early Years Teacher Master's Curriculum with Similar Curricula in Estonia and Abroad). Similarly to other curricula which share the same aim, the training of Narva College has an educational-scientific background and it gives versatile knowledge in the area of preschool children's institutions. The curriculum gives graduates the skills to manage the work of a preschool children's institution or to work as a teacher of accommodation and special groups. The curriculum provides clear-cut speciality training, it considers framework requirements to teacher training and it is directed at the needs of the labour market. This curriculum is the only curriculum in Estonia which develops the competence of working in the multicultural environment. The curriculum is characterised by intense practice.

According to data of 2008, 589 preschool institutions' directors work in the Republic of Estonia, and 88% of them have pedagogical higher education, 15 have higher education in other fields, 1 has secondary vocational education in another field and 5 directors have secondary education. 59 directors of preschool children's institutions work in Ida-Viru County, 45 of them have pedagogical higher education, one has higher education in another field and 13 directors have secondary vocational education in pedagogy. Although the share of directors of preschool children institutions with pedagogical higher education is rather big, a director needs more than only pedagogical competence. The given curriculum develops management competence, especially taking into consideration the new national curriculum, where a kindergarten director bears more responsibility than he/she used to.

The statistical data show that the development of level training in the other direction of the curriculum – a teacher of accommodation and special group – is highly necessary. Work with children with special needs requires high qualification, however in reality, the level of education of teachers of special groups does not comply with it. According to data of 2008 232 teachers of special groups work in the Republic of Estonia, 40% of them have pedagogical higher education, 4.7% higher education in other fields, 49% have secondary vocational education in pedagogy, 5 people have secondary vocational education in other fields and 11 (4.7%) teachers have secondary education. 49 teachers of special groups work in Ida-Viru County, 9 of them have pedagogical higher education, 4 have higher education in other fields, 34 have secondary vocational education in pedagogy, one has secondary vocational education in another field and one teacher has secondary education.

Narva College is peculiar also due to its geographic location: as a counter to higher educational institutions situated in the capital and Southern Estonia, the College is situated in North-Eastern Estonia where the majority of students are local people; an essential target group of the College is Russian-speaking youth and adults. See the corresponding statistics in 5.1.3.

The results of the survey conducted among students show that over 20% of students work as a kindergarten director or deputy director already during their study. Specifically kindergarten directors have come to study in Narva from afar: Sillamäe, Maidla, Tallinn and even from Valga. 42% (16) of students are kindergarten teachers, half of them from Narva and local area. Among the students there is also a Music teacher, Physical Activity teacher, a teacher of Estonian Language and a Support teacher. Only 6 students work outside the system of preschool children's institutions.

The results of the survey conducted among alumni of the curriculum (19 alumni out of 32 answered the questions) on 20 – 23 February, 2009, prove that alumni's chances for working in the speciality are improving, i.e. if one third of the respondents (6 out of 19 students) worked as the director or deputy director of a preschool children's institution before graduation, then after graduation almost two thirds of the alumni are employed in the speciality (11 out of 19 alumni). This demonstrates a notable increase in the employment in the speciality after receiving the degree. One alumnus works as the Senior Specialist in Early Years Education in the City Government, other alumni are employed as early years and primary school teachers, 2 alumni are on child-care
leave. The results of the survey showed that 15 of the 19 respondents work in Ida-Viru County (7 in Narva, 3 in Sillamäe, 3 Kohtla-Järve town and 2 in Sinimäe). The rest of the students, approximately 20%, work in their native towns in Tartu County and Jõgeva County (see Appendix 20: Results of Alumni Feedback about the Early Years Teacher Master’s Curriculum in the Academic year 2007 – 2008).

The above-given information proves that the curriculum facilitates a notably quick career development in the speciality in one’s hometown.
5.5. Student Council and Study Process

The Student Council started its work with the foundation of the College in 1999. The Student Council has to represent and defend the interests of the 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 it and can make proposals concerning all items on the agenda of the College Council meetings. The students elect their representatives in 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. 10 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 in studies. Among the members of the Committee there are representatives of the Student Council, students from every study group, tutors, assistant advisers, programme managers and heads of divisions, specialists for study process management. 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 beginning from the year 2003. The main items on the agenda of the 2008/2009 academic year were the following: re-sit exams, deadlines for defending final theses, language learning possibilities, subject studies in Estonian, 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, students allowance distribution. Adult students are connected with the Student Council most of all through the Studies Committee.
5.6. Advantages and Shortcomings of the Student Body. Development Strategy

5.6.1. Strengths of the Student Body

- Master’s curriculum for training teachers of preschool children institutions makes it possible in the first place for local students to acquire competence for the work in the position of managers of preschool children's institutions or teachers of accommodation. They have received key knowledge needed for work in multicultural environment. The latter is particularly important in Ida-Viru County where the majority of the graduates are going to work. As it has been revealed by a survey conducted among graduates, the curriculum meets the demands of the labour market in terms of the employment level and the posts which require the corresponding training. Today managers of preschool children's institutions have pedagogical rather than managerial competence. Training of teachers of accommodation and special groups is also of particular importance: questionnaires show that only one-third of teachers has higher pedagogical education. Giving preference to the development of both aspects is necessary for the development of this curriculum.

- The Master’s curriculum under accreditation offers a flexible opportunity to graduates of the Bachelor’s programme to undergo in-service training simultaneously with work in the speciality. Since working as a manager of a preschool children's institution or a teacher of accommodation or a special group assumes prior work experience in a preschool children's institution, then the structure of the process of studies has to be of the utmost importance.

- Entrance level is high and the Master’s students are motivated to complete the curriculum – the majority of students complete their studies within the nominal period or after a one-year extension of studies – to take up their work in the speciality as is shown by the respective questionnaires about their employment level (mostly in preschool children's institutions) during and after completing their studies.

- After graduating from the curriculum, students start working in their speciality. Responses of the graduates show that 89 % of them work in preschool children's institutions, 58% of them as directors' deputy-directors. At that, half of them achieved their career moves during or after their studies at the Master's curriculum.

- State-commissioned student places are the most positive factor. Today two-thirds of the students of the speciality can study at state-funded student places. The relatively low salary for Bachelor’s studies graduates working in preschool children institutions would make fee-paying studies difficult.

- Flexible entrance requirements to the curriculum make it possible to enter the curriculum from other specialities that are similar to early years education. This curriculum offers an excellent opportunity of continuing studies near one's place of residence, 80% of the students are graduates of Narva College.

- Compared with the Bachelor’s level, the Master’s students are more interested and experienced in having a say as to the curriculum development. They are continuously encouraged to contribute to the curriculum development and work on the speciality, via the Students’ Council consisting of representatives of all study groups as well as the work in the Programme Council. Students give feedback regularly as can be seen in the subsection 8.6., Efficient students’ counselling system is essential to enable close cooperation between students and the teaching staff and make it possible for students to have their opinion considered in improving the curriculum and the study process.

- There are over 20% of Estonian-speaking students at the curriculum, facilitating the development of the teaching of and communicating in Estonian in the speciality. Studies in Estonian also improve Estonian language skills in the students whose mother tongue is Russian: it has repeatedly been positively indicated by both students and graduates.

- The College supports mobility of students, in particular by means of short-term study travels and fostering systems of practical training, see 5.3. for more detail; students go on study trips to Finland, also, possibilities of Erasmus-programmes are open to them.
In 2008 a new democratic system of study allowances was implemented so that all the students, state-funded as well as non-state-funded students, can apply for allowances.

5.6.2. Shortcomings of the Student Body

- Unstable system of state-commissioned student places, in two years out of four there was no state commission. In 2008, the state commission took shape only in the course of admission when some vacancies of other specialities were transferred to the curriculum of teachers for preschool children institutions. Considering the number of fee-paying students – 1/3 of all students – the curriculum will not be sustainable without state-commissioned student places.

- Prevailing adult working students study at the curriculum under accreditation and therefore the implementation of mobility programmes, including foreign study travel, demand a special attention. However, current students’ feedback on study travel and observation practical activities away from the place of residence has been invariably positive.

5.6.3. Challenges in the Development of the Student Body

- It is essential to expand the geography of marketing activity, bringing in more students from outside the boundaries of the County. The curriculum offers training for working in multilingual preschool children's institutions which is not the case with other similar curricula. At the same time, 40% of multilingual preschool children’s institutions are located outside the boundaries of Ida-Viru County. Today’s graduate of the curriculum from Ida-Viru County will most likely choose not go and work elsewhere.

- It is of great importance to solve the problem of state commission in the Ministry of Education and Research. The problem is related to the qualification requirements and teacher training frame requirements set to managers of preschool children's institutions and teachers of accommodation and special groups under discussion in the Ministry at present. Together with other similar educational institutions the College has turned to the Ministry to find solutions about future perspectives for the curriculum.

- Questionnaires administered to students in the course of the accreditation process indicate their interest in the further development of the curriculum and their speciality in general. More persistently than before it is necessary to give feedback to the students about changes based on their well-founded views; likewise, students must continuously be informed about the curriculum development and possibilities should be offered to contribute to it.

- It is necessary to contribute to the mobility of the College students and graduates in Estonia and outside its borders through a common cooperation network of the teachers-practitioners and the College.
6. STUDY ENVIRONMENT
General Data about the Learning Environment

1. The number of state-funded student places for the curriculum: 13 student places (at the latest admission)
2. The total number of lecture rooms used for the needs of the curriculum: 11 lecture rooms
3. The total number of laboratories used for the needs of the curriculum: there are no laboratories as such, there are 2 computer laboratories which seat 32 people
4. The overall resource of computer stations in free use: 32 computers, 70.5 hours/week (for the needs of students of the curriculum)
5. The total area of lecture rooms 168.45 m2 (the overall resource of rooms of teachers who teach subjects of the curriculum)
6. Written information material copied/published for the study process
   For one student: 1080 pages/ year
7. Total volume of literature in the library:
   - Books 33 254 copies (as of the date of 01.01.2009)
   - Journals of special titles 65 titles
   - Books connected with the curriculum – 1800 titles; journals – 14 titles.
8. Cost of one credit point at a non-funded by the state student place: 770.– EEK
9. Relative economic indicators (% of the total amount of the latest budget)
   - Salary expenses 66 %
   - books 2.6 %
   - stationery and household expenses 11 %
   - training and business-trip expenses 2.1 %
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 on the territory of the centre of Narva town. This location is convenient as it ensures easy access both for pedestrians, users of public transport and users of personal 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 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 Surface 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 is normal, according to the financial possibilities of the College. The building has not undergone a major renovation since the time of its erection. By the present moment there has begun building of the entirely new College premises on the territory of the Old Town which is to be completed by the beginning of the year 2011 (See 6.6 for more detail).

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 in addition, in all the 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 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. According to the results of the alumni feedback survey which was conducted in 2008, College alumni evaluated equipment of lecture rooms above the average (8.4 points on a ten-point scale).

In the summer of 2008 Narva College invested 1 854 910 EEK in renewal of IT means with the support of the Ministry of the Interior of the Republic of Estonia and of Enterprise Estonia society. With this support the
College purchased 54 new desktop computers and monitors, 18 laptops, 3 new servers, a modern video conference system and 22 work station licences of Sanako Study 1200 language learning laboratory.

On the whole there are 125 computers in Narva College. Work stations of all the members of administration are accommodated with computers. The total number of computers at the Divisions is 21 which is the same as the number of the members of the teaching staff with permanent position. All the computers have access to the Internet. As the result of the investment in IT means which was made in the summer of 2008 15 outdated desktop computers at the Divisions were replaced with new desktop computers. In the course of the renewal of the computers supply each Division received one new laptop in addition to the desktop computers which provides an opportunity to increase mobility of teachers when preparing for and delivering lectures. At the moment 8 laptops are at the College staff’s disposal.

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 EEK. The same system of copy-making is also used by the College teaching staff for the needs of the study process; for the teaching staff the copy-making service is free within an established set limit and thus handouts for students are also free of charge.

Scanning is free of charge as well. The scanning service is provided by the computer laboratory, where students can also use spiral-binding service at a modest price.
6.2. 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 computers and it is divided into two rooms with 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 bigger, 18-seat, room of the computer laboratory can also be used as a language classroom. Such possibility is provided with the above-mentioned language learning software which is installed in the computers. With the installation of Sanako language laboratory equipment in 2008 Narva College equipped both lecturers and students with an excellent tool to integrate various teaching and learning resources such as the CDs, DVDs, VCRs, cassette recordings, video and the Internet. The teaching staff of the College attended a special course organised by the Sanako representative in Estonia to teach lecturers main techniques of how to use the equipment and the software during their classes. The language laboratory system is student-orientated and provides students with sufficient opportunities in improving their listening, speaking and interaction skills. Lecturers and students are also able to interact and communicate individually and in groups simultaneously. Division of Foreign Languages pioneered the usage of the equipment with the students of its major speciality and of minors – Teaching English in Pre-school, and Teaching English in Primary School within the context of such subjects as General English, Practical English, etc. The fist students’ feedback has proved that the introduction of the laboratory system for language studies assures the quality of teaching and allows students to learn according to their needs and capabilities besides being able to do revision, record practices, etc.

According to the results of the alumni feedback survey which was conducted in 2008, College alumni evaluated work of the College computer laboratory above the average (9.4 points on a ten-point scale).

6.3.1. Condition of the Library and Development Plans

The aim of Narva College Library as the biggest speciality library outside of Tallinn or Tartu, is to provide all members of the College team with information necessary for development of research and teaching activity and to support the modern learning environment.

In April of 2008 the Council of Narva College adopted the Development Plan of the library Narva College of UT Library in 2007 – 2010. The following changes of the library environment were paid special attention to in the process of working out of the new Development Plan: 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 subdivision which includes work and reading stations and ensures availability of electronic, audio, video and printed materials.

The College library occupies rooms of the total area of 426.6 m²: the hall of book registration and periodicals, two halls with accessible open shelves, the reading hall, and the bookstore. In the summer of 2003 almost 300 m² of the library area underwent renovation and the rooms were improved to the required condition. On the whole there are 56 working seats in the library. In the August of 2006 one stage of the first Development Plan of the library was fulfilled – since then the library has WIFI area which allows to use laptop when working in the library. Beginning from the autumn term the library also has 10 new work stations accommodated with laptops. These new work stations encourage students to work individually in the library.

As of the date of 01.01.2009 the library had 1221 registered readers, 33 254 copies (books, magazines, manuscripts) of the College library have been registered into the electronic catalogue ESTER of the University of Tartu. The learning portfolios with appendices that were composed by students of the Early Years Teacher speciality for the Master's examination are also registered in the electronic catalogue and available in the library. The safe-keeping of books in the library is ensured by the books-lending system based on electronic registration data base and by the books' electronic protection system.

The amount of money which is allocated from the College budget for completing the library has grown year by year. In 2008 this amount was 440 000 EEK. The amount planned for the year 2009 is 0.5 million EEK. In conformity with the Development Plan the library is included in the projects carried out in the College. Purchase of new books is financed additionally from various College projects connected with studying and training activities. The latest project which provided substantial financing was the project of the European Social Fund Improving the Quality of Teaching and Research Work of the Direction of Multicultural Education in Teacher Training in the academic year 2007/2008. The College purchased books in the Estonian and foreign languages, speciality periodicals in the English language and electronic publications at the total price of 150 000 EEK. The curriculum under accreditation is oriented towards development of the multicultural competence of future directors of preschool children institutions (see 3.4.1. and 3.4.2. for more details). 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 – 1020 copies, in 2006 – 629 copies, in 2007 – 430 copies and in 2008 the library received 272 copies.
6.3.2. Servicing Readers and Availability of Study Materials

6.3.2.1. Servicing Readers

The library is open for readers on weekdays from 9 a.m. till 7 p.m. and on Saturday from 9 a.m. till 3 p.m. which allows students of the Open University and participants of retraining courses to work in the library as well. The director of the library has higher education in the speciality; the director’s task is management and development of the library activity. The staff of the library also includes two client servers, one of them works full-time and the other – with 0.5 of the load. The positions of client servers are occupied by College students.

The College library started electronic servicing of its users in the autumn term of 2002. 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 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.

Narva College library has its own scope in the electronic catalogue ESTER which allows searching only the sources of the College library. The electronic catalogue ESTER allows the reader to search for necessary sources, order books on-line, check the lending deadline and extend the deadline.

Beginning from the autumn term of the academic year 2008/2009 students of the Early Years Teacher Master’s Curriculum can use an innovation of ESTER catalogue: they have access to course papers on the speciality. In ESTER catalogue a student can open lists of compulsory and recommended literature of a subject. With a mouse click on a title a student chose he/she opens an entry which shows the availability of the book and its location in the library. If a teacher has electronic study material, it can also be opened the same way. In future the staff of the library plans to put books from course papers on separate shelves the way it is done in the University library.

In accordance with the Development Plan of the library and proceeding from the information needs of various groups the task of the library is to guarantee to students availability of literature necessary for studying, doing homework, writing course papers, graduation theses and projects from scientific libraries in Estonia and abroad. Thus registered readers of the College library can use the RVL-service (Inter-library Loans) free of charge and through this service they can use all the scientific and special libraries of Tallinn and Tartu. 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, in 2007 – 262 books and in 2008 readers ordered and received 242 books. The relatively large amount of students’ individual work has increased the importance of the library as a supporter of the study process which is proven by yearly growing number of borrowings (in 2004 – 14 139, 2005 – 19 385, 2006 – 25 346, 2007 – 23 610 and in 2008 – 24 166). The increase in the number of borrowings is also affected by growing addition of new special literature in the Estonian language.

In order to enhance the effectiveness of information service and book supply the College library cooperates with Narva Central Library which purchases new books taking into consideration the specialities taught in the College.

6.3.2.2. Availability of Studying Materials

The order of completing of the book resources of Narva College is regulated with College Director’s Decree no. 233 NC of 6 October 2004. The priorities in purchase of new books for the College library are the literature for the compulsory subjects of the College curricula, reference literature and dictionaries. Due to its location in
Russian-speaking environment the College library is to play an important role as the provider of course books in the Estonian language and also modern Estonian fiction. The library purchases publications both of the basic information level and of the level supportive of the study process and its management. The former level includes a limited choice of general literary works, monographs and reference works, important periodicals. The latter level contains 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 Bachelor’s and Master’s curricula as well as the curricula of applied higher education of the College. The College languages of teaching are also considered when ordering compulsory literature which means that the library purchases literature 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 Heads of Divisions and Programme Managers. Work of the committee is supervised by the Director of the College. In order to increase the number of copies of compulsory literature the library deals with re-ordering.

The number of copies of special literature necessary for the Early Years Teacher Master’s Curriculum is satisfactory for both day-time students and those of the Open University. At the same time study literature is available both in the state language and in the Russian and English languages. In order to ensure availability of compulsory literature one copy is always kept in the library for using it on the spot. The sufficiency of the number of special literature copies necessary for the Early Years Teacher Master’s Curriculum is proven by the fact that the lending term for the majority of these books is 14 or 30 days. The library staff in cooperation with the teaching staff have tried to organise work with compulsory literature in such a way that its use for several specialities of the College would not overlap, it concerns study literature in psychology and general pedagogy.

Members of the teaching staff have developed 6 studying materials for the curriculum under accreditation. These materials are available in paperback in the library:

- **Seek Wisdom: Mathematics Worksheets** (Kogu tarkust: matemaatika töölehed) by H. Priimann. Narva: University of Tartu, Narva College, 2003
- **Studying-methodological material „Teaching Estonian as a Second Language in a Preschool Children Institution: Methods of Foreign Language Teaching, Games and Exercises“** (Õppe-metoodiline materjal „Eesti keele kui teise keele õpetamine koolieelses lasteasutuses: võõrkeeleõppe meetodid, mängud ja harjutused“). Narva: University of Tartu, Narva College, 2005
- **Studying-methodological material “Supplementary Pictures for Estonian Language Learning“** (Õppe-metoodiline materjal “Eesti keele õppimist toetav pildisari“). Narva : University of Tartu, Narva College, 2005
- **Studying-methodological material „Story-telling in Language Teaching“** (Õppe-metoodiline materjal “Lugude jutustamine keeleõppes”). University of Tartu, Narva College, 2005
- **I Want to Speak in the Estonian Language: Worksheets for 6-year-old Children** (Tahan rääkida eesti keeles: töölehed 6-aastastele lastele) by V. Lille. Narva: University of Tartu, Narva College, 2003

Studying materials composed by members of the teaching staff on the basis of study literature accessible in the library are available in the electronic form through SIS and WebCT (See Chapter 7).

The work on development of the library has born fruit: according to the results of the alumni feedback survey which was conducted in 2008, College alumni evaluated availability of studying materials, including books with 1.43 points (on a 2-point scale).
Considering needs of the Early Years Teacher curriculum the College library has ordered the following newspapers: Teachers’ Newspaper [Õpetajate Leht], Pre-School Education [Дошкольное образование], Pre-School Education – First of September [Дошкольное образование – Первое сентября], and special journals which cover issues of teaching and education: Education [Haridus], Family and Home [Pere ja Kodu], Notice the Child [Märka Last], Pre-School Upbringing [Дошкольное воспитание]; scientific journals which cover areas of early years education and research: European Early Childhood Education Journal, Journal of Early Childhood Teachers Education, Journal of Research in Childhood Education, Pre-School Pedagogy [Дошкольная педагогика]; scientific journals which cover areas in the areas of psychology, special pedagogy, multicultural education and society: European Psychologist, Intercultural Education, Journal of Social Work, The British Journal of Social Work, Questions of Psychology [Вопросы психологии], Defectology [Дефектология]. In case of periodicals in foreign languages the College library, like the library of the University of Tartu, prefers electronically available publications which can be read on any computer with the Internet access.

6.3.3. Availability of Information Networks

A part of materials necessary for the study process at the Early Years Teacher Master’s curriculum is available in the Internet data bases (legislation, statistics, data bases of full-text periodicals in the Estonian language, full texts in the DIGAR archive of the national library). Students’ provision of the Internet access has been described in the previous sub-chapters.

As a library of a higher education institution the College library pays attention to training of both teachers and students. Awareness of the role of the informational competence has succeeded at the levels of administration. Trainings in the informational competence started with trainings for teachers in 2005. Beginning from the autumn term of the academic year 2005/2006 students of the first year are taught the course Introduc tion to Studies. The content of the course is aimed at development of skills of using the library, books and electronic data bases. Along with introduction of 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 State Gazette and ESTLEX, statistics data base Estonian Statistics, and electronic catalogues of central libraries of Ida-Viru County. Students are also acquainted with e-services of the library: checking and extending deadlines of their lending through My 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 the informational competence. In the spring term of the academic year 2005/2006 there was added a web-based training for all second year students and Master’s study students in the use of EBSCO full text data base of scientific journals and of the course paper data bases of social sciences available in the network of UT.

The close cooperation with the University library in Tartu has secured the representation of e-magazines and data bases. The following data bases corresponding to the Youth Work speciality are accessible in the network of the University of Tartu: data bases available through EBSCO data base are: ERIC, PsycInfo, PsycCritiques, Academic Search Premier, MasterFile Premier. The data bases accessible under Cambridge Scientific Abstracts are: Sociological Abstracts, Social Services Abstracts, Linguistics and Language Behavior Abstracts. Blackwell Synergy Blackwell Synergy (collection of e-magazines of Blackwell publishing house which consists of 755 e-magazines in nature studies, medicine, social sciences and humanities); Cambridge Scientific Abstracts; Directory; the archives of electronic magazines JSTOR; Oxford Reference Online (Oxford University Press information portal which includes various dictionaries, and biological lexicons); e-magazines of Oxford University Press; Sage Journals Online; Science Direct (access to 644 electronic magazines of the publishing house Elsevier). Springer Link; EBSCO data bases: Academic Search Premier, and MasterFile Premier. Data bases of e-books library and Oxford Scholarship Online are also accessible.
6.4. Adequacy and Level of Service Units (Meals, Hygiene, Recreation, etc)

The College Department of General 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 the 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 with 150 places. The hostel allows providing 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 the 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 and is situated on the basement floor of the College and follows all the requirements of health care, hygiene and nutrition. The choice of food 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 4 p.m. and on Saturday 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.

The College ensures the best level and adequacy of service units possible with the financial sources it has.
6.5. **Sufficiency of Financial Resources for Development**

6.5.1. **College Budget and Involvement of Projects of European Social Fund in College Development 2005 – 2008**

Up to the year 2004 the College budget was increasing rapidly primarily due to successful project work and growth in demand for paid education (Appendix 24: Fulfilment of the Budget of Narva College in 2005 – 2008 and the Budget for 2009). The large increase of the budget which occurred in 2004 was followed by steady and balanced growth of the budget in the period of 2005 – 2007. In 2007 the year budget of the College was 16.9 million EEK. In 2008 the budget increased by 3.9 million EEK and reached 20.8 million EEK. This relatively large increase in the budget is explained by completion of projects which were carried out with the support of European Union Structural Funds and last project payments. Taking into consideration the fact European Union Structural Funds are only about to open in the new financial period of 2007 – 2013, the College budget planned for the year 2009 is by 8.7% less than it was in 2008. Steadiness of the budget is secured with growth of the sums of the state commission and tuition fees which is connected with the increase of the base tax of the national curriculum and sums of tuition fees. The base cost of one state-financed student place is 39 000 EEK per year.

During the last years the amounts of money received from European Union Structural Funds have been a considerable support for the College. During the period of 2005 – 2008 8.5 million EEK of Structural Funds financing was at the College's disposal. The financing received from continuing education has been showing moderate increase from one year to the next. The College research activity has been supported by the Estonian Science Foundation grant realised in the period of 2005 – 2007.

The increase of the budget has primarily secured the increase of the staff’s salaries and allowed to keep sums of stable amount for covering training and business trips expenses of the staff. Salaries of Narva College teaching staff meet the standards set by the University. Beginning from January 1st, 2008 the minimum salary rates of the University employees have been raised by 11 – 15 %. The same raise of the salary rates was applied by Narva College. In 2007 the average salary of College employees was 9112 EEK per month and in 2008 – 12 798 EEK per month. In 2007 the average salary of a member of the teaching staff of the College was 14 493.09 EEK per month in which extra pay was 1295.70 EEK monthly or 14.5%. In 2008 the average basic salary for teaching staff member of the College was 13 560 EEK per month and the salary in total was 17 785 EEK per month in which extra pay was 4225 EEK monthly or 23,8 %. The average salary in Estonia in 2007 was 11 328 and in 2008 – 13 027 EEK.

Proceeding from the University Development Strategic Plan A2008 and principles of the wage policy the aim in case of academic positions is to be the leader of the Estonian wage market and to increase the average income of an assistant professor, a lecturer and assistant/teacher to the one corresponding to 3, 2 or 1.7 of the average salary in the country. In case of non-academic positions the aim is to provide salary which would be competitive at the labour market. In the background of general changes at the Estonian wage market the rate of increase of University salaries is still too low as compared with the rate of increase of the average salary. In order to increase salaries it is extremely necessary to increase income, plan the staff better and to practise income-oriented management. Along with the University the College applies the same principles. The Estonian public sector has to consider the economic recession.
6.6. College’s Biggest Development Project – the New College Building in Narva Old Town

In 2003 in order to improve the studying environment of the College, it was decided to erect a new building for Narva College. The new premises are to be built on the territory of Narva Old Town next to Narva Town Hall.

In 2004 the Government of the Republic of Estonia decided to support the building of the new College premises with 48 million EEK from the means of Structural Funds of the EU and the Republic of Estonia. The necessary planning was done and pre-constructional and archaeological researches were conducted on the territory of the new building. The state competition for the architectural idea solution of the new building was announced in result of which the appearance of the new College building was determined. 2/3 of the designing work of the building project was done.

In the course of preparation for the construction works 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 antiquities. These issues were considered by the Administrative Court of Tartu County which made a decision in favour of the University of Tartu at the end of 2007. However, before that, at the beginning of 2007 the University had to refuse from the resources of the European Union due to being behind the schedule. In February of 2008 the parties confirmed their intentions of cooperation and as a result of which on 28 February 2008 Narva City Government issued to the University of Tartu the building permit for erection of the new College building at the address Raekoja plats [Town Hall Square] 2.

The plan of investment in the infrastructure of learning and working environment of research and development institutions and universities was adopted with Republic of Estonia Government Decree No. 247 of 30 May 2008. On the basis of this plan Narva College of the University of Tartu was allocated 115 million EEK (7.3 million Euros) for the construction of the new College building. Suspended designing works are to begin in September of 2008 and finish in April of 2009. Then the College is to announce an international competition for finding a building company and according to the schedule the construction of the new premises of Narva College is to begin in September of 2009. The study process can be begun in the new premises in the autumn term of 2011 at the latest.

The construction project of the new College 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 characterised, differently from the present College premises, by the well-planned size and functionality, student and teacher-centred solution of rooms. The studying environment will become more efficient, the opportunities for recreation will be raised. The College peculiarity – teacher training – was taking into consideration in the process of designing the lecture rooms which also resulted in planning didactics classrooms.

6.7.1. Strengths of the Learning Environment

- Positive budget, constant increase of the College’s income (including means of the EU and various projects, promotion of continuing education). The College has proven its aptness in the field;
- College library is the largest speciality library in humanities and social sciences in Estonia outside Tallinn and Tartu. The library provides considerable support in realisation of the study process. Literature necessary for the Early Years Teacher Master’s curriculum is available in sufficient number of copies both in the state language and in the Russian and English languages. Considering the peculiarity of the language use in the region the availability of literature in the Russian language is also at a noteworthy high level;
- The library has an operating development plan; funds of the library are enlarged through involvement of different means constantly and according to the plan. The constantly growing number of loans within a year illustrates both students’ interest and the fact that the library is well-supplied. The College library has become a popular learning environment;
- Students of the curriculum under accreditation are content with both the availability of studying literature and the service in the library. They have a possibility to use RVL free of charge. An essential addition is information packages in the speciality subjects in ESTER catalogue. Students have access to periodicals in their mother tongue. It is necessary to note the College teaching staff’s activeness in development of studying materials as well as the fact that the library has the tradition of keeping students’ works (graduation theses and learning portfolios). The survey conducted among students in the Study Information System demonstrates that their contentment with availability of studying materials, including books, in the library is increasing year by year.
- WIFI Internet connection in the College building and in the hostel; in the spring of 2008 the College purchased new servers and updated software which secures availability and quality of Internet connection; students are enabled to work with data bases for which they are provided with corresponding training;
- The computer laboratory corresponds to all requirements and financial situation made it possible to develop of the computer laboratory into a linguistic laboratory (in the spring term of 2008 the College invested 1.8 million EEK in IT means);
- The building of the new premises of the College will allow achieving new quality in the studying environment. With the support of the European Social Funds the University of Tartu has necessary means to erect the new College building, preliminary preparations for announcing the competition for finding a building company are being completed;
- College has a hostel for 150 people which, though still requiring major renovation, is suitable for use.

6.7.2. Weaknesses of the Learning Environment

- Current premises of the College have high maintenance expenses and are inconvenient due to its age. These problems are to be solved with the erection of the new building;
- College hostel needs updating which is to be done through major renovation of the hostel;
- College’s spatial possibilities do not allow for further development of the library. The problem is to be solved with the erection of the new building;
- Decrease in the number of students throughout Estonia can result in decrease of state financing. The College manages these risks by continuing active participation in project competitions and increasing the development and organisation of training programmes for fees.
6.7.3. Development Strategy for Developing the Strengths and Overcoming the Weaknesses

- The task of the College administration is to keep the conservative budget policy further on, increasing the income through promotion of both different projects and paid additional training. An essential addition is using various possibilities of the Structural Fund of the European Union, and in case of the curriculum under accreditation attention is paid to programmes connected with teacher training and a teacher's professional development, as well as to financing meant for research work and training for the staff;
- The priority among the development tasks of the College is the erection of the new premises which is to begin in the second half of the year 2009. The College is to start its work in the new building beginning from the autumn term of 2011. Demands of teacher training were considered in projecting and planning the new building;
- In connection with growth of the library funds it is necessary to hire additional specialists with education in the field of librarianship;
- Involvement of students from outside of Ida-Viru County presupposes improvement of students' living conditions in Narva. In building of the new hostel the College does cooperation with Narva Vocational Training Centre. It is planned to put the new hostel in commission in 2011/2012.
7. ACADEMIC AND SUPPORT STAFF
General Characteristics about Academic and Support Staff

1. By means of public competition the number of lecturers teaching in the Early Years Teacher Master’s Curriculum is 17 (14 are chosen in Narva College; 3 are chosen in the University of Tartu) The number of lecturers who teach courses of the curriculum is 27

2. Structure of permanent position lecturers’ workload for the Curriculum:
   - Full-time – 76.5%
   - Half and higher workload – 23.5%

3. Average age of the lecturers: 45.3 years
   - Average working period in a higher education institution: 11.9 years
   - Average practical professional work experience: 17.7 years

4. Qualification of permanent position lecturers in the curriculum:
   - DrSc – 1; PhD – 4; CndSc – 8; MA, MSc – 3; Diploma – 1


   (Appendix 27: Presentations at Scientific Conferences and Seminars of the Permanent Position Teaching Staff Involved in the Early Years Teacher Master’s Curriculum in 2005 – 2009)

7. Study material written for the curriculum: 18
   - On-line study materials: 75
   - e-courses: 5

8. Administrative support staff: 24

9. Data listed about all lecturers teaching all courses of the curriculum
   (Appendix 28: Data about the Staff Teaching the Subjects of the Early Years Teacher Master’s Curriculum)

10. Correspondence of the academic staff to requirements set to the Standard of Higher education
    (Appendix 29: Conformity of the Academic Staff of the Early Years Teacher Master’s Curriculum to the Standard of Higher Education)
7.1. **Analysis of Sufficiency and Qualifications of Teaching Staff**

The number of the teaching staff working at the curriculum is sufficient: 27 members of the teaching staff are involved into the development of the syllabi and teaching of the subjects, preparation and supervision of practices, administration of the Master’s examinations (refer to Appendix 29: Conformity of the Academic Staff of the Early Years Teacher Master’s Curriculum to the Standard of Higher Education).

17 of them (i.e. 63% of the total number of the teaching staff members) belong to the staff of the University of Tartu. The aforementioned is pursuant to the provisions of §5 of the Standard of Higher Education – at least 50% of the study load determined in the curriculum shall be taught by the members of the teaching staff who work with a work load of at least 51% in such educational institution or in an educational institution that has entered into a contract between curricula or educational institutions.

According to the Standard of Higher Education § 20, at least 75% of the determined subjects in the Master’s curriculum are to be taught by members of the teaching staff with PhD or an equivalent qualification who are actively doing research and development work in the corresponding field of study. At the Early Years Teacher curriculum 90 CP/135 ECTS i.e. 87% out of 104 CP/156 ECTS (general studies, two modules of studies in the speciality, elective subjects, practice, Master’s examinations) available are taught and held responsibility for by members of the teaching staff with PhD or an equivalent qualification; all elected teaching staff of the Early Years Teacher Master’s curriculum conform to the qualification requirements (see Appendix 29). Members of the teaching staff who are in charge of the subjects provide regular assistance with developing lecture topics and course outlines to the members of the teaching staff with degrees lower than PhD. Teaching staff recruitment is public competition-based (see for more detail 7.2.).

High educational level of the teaching staff has to be particularly stressed. 10 members of the teaching staff have academic degrees conferred by the Supreme Board of the Highest Qualification Committee (VAK, Russia): 1 Doctor of Sciences (E. Protassova); Candidate of Sciences – 9 members of the teaching staff (J. Ginter, A. Džalalova, I. Kostjukevitš, H. Kukemelk, O. Lavrova, E. Protassova, N. Raud, K. Reinvere, A. Siimon, N. Umarova); 11 members of the teaching staff have academic degrees, both Master’s and Doctor’s degrees, awarded by Estonian Universities’ academic degree qualification boards (The University of Tartu, Tallinn Pedagogical University). PhD degrees have been awarded to 4 members of the teaching staff (O. Burdakova, J. Nõmm, V. Semenov, L. Degel).

The curriculum under accreditation is taught by teaching staff trained both in Estonia and in Russia, which reflects the particularities of the curriculum aimed at training teachers for work in multicultural educational environment. Every member of the teaching staff at the College has the command of either Estonian or Russian as their first foreign language, most of them also speak a second and third foreign language and have an experience of working in a multicultural environment.

The full-time members of the teaching staff of Narva College also continue their postgraduate education: in aspirantura of Pskov State University N. Zorina and at the doctorate of the University of Tartu D. Maisla, M. Grauberg, (refer to Appendix 30, for annotations).

Psychological-pedagogical and pedagogical subjects are taught by M. Grauberg, S. Džalalov, A. Džalalova, N. Zorina, J. Ivanova, D. Kantor, A. Kikas, O. Lavrova, E. Protassova, N. Umarova. (For conformity of the academic staff to the Standard of Higher Education, refer to Appendix 29, for their load and additional tasks see Appendix 28, their Curricula Vitae are included in Appendix 33, and research interests described in 7.4.1.).

M. Grauberg, MSc, Lecturer of Public Health, doctoral student at the University of Tartu Her research activities are connected with the studies of possibilities and principles of health promotion in preschool institutions and in schools. At the curriculum she teaches Basics of Children’s Health and Hygiene at Pre-school Age and in Early Childhood course. Her teaching experience at university is 9 years.
S. Džalalov, Adjunct Lecturer. Highly qualified psychologist with experience of working in practical psychology and counselling (more than 10 years); co-teachers with N. Zorina the Psychology of Learning Difficulties course.

A. Džalalova, CndSc in Psychology, Lecturer of Psychology and Pedagogy, Head of Division of Psychology and Pedagogy of Narva College, Programme Manager of the curriculum under accreditation. She delivers theoretical courses (Developmental Theories, Development and Correction at Pre-school Age, Child with Behavioural Difficulties); supervises students’ practice in the speciality and provides scientific and methodological support in the development of the Family Psychology course. She has an extensive experience of working in the area of practical psychology (since 1995) and of teaching psychology at the tertiary education level (work experience – 14 years).

N. Zorina, Assistant of Pedagogical Psychology. Currently she is graduating from doctoral studies in aspiran-
tura of Pskov State pedagogical University and is preparing for the defence of her CndSc in Psychology doctoral thesis. She teaches the following courses of the curriculum: Basics of Consulting (with the theoretical support of A. Džalalova, CndSc), Family Psychology, Psychology of Learning Difficulties, Career Planning. Work experience of practical psychology (9 years), since 2004 she has been teaching at the tertiary education level.

J. Ivanova, Methodology Specialist in preschool education. She delivers the following courses: Law on Provision for Children with SEN, Structure and Social Network in Estonia (with the theoretical support of N. Umarova, CndSc), Development of Individual Syllabus (with the methodological support of O. Lavrova, CndSc). She has experience of working in a preschool children’s institution (11 years) and teaching experience at the tertiary education level (15 years).

D. Kuntor and A. Kikas teach Theory and Methodology of Pre-school Education; assistance in the development of the course is provided by the lecturer in charge E. Protassova, DrSc. D. Kuntor, MA, Adjunct Lecturer. Since 2004 she has been managing Rakvere kindergarten Triin. She has extensive practical experience (as a teacher assistant, teacher and manager); since 2002 she has been teaching at university. A. Kikas, Adjunct Lecturer. At present she is a director of Tallinn Pelguranna kindergarten; she has considerable experience in up-bringing (24 years), teaching at university (13 years) and management of a preschool children’s institution (22 years).

O. Lavrova, CndSc, Adjunct Lecturer. She teaches the Overview of Pre-school Curriculum subject. She is a practicing teacher (working experience of a primary school teacher is 38 years; at university – 9 years).

E. Protassova, DrSc, Visiting Professor of Narva College of the University of Tartu. She provides teaching and supervision of teaching of the following courses: Multicultural Education, Theory and Methodology of Pre-school Education, Special Didactics of Pre-school Education, Social Pedagogy. Her working experience of teaching and conducting research activities at the tertiary education level amounts to 30 years in the Academy of Education, Moscow Committee of Education (Russia), Pedagogical University of Moscow (Russia), Institute for German Language, Mannheim (Germany), University of Helsinki (Finland).

N. Umarova, CndSc, the head of the NGO Home to Every Child, provides social-pedagogical, social-psycho-
logical and legal support to children. At the curriculum under accreditation she teaches Law on Provision for Children with SEN, Structure and Social Network in Estonia course (together with J. Ivanova). She has considerable experience in social work (24 years) which is used as empirical data for corresponding scientific research.

A. Väli, J. Ginter, R. Elias, I. Kostjukevič, H. Kukemelk, K. Reinvere, A. Siimon teach and develop economic, legal and managerial competences as well as computer skills.

A. Väli, MA, director of the kindergarten Kalevipoeg in Jõhvi; she delivers Managing Pre-school Education, Teaching and Upbringing Work Organisation courses. She has working experience of a preschool children’s institution teacher (24 years); since 2005 she has been teaching at university; she also has vast experience of managing a preschool children’s institution. H. Kukemelk (see below) provides assistance and support in the development of the course and its outline.
J. Ginter, CndSc, the University of Tartu permanent position member of the teaching staff. At present he holds the position of the Deputy Dean of Faculty of Education of the University of Tartu. At the curriculum under accreditation he delivers a lecture course of Estonian Educational Policy and Educational Legislation. He has considerable experience in legal, administrative and teaching work (31 years, with 21 years at university).

R. Elias, MA, her current position is with Tartu County Government; she teaches Labour Law. Work experience in the position of Chief Economist (15 years); experience of administrative and teaching work (4 years), at the University of Tartu Faculty of Education he has been teaching continuing education courses: law and legal documentation, employees’ rights and obligations, law practicum for 4 years.

I. Kostjukevič, CndSc. At the Master’s study level he delivers the course of Informatics. He has extensive experience of teaching mathematics and informatics at the tertiary education level (17 years) and at the secondary education level.

H. Kukemelk, CndSc, Docent of Education Organisation. At present he holds the position of Dean of Faculty of Education, he has long experience in management and education organisation (total working experience amounts to 28 years, with 20 years of working experience at university). He provides scientific support and assistance in the development of the course Managing Pre-school Education.

K. Reinvere, Cand.Sc, Lecturer of Economics, Head of Division of Civic studies; she teaches Basic economics, Project Management. Experience of teaching Economics at the tertiary education level is – 22 years; experience of administrative work – 39 years.

A. Siimon, CndSc, Assistant Professor Emeritus (the University of Tartu); teaches Organisation Behaviour and Personnel Management courses. Has a vast experience of scientific grounding of management principles (7.4.1.) and of teaching management at university level (38 years).

Language teaching is provided by full-time and part-time members of the teaching staff and part-time members of the teaching staff from the University of Tartu: U. Aja, M. Annuk, O. Burdakova, N. Gordeeva, L. Degel, M. Koskinen, D. Maisla, J. Nõmm, V. Semenov.

U. Aja, Assistant of Estonian language. She has extensive experience of teaching Estonian as a foreign language at school and university (18 years), she has been in charge of the language immersion programme of the educational department (4 years), manages Multicultural Education Counselling Center in Narva College; with the support of L. Degel, PhD she teaches Teaching in a Second Language, Language Immersion Methodology courses.

M. Annuk, Extraordinary Teacher of Estonian language. She co-teaches with N. Gordeeva practical Estonian at Expressive Writing Skills in Estonian, Estonian Language for Professional Purposes courses. L. Degel, PhD provides theoretical and methodological support while developing the courses. M. Annuk has been teaching Estonian as a foreign language for more than 30 years at school and for 5 years at the university level.

O. Burdakova, PhD, Assistant Professor, Head of Division of Russian Language and Literature. She co-teaches with V. Semenov, PhD Correctness and Expressiveness of the Russian Language course. Teaching experience at the university level is 10 years.

N. Gordeeva, MA, Extraordinary Assistant of Estonian language. Together with M. Annuk she provides the formation and development of oral and written communicative language skills of Master’s students in the sphere of business communication (subject Estonian Language for Professional Purposes). Experience of teaching Estonian at the university level is 10 years.

L. Degel, PhD, Director of Narva Soldino Secondary School. She provides to full-time members of the College teaching staff theoretical and methodological support in developing the following courses: Estonian Language for Professional Purposes, Teaching in a Second Language.
M. Koskinen, MA, co-teaches with M. Annuk Estonian for Special Purposes. She has a vast experience of teaching Estonian at school and university (17 years), she also has experience in management in work as the deputy director of studies in general education school.

D. Maisla, MA, Lecturer of Estonian Language and Literature. She continues her studies at the University of Tartu and her doctoral thesis aims to analyse how Russian-speaking students acquire verb past tenses of the Estonian language (see Appendix 30 for more details). She teaches Public Speaking course. The course development is supported by the assistance of J. Nõmm, PhD (see below). D. Maisla has a 24 year experience of teaching Estonian as a foreign language (incl. 5 years at the university level).

J. Nõmm, PhD, Assistant Professor in Cross-cultural Communication. Provides assistance in the development of the course Public Speaking, she has a vast experience of working at the university level (10 years).

V. Semenov, PhD, Assistant Professor. He co-teaches with O. Burdakova, PhD the course of Correctness and Expressiveness of the Russian Language. Teaching experience at the university level is 10 years.

The average working experience of the members of the teaching staff is 22.6 years, with the minimum of 6 years and the maximum of 45 years. The average teaching experience of the teaching staff at the curriculum is 17.5 years, with the minimum of 4 years, and the maximum of 39 years. The average working experience at the tertiary education level of the teaching staff amounts to 12 years with the minimum of 2 years and the maximum of 38 years.

The age of the teaching staff working at the curriculum is from 35 to 65 years old: 9 (33.3% of the total number) members of the teaching staff are between 30 – 39 years of age; 10 (37%) members of the teaching staff are 40 – 49 years old; 5 (18.5%) members of the teaching staff are 50 – 59 years old; and 3 members of the teaching staff (11.1%) are older than 60. The average age of the members of the teaching staff working at the curriculum is 45.3 years.

Turnover of the teaching staff is within the norm. Among 17 full-time members of the teaching staff 7 (O. Burdakova, A. Džalalova, J. Ivanova, J. Nõmm, N. Raud, N. Gordeeva, V. Semenov) have been working since the College was founded 10 years ago, which is a big number considering natural developmental processes of a young higher education institution (devising of new curricula results in changes/enlargement of the teaching staff). The fact of long-term working teaching staff testifies to the competent personnel policy, to the timely effected career movements and promotion, to the supportive working conditions, stability and satisfaction with the outcomes of work, friendly and sound working environment.
7.2. **Analysis of Selection, Upgrading and Renewal Procedures of Teaching Staff**

7.2.1. **Election of Teaching Staff and Renewal of Staff: Procedure and Analysis**

The election of full-time lecturers is administered in accordance with Regulations of the University of Tartu Full-time Staff Election Procedures (approved by Decree No 1 of the University of Tartu Council on January 30, 2004). 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/quidelinesforevaluatingcandidates.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 full-time teachers, teaching assistants, lecturers and assistant professors. The assessment of suitability of the first three is prepared by the Head of Division. The suitability of the candidate for the Assistant Professor’s position is assessed by a 3-member committee that has 2 outside members. All full-time staff members of the College conform to the requirements set by the University of Tartu. Academic staff is contracted depending on a position (teachers and teaching assistants are contracted for 3 years, lecturers for 4 years and assistant professors for 5 years). Elections to academic positions are carried out twice a year (at the end of the spring and autumn term). Among the members of the teaching staff working at this curriculum M. Annuk and N. Gordeeva are employed as extraordinary members of the teaching staff.

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).

In the year 2005, 2 members of the teaching staff of the curriculum under accreditation have been re-elected to higher positions (of Lecturer): A. Džalalova, K. Reinvere; in 2006: D. Maisla, N. Raud, N. Zorina; in 2007 – M. Grauberg. By the spring of 2008, 3 members of the teaching staff of the curriculum under accreditation have been re-elected to higher positions (Assistant Professor): O. Burdakova, J. Nõmm, V. Semenov. For the purposes of re-election the results of the previous contract period and research activities are taken into account, especially in the case of re-electing lecturers and assistant professors.

Based on the above it could be stated that the College has a stable academic staff and the overwhelming 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 assurance of quality.

7.2.2. **Upgrading of Teaching Staff: Procedure and Analysis**

The College has worked out the upgrading and support system. The most important is upgrading in postgraduate studies, first and foremost doctoral studies. Since the opening of the curriculum in 2005, O. Burdakova, L. Degel, A. Džalalova, N. Raud, O. Lavrova and N. Umarova have successfully defended their PhD or Candidate of Sciences degrees. The members of the teaching staff have received support in paying tuition fees, they have been given the opportunity to use official travel for meetings with the supervisors, working in libraries in Estonia and abroad.

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 Statutes every full-time lecturer of the University has the right to apply for a full-paid free-of-duties semester in every five years in order to upgrade or do research. The applications are reviewed and the decision is made by the College Council. The College
has given preference to those finishing their doctoral theses. Since the year 2005, the following members of the teaching staff at the curriculum have used the possibility of taking a sabbatical: A. Džalalova, J. Nõmm, N. Raud who have defended their Doctoral degrees, and M. Grauberg, D. Maisla ja N. Zorina who are preparing for defence of their Doctoral theses in the nearest future.

The Assignment system (see 7.3.) supports making presentations at international seminars and conferences (Appendix 27) as well as international communication (8.2.). The lecturers can also start their personal scientific network. One should also note that the College supports degree studies financially as well, enabling work in foreign libraries, and meetings with supervisors, both in Estonia and abroad. If necessary, the teachers’ tuition fees have been paid. The support given by the College for self development of the members of the teaching staff is important, since this enhances the quality of studies.

According to the Framework Requirements for Teacher Training each member of the teaching staff must take a 4 CP course in pedagogy of higher education. Members of the teaching staff permanently employed by the College have fulfilled the condition, and that is to a large extent through courses organised by the College.

In 2005 – 2009 members of the College teaching staff with permanent positions have participated in training courses supporting realisation of the curriculum and the study process as well as teacher’s professional development in the total volume of almost 3300 hours which is on average 75 hours a year per ordinary member of the College teaching staff. The basic topics have been pedagogy of higher education, supervision of learning in the adult aspect, a teacher’s self-support, creation of positive environment with help of self-development, competence-based curriculum development, and analysis of subject courses proceeding from the aims of curriculum: determining learning outcomes and selecting assessment criteria. Special attention has been paid to courses supporting development of e-learning. In 2005 – 2009 members of the teaching staff at the Master’s curriculum like A. Džalalova, J. Ivanova, D. Maisla, N. Raud, N. Zorina, M. Grauberg participated in the following training courses: Introduction to E-Learning: E-Learning Here and Elsewhere, Methods and Learning Environments of E-Learning, Learning Design of an E-Course, Assessment and Feedback in E-Learning, Composition of an Interactive Web Page, Composition of Web-based Studying Materials.

The large volume of training has been available since the year 2006 owing to use of financial support of the Structural Fund of the European Union. During that time separate training projects for teachers were applied in Estonia and the College teaching staff actively participated in them. In spring 2009, the curriculum teaching staff are participating in the following training courses: Learning-supportive Study Materials (O. Burdakova, A. Džalalova, M. Grauberg), Teaching in a Multicultural Classroom (N. Raud, J. Nõmm), Cultural Differences and Contacts (J. Nõmm).

The College has constantly developed the language competence of its teaching staff. English language courses for the teaching staff have been organised since 2006. Estonian language courses are to start again in the autumn term when Narva College teaching staff are provided with courses of academic Estonian language within the frames of teachers’ training programme Primus of the European Social Fund financed by European Union.

The College has the in-house training or the staff training plan that guides in-service trainings until 2010. It focuses mainly on fields that support teaching; these fields are determined by the Development Plan of the College. In accordance with the training plan, there are annually two up to 3-day courses that bring together academic and administrative staff. The following joint seminars took place since in 2006: 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); Curriculum Development Based on Learning Outcomes (27-28 August 2007), Creating a Positive Environment through Self Development (14 May 2008). The four days of training in August 2008 were devoted to renewal of the College Development Plan. The training days which were organised in February of 2009 focused on the role of assessment in the curriculum as well as on enterprise and entrepreneurship in pedagogy.

The joint training of the College teaching staff is also supported by regular College scientific seminars where one of the colleagues introduces his/her research work. Seminars can be attended by everyone interested,
including students. The following seminars were held in 2008: E. Protassova, DrSc *Multicultural Aspect in Work of a Preschool Children’s Institution* (02.02.08), L. Degel, PhD *About Associative Experiment in Today’s Linguistics* (18.04.08), O. Burdakova, PhD *Method of Linguistic Experiment* (09.05.08); J. Nõmm, PhD *Communicative Behaviour of Russians and Estonians: Situations of Misunderstanding* (30.05.2008). In the meantime the tradition of seminars has been forgotten, but it is to be revived.

The support system of members of the teaching staff has been carefully elaborated in the College, allowing scientific cooperation, scientific discussions with colleagues, and development of degree studies, official travel abroad and self development as a teacher. Nearly all members of the teaching staff are involved in these activities.
7.3. Principles of Allocating Workload and Assigning Administrative Extra Tasks

7.3.1. Principles of Allocating Workload

Work assignments and the working load of lecturers is regulated by the job description of the academic staff (Resolution of the University of Tartu Council No 53 of 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 development 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 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 term to term (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 Assistant Professor, 317 for the Lecturer, 352 for the Teaching Assistant and 493 for the Teacher. The workload also included tasks other than those related to teaching, e.g. supervising the Students’ Scientific Society, compiling studying material, editing college publications, editing scientific articles, interpretation, project management, organising conferences etc.

An allowance is paid for additional assignments like supervising more research papers than assigned, supervising practice, compiling studying material, 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 development work or teaching, a bonus might be paid (for salary expenses see 6.5.1.). The proposal is made to the Director by a Head of Division.

7.3.2. Performing Additional Administrative Assignments

Administrative assignments are performed by Heads of Divisions or Programme Managers.

The academic staff of the College are divided into Divisions (see Appendix 3: Structure of Narva College in 2008). 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 Heads of Divisions are approved by Decree of the Director of the College (6 October, 2004, No. 231NC).

Head of Division is responsible for directing the teaching and scientific work of the Division, setting up the development tasks, raising the qualification of the teaching staff, getting feedback from the Division, taking part in drawing up curricula within the Division and syllabi for courses within curricula, developing relationships with Estonian and foreign university professors in a given field etc.

Work assignments of Programme Managers are added to the job description of lecturers. The responsibilities of Programme Manager are running a curriculum, coordinating and developing it based on the feedback received from students, employers, alumni, and others. Programme Manager coordinates the studies within the curriculum: makes the study plan for courses which is used to draw up timetables, oversees the creation and updating of syllabi for the courses read within a given curriculum, directs the work of the Programme Council which is set up to develop different criteria for the curriculum and make proposals for changes. In addition Programme Manager has to deal with public relations and organise the dissemination of information in cooperation with the Academic Affairs Office. The load of both Head of Division and Programme Manager is calculated as 0.1-0.2 of the load of a member of the teaching staff.

Programme Manager of the Early Years Teacher Master’s curriculum is A. Džalalova.
7.4. Analysis of Teaching Staff’s Research Activity Outcomes

7.4.1. Scientific Publications of Teaching Staff

The research topics of teaching staff’s publications cover various liberal arts and sciences, mathematics and social sciences such as: pedagogy, psychology, linguistics, literary studies, economics, mathematics, medicine, etc.

A number of dissertations of the teaching staff working at the curriculum under analysis are devoted to the issues of preschool pedagogy: for example, E. Protassova’s dissertation for the academic degree of Doctor of Pedagogical Sciences *Psychological-pedagogical and Lingua-didactical Basis of Bilingual Education in a Kindergarten* (Moscow, 1996). E. Protassova is the author of approximately 140 scientific articles and monographs on socio- and psycholinguistics, intercultural communication, of more than 150 scientific-methodological works on children’s bilingualism and of about 100 practical papers for preschool children’s institutions. Special attention should be paid to numerous research papers on the theory of preschool pedagogy and ontogenesis of children’s speech (in early years) in E. Protassova’s list of published works (refer to Appendix 26).

A. Väli’s Master’s thesis *The Role of the Childhood’s Growth Environment in Career Formation* (Tallinn, 2004) is aimed at researching the effect of different growth environments of a child in formation of career. The thesis evaluates condition of a child’s growth environment through the economic status of the family, relations within the family and parents’ education. A. Väli attempts to find answers to the questions of how the childhood’s growth environment influences the professional career development and feeling content with it. The hypotheses of the thesis are: the growth environment of parents’ childhood has affected formation of their career; parents consider it important to offer their child good education. The hypotheses were partially proven. Professional career is influenced by mother’s occupation and mother’s education. Father’s occupation and his education also have influence. Directors and specialists want to offer their children good education. But workers and clerks consider the skill of doing work important as they prefer children becoming independent quickly and want them to start working early. The relationship within the family during childhood affects feeling content with career later on in life.

N. Zorina’s CndSc in Psychology thesis *Development of Future Kindergarten Teachers’ Professional-Personal Readiness for Pedagogical Cooperation with Families in Multicultural Society* which is due to be defended in 2009/2010, is dedicated to questions concerning development of professional-personal readiness of students who study at the speciality Early Years Teacher and readiness for working with families in multicultural society. The content of the training programme for future teachers is development of personality characteristics necessary for the speciality as well as formation of practical skills and skills of creation of constructive cooperation taking into consideration the specifics of multicultural educational environment and peculiarities of cross-cultural communication.

The outcomes of the research of the academic staff are published in scientific editions both in Estonia and abroad. During the period 2005 – 2009, 132 articles and 4 monographs were published (for list of scientific works, refer to Appendix 26).

Main directions of research work of teaching staff who work on the curriculum:

- Management and time management theory (A. Siimon)
- Research of education policy; multicultural and multilingual education at all levels of education: preschool – secondary – tertiary (J. Ginter, D. Maisla, E. Protassova);
- Definition of pedagogue’s competences; development of professional competences of prospective teachers; research of teacher training issues (including preschool teacher training) (A. Džalalova, N. Zorina, J. Ivanova, H. Kukemelk);
- Studies of intercultural communication, incl. interconnection of cultures in preschool children’s institutions; ethnic perceptions and stereotypes (J. Ivanova, J. Nõmm, E. Protassova, V. Semenov);
- Research in the area of preschool pedagogy (A. Väli, E. Protassova);
- Analysis of possibilities to integrate children with the so called “special educational needs” in general preschool children’s institutions and schools (J. Ivanova);
- Ontogenesis of child speech; bilingualism in yearly years; grammar and lexicology of Russian and Estonian languages (O. Burdakova, L. Degel, D. Maisla, E. Protassova);
- Pedagogical technologies (O. Lavrova);
- Methodology of teaching in a foreign language (including at the preschool age) (N. Raud, K. Reinvere);
- Methodology of teaching mother tongue and foreign languages (O. Burdakova, D. Maisla, J. Nõmm, N. Raud);
- Methods of teaching literature (J. Nõmm, V. Semenov);
- Mathematics (multicultural aspects in teaching mathematics; the use of computer games in yearly years education) (I. Kostjukevitš).

The most of the above mentioned researches are connected with issues of preschool education. Issues of preschool teacher training are considered in a number of articles by J. Ivanova and N. Zorina published in 2005 – 2009 (J. Ivanova: System of Preschool Education and Professional Training of Teachers of Preschool Children's Institutions in the Republic of Estonia; Formation and Evaluation of Professional Competences of Students during Preschool Teaching Practice; Special Educational Needs of Preschool Children Belonging to a Different Cultural or Linguistic Environment; Belonging of Preschool Children to a Different Cultural or Linguistic Environment as a Special Educational Need. N. Zorina: Training of Future Teachers of Preschool Children's Institutions for Cross-cultural Cooperation with Family).

In articles and monographs by E. Protassova, A. Džalalova, J. Ivanova, N. Raud, issues of multilingualism in kindergarten and formation of identity in a child are considered (E. Protassova: Children’s Multilingualism; Limitations and Possibilities of Teaching Two Languages in Kindergarten. N. Raud: Teaching English to Pre-primary Children as a Contribution to the Development of a Multilingual Child in Estonia. A. Džalalova, J. Ivanova: Formation of Identity Through Creative Activity in Multilingual Region. For a more detailed list of academic works, see Appendix 26).
7.4.1.1. Interconnection of the Teaching Staff’s Researches with the Subjects of the Curriculum

Scientific interests of the teaching staff are mainly focused on humanities (pedagogy, sociology, psychology, linguistics, literature studies), and they represent various topical issues of scientific-practical nature the solution of which will contribute to the development of the theoretical basis of the curriculum under accreditation as well as to the development of modern science.

The majority of teaching staff’s research topics corresponds to subjects/lecture courses (see tables 1 – 4), which proves in its turn the high level of teaching of the corresponding subjects.

A. Väli, J. Ginter, E. Protassova teach subjects of the study module General Studies. Their scientific research activities are connected with the subjects of the module (see Table 1).

Table 1 Interconnection of the teaching staff’s researches with the subjects of the “General studies” module

<table>
<thead>
<tr>
<th>Member of the teaching staff of the curriculum</th>
<th>Area of scientific research</th>
<th>Subject of the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Ginter</td>
<td>Educational policy</td>
<td>P2NC.00.803 Estonian educational policy and educational legislation</td>
</tr>
<tr>
<td></td>
<td>Reforms in educational system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child’s bi- and multilingualism; teaching a second language</td>
<td>P2NC.00.686 Multicultural education</td>
</tr>
<tr>
<td></td>
<td>Cross-cultural communication</td>
<td></td>
</tr>
<tr>
<td>J. Protassova</td>
<td>Intercultural pedagogy</td>
<td>P2NC.00.620 Theory and methodology of pre-school education</td>
</tr>
<tr>
<td></td>
<td>Theory and practice preschool pedagogy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methodological support of preschool children institutions</td>
<td></td>
</tr>
<tr>
<td>A. Väli</td>
<td>Child’s educational environment in career formation</td>
<td>P2NC.00.426 Teaching and upbringing work organisations</td>
</tr>
</tbody>
</table>

J. Ginter, CndSc in Sociology. The author of articles devoted to the issues of educational policies and reforms in the sphere of education, etc.

E. Protassova, DrSc in Pedagogy. The author scientific and methodological works on ontogenesis of child’s speech, child’s bilingualism, preschool pedagogy and methodology (for details see above).

A. Väli, MA, for overview of academic work, see 7.4.1.

A. Väli, N. Zorina, K. Reinvere, A. Siimon, teach subjects of the Management of a Preschool Children’s Institution module; they conduct theoretical and practical researches in the field of modern education policies, preschool pedagogy, economics, pedagogical psychology, tertiary education (teacher training, education quality assurance), etc (see Table 2).
Table 2 Interconnection of the teaching staff’s researches with subjects of the “Management of a preschool children institution” module

<table>
<thead>
<tr>
<th>Member of the teaching staff of the curriculum</th>
<th>Area of scientific research</th>
<th>Subject of the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Väli</td>
<td>Child’s educational environment in career formation</td>
<td>P2NC.00.621 Managing pre-school education</td>
</tr>
<tr>
<td></td>
<td>Training of parents’ counsellors in educational issues</td>
<td>P2NC.00.473 Basis of consulting</td>
</tr>
<tr>
<td></td>
<td>Career planning (methodological materials)</td>
<td>P2NC.00.193 Family psychology</td>
</tr>
<tr>
<td>N. Zorina</td>
<td>Economical development of the region</td>
<td>P2NC.00.819 Basic economics</td>
</tr>
<tr>
<td>K. Reinvere</td>
<td>Management of small enterprises, risk management, time management, organisation studies, management science</td>
<td>P2NC.00.885 Organisation behaviour and personnel management</td>
</tr>
<tr>
<td>A. Siimon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Väli, MA. For the description of research interests see above (7.4.1.).

N. Zorina, Assistant, doctoral student of Pskov Pedagogical University (department of Pedagogical Psychology). The research interests are connected with training of mentors and parents’ counsellors in educational matters and her doctoral thesis theme (see also 7.4.1.). She is also the author of methodological works on career planning (N. Zorina: Studying material for Career Planning).

K. Reinvere, CndSc in Economics, the areas of research interests are city construction research; economic development of Ida-Viru County; content teaching in a second language at all educational levels.

A. Siimon, CndSc in Economics. He is the author of 138 scientific articles, monographs and course books; the following monographs are to be mentioned in connection with the curriculum subjects taught: Management. Basics of Theory; Organisation Studies, Time Management I. Theoretical Aspects, etc.

A. Džalalova, J. Ivanova, N. Umarova develop professional competences in the Teacher of Accommodation and Special Group module. They conduct researches of methods of working with children with special needs (see Table 3).
Table 3  Interconnection of the teaching staff’s researches with subjects of the “Teacher of Accommodation and Special Group of Preschool Children” module

<table>
<thead>
<tr>
<th>Member of the teaching staff of the curriculum</th>
<th>Area of scientific research</th>
<th>Subject of the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Ivanova</td>
<td>Education of children with special educational needs</td>
<td>P2NC.00.625 Law on provision for children with SEN, structure and social network in Estonia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P2NC.00.523 Psychology of children with SEN</td>
</tr>
<tr>
<td>N. Umarova</td>
<td>Provision of social and legal assistance to children</td>
<td>P2NC.00.625 Law on provision for children with SEN, structure and social network in Estonia</td>
</tr>
<tr>
<td>A. Džalalova</td>
<td>Child’s psychology</td>
<td>P2NC.00.423 Development and correction in preschool age</td>
</tr>
<tr>
<td></td>
<td>Pedagogic psychology</td>
<td>P2NC.00.427 Child with behavioural difficulties</td>
</tr>
</tbody>
</table>

J. Ivanova, methodology specialist. Her research interests are connected with: the study of ways of inclusion of children with special needs; the study of belonging of preschool children from another cultural and language environment as a special educational need; the issues of preschool teacher training; the formation of students’ professional competences during teacher training practice in the speciality Early years teacher; the study of interconnection of cultures in preschool children’s institutions (for her articles in these areas refer back to 7.4.1. or Appendix 26).

N. Umarova, CndSc in Pedagogy. Her research work is connected with the development and support of the organisational-pedagogical model of the social-educational Centre providing necessary assistance to problem families. She is the author of numerous publications devoted to the cooperation of public, state, municipal services aimed at keeping a child in a family.

A. Džalalova, CndSc in Psychology. Her research interests are connected with the studies of pedagogical psychology and child’s psychology (presentations at scientific conferences Peculiarities of Physical and Psychological Development of Children during the First Year of Life; Stress and Depression in Early Years etc.).

O. Burdakova, N. Gordeeva, L. Degel, N. Raud teach Master’s students Russian, Estonian and English languages, thus developing their communicative competence in three languages (including the competence of official business communication which is of great importance for prospective managers of preschool children’s institutions) and developing skills of public speaking. Apart from teaching, the lecturers conduct corresponding researches in language studies; they do not only apply methods of teaching languages in a multicultural class in practice, but do researches to validate the practical findings of teaching second languages to multicultural group of learners at the preschool, general and tertiary level of education (see Table 4).
Table 4  Interconnection of the teaching staff’s researches with language subjects’ module of the curriculum

<table>
<thead>
<tr>
<th>Member of the teaching staff of the curriculum</th>
<th>Area of scientific research</th>
<th>Subject of the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>O. Burdakova</td>
<td>Russian lexicology</td>
<td>P2NC.00.507 Correctness and expressiveness of the Russian language</td>
</tr>
<tr>
<td></td>
<td>Russian Grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods of teaching Russian</td>
<td></td>
</tr>
<tr>
<td>N. Gordeeva</td>
<td>Grammar of the Estonian language</td>
<td>P2NC.00.445 Expressive writing skills in Estonian</td>
</tr>
<tr>
<td>L. Degel</td>
<td>Estonian-Russian comparative lexicology and phraseology</td>
<td></td>
</tr>
<tr>
<td>N. Raud</td>
<td>Methods of teaching English as a second language</td>
<td>P2NC.00.487 Practical English I</td>
</tr>
</tbody>
</table>

O. Burdakova, PhD in Russian language. Her research interests are connected with inter-influence of languages in bilingual environment; Russian lexicology; Russian grammar (the aspect study), the study of Russian dialects; methods of teaching Russian.

N. Gordeeva, MA in Ural languages. Her research interests are connected with comparative studies of Russian and Estonian languages; methods of teaching Estonian as a foreign language.

L. Degel, PhD in General linguistics. Her research interests are connected with Estonian-Russian comparative lexicology and phraseology (meanings and use of names of basic colours in the Estonian and Russian languages; contrastive research of linguistic world view within the frames of cognitive metaphor theory; research of the intellectual sphere of the mental world view on the basis of use of words denoting intellectual abilities in the Estonian and Russian languages).

N. Raud, CndSc in Philology. Her research interests are connected with methods of teaching English in a multicultural class; teaching English to pre-primary children as a contribution to the development of a multilingual child; methods of teaching English as a foreign language.

7.4.2.  Scientific and Methodological Publications of the College

Since 2002 Narva College has been engaged in publishing activities having two series of scientific and research-methodological publications. The first series – Acta et commentationes collegii Narovensis – was founded in 2002. The issues of this series are published on a regular basis – once or twice times a year; by 2008, 9 issues of the series have been published (see Appendix 25: College Publishing Activity). The issues of the series are thematically based and represent the following areas:

1) thematic scientific collections of articles of the College’s teaching staff: issues I, III, VI (articles are to undergo prepublication reviewing);
2) collections of articles to present the outcomes of scientific research conferences: issue IX, volumes 1-2 (articles are to undergo prepublication reviewing);
3) collections of articles to present the outcomes of traditional (annual) pedagogical conferences for teachers and administration of preschool children’s institutions and general secondary schools: issues II, IV, VII;
collections of articles to present the outcomes of traditional international students’ scientific conferences: issue V, VIII.

Prepublication reviewing of articles in scientific issues of the series guarantees their high quality.

10% of all articles published in the series *Acta et commentationes collegii Narovensis* present researches conducted in the area of preschool pedagogy and early years (description of discovery-based education of preschool children; studies of tolerance formation in children of upper preschool age; studies of child’s speech ontogenesis in mono- and bilingual environment; analysis of strategies employed by kindergarten teachers and children in oral communication, etc.). Among articles published in the series devoted to general education aspects (51%), the ones devoted to correctional and social pedagogy represent the most interest from the point of the curriculum under accreditation.

The teaching staff who work at the curriculum under analysis actively participate in the publication of the issues by presenting results of their scientific and methodological researches in the series *Acta et commentationes collegii Narovensis*. They are the authors of 15 articles published in the series: O. Burdakova (2), N. Gordeeva (1), A. Džalalova (1), N. Zorina (1), J. Ivanova (3), I. Kostjukevitš (1), O. Lavrova (1), J. Nõmm, (1), E. Protassova (1), N. Raud (2), V. Semenov (1) (see Appendix 26).

The second series – *Studia Humaniora et Paedagogica collegii Narovensis* – was founded in 2004 and by now there have been published 3 issues of the series, each of which includes articles presenting the outcomes of the international scientific conferences hosted by Narva College of the University of Tartu in 2003, 2006 and 2008 (see 8.2.). All articles of the series undergo prepublication reviewing. The issues of the series are edited by the International Editorial Board of scientists from four countries (Germany, Russia, Finland and Estonia), which provides high scientific level of the publications and will enable Narva College to apply in the future for receiving the index “1.2” of the International classification of scientific publications.

Issues I – II are devoted to the cross-border studies of the Baltic region countries. The teaching staff (A. Džalalova, J. Nõmm, E. Protassova, V. Semenov) of the general studies’ module of the Master’s curriculum under accreditation placed the outcomes of their research work in these collections of articles (for specific titles, see Appendix 26).

Issue III (*Issues of Multiculturalism and Multilingualism in Modern Education System* (2008)) is of pedagogical content and presents materials of the International scientific conference held by Narva College in 2008. The articles in the collection are devoted to the issues of language policy in different countries and the aspects of multicultural education in modern society, to the analysis of Estonia’s experience in the area of multicultural pedagogy and cross-cultural, to the multicultural aspects of language teaching and multilingualism. A number of articles published in the collection consider experience of bi- and multilingual education at the preschool age, the description of concepts of multilingual upbringing, etc. (K. Meng *The Political Framework for Creation and Development of Bilingual Kindergartens in Berlin*; G. Chirsheva *Principles of Multilingual Upbringing*).

7 articles of the collection were written by the teaching staff working at the curriculum under accreditation: A. Džalalova, J. Ivanova, I. Kostjukevitš, J. Nõmm, D. Maisla, E. Protassova, N. Raud (for specific titles, see Appendix 26).

During the ten years of operation, apart from the above described series of scientific and research-methodological collections of articles, Narva College of the University of Tartu has published 25 books – course books, methodological studying materials (including for children of preschool age), scientific and popular scientific books (see Appendix 28: Data about the Staff Teaching the Subjects of the Early Years Teacher Master’s Curriculum). The following methodological studying materials on the methodology of early language immersion published by the College play a particular role in the development of the curriculum under accreditation: *Teaching Estonian as a Second Language in a Preschool Children’s Institution: Methods of Foreign Language Teaching, Games and Exercises; I Want to Speak in the Estonian Language: Worksheets for 6-year-old Children; I Colour and Speak in the Estonian Language: Worksheets for 6-year-old Children.*
7.4.3.   Studying Materials Devised by the Teaching Staff

The teaching staff of the curriculum do not only conduct researches in corresponding scientific areas but are in constant search for innovative teaching methods and techniques: they look for new opportunities to improve the quality of teaching, provide studying materials to support the content learning of Master’s students in classroom work and independent work. With the development of modern technologies in the age of technical progress distance learning by means of e-learning has become one of top priorities; a plan for furthering e-learning has been devised in the college (some of its priorities are mentioned in 4.6.3.).

Today 5 lecture courses of the curriculum (for details, see Appendix 15) have been developed by the teaching staff of the curriculum in the WebCT environment and they allow Master’s students to study from distance: Informatics; Career planning; Basics of children’s health and hygiene at pre-school age and in early childhood; Project management, Basic economics.

Participation in various projects allows the teaching staff to develop the skill of devising web-based courses. Thus, in 2008 within the frame of the ESF project BEST aimed at the support and development of e-learning which corresponds to the quality requirements and the international standards, 2 members of the teaching staff received financial support to devise e-courses – J. Ivanova (the course of Upbringing and Development in the Early Years) and I. Kostjukevič (the course of Informatics).

For successful implementation of information and communication technology, the College created the position of an Education Technologist whose responsibility is to organise e-learning activities including trainings and dissemination of information. Since 2007 the position is occupied by O. Švets who systematically organises e-learning trainings at the College, lecturers attended respective courses also outside the College.

In addition to WebCT-courses, almost half the subjects in full-time study (16 lecture courses) are supported by e-learning studying materials (75 titles in total, for the list of the materials see Appendix 15). These studying materials are presented in a variety of formats (lecture notes, worksheets, guidelines to prepare for examinations and to compose practice reports; tables, schemes, etc), are placed with the SIS and are available for the students registered for these courses. Electronic materials are also available via the library’s ESTER catalogue.

In class and independent work of students is organised not only on the basis of electronic means of learning, but is also supported by course books and studying materials devised by the teaching staff and books and textbooks published by well-known Russian publishing houses, by the Publishing house of the University of Tartu and by Narva College itself. The following lecture courses Multicultural Education, Project Management, Basic Economics, Basics of Children’s Health and Hygiene at Pre-school Age and in Early Childhood, Organisation Behaviour and Personnel Management, Law on Provision for Children with SEN, Structure and Social Network in Estonia are supported by the studying materials as follows: E. Protassova (co-author N. Rodina) Children’s Multilingualism; E. Protassova (co-author N. Rodina) Russian for Preschool Children: Methodological Course Book for Bilingual Kindergarten; A. Siimon Time Management I. Theoretical Aspects; A. Siimon, K. Türk Management: Basic Concepts and Connections; K. Türk, A. Siimon Management: Basic Theory, A. Siimon, M. Vadi Organisation and Organisational Culture; N. Zorina Career Planning; A. Kochubei, N. Umarova A Visit to a Family, or Practical Aspects of Work with Families: Methodological Studying Material; M. Grauberg Trauma Prevention in Kindergarten: Methodological Studying Material for Teachers; M. Grauberg Basics of Child’s Health and Hygiene. Lectures, lecture notes, worksheets; K. Reinvere Project Management, lecture notes 2009/2010; K. Reinvere Basic Economics, lecture notes 2009/2010.

The teaching staff are interested in the improvement of quality of studying materials, and they participate in various continuing education courses to develop their skills in this sphere. In spring 2009 four members of the teaching staff (O. Burdakova, M. Grauberg, A. Džalalova, D. Maisla) completed in the University of Tartu a special training programme Studying Materials to Support Teaching.

The work on studying materials for Master’s students is conducted on a permanent basis. This year (2009) two members of the teaching staff (with the financial support of EduKo financed by the European Social Fund) are preparing for e-publishing the following studying materials:
M. Grauberg, *Didactics of Physical Activity Teaching in Kindergarten and Basic School*. The material provides an overview of development of a child’s motor at the preschool and early school age, introduces basics of teaching physical exercises (development of basic motor, bodily abilities and their development at different age, didactic principles and teaching methods of physical activity teaching). The material introduces the plan of a Physical Activity lesson, methods of organising pupils as well as methods of evaluation and regulation of load. The language of the study material: Estonian and Russian, parallel in two languages.

A. Džalalova, *Basics of Development of Teachers’ Multicultural Competence*. The material provides an overview of aims, values and psychological peculiarities of the multicultural educational environment. Teachers’ multicultural competence is considered as a condition of an effective pedagogic activity in the contemporary educational environment. The material introduces the principles of the general build-up of the development strategy of students and pedagogues’ multicultural competence. The language of the study material: Estonian and Russian.

### 7.4.4. Conference Presentations of the Teaching Staff and International Conferences in the College

Active participation of the teaching staff in conferences has helped to establish new contacts and networks with specialists and institutions of other countries and has offered opportunities for sharing experience with colleagues in similar curricula. Research results of the lecturers in the curriculum have been presented at international conferences and seminars in Estonia as well as abroad (The Republic of Byelorussia, Germany, Denmark, Ireland, Iceland, Italy, Latvia, Lithuania, Malta, Poland, Russia, the USA, Singapore, the UK, Finland; see Appendix 27).

To sum up, within 2005 – 2009 permanent position teaching staff of the curriculum have made 134 presentations. More active speakers were E. Protassova (35 presentations; mostly about multiculturalism and bilingualism, including child’s bilingualism), J. Nömm (15 presentations; cross-cultural communication, particularly between Estonians and Russians); A. Džalalova (12 presentations; multicultural education and teachers’ multicultural competence); L. Degel (12 presentations on Estonian-Russian lexicology).

Among presentations of the teaching staff of the curriculum in 2005 – 2009 the following presentations which were connected with preschool childhood, preschool pedagogy, work with children with special needs and preschool teacher training should be paid special attention to: M. Grauberg *Creating a Safe Environment in Kindergarten, Possibilities for Teaching Kinetic Activities in Formation of Social Skills in Kindergarten*; J. Ivanova *Support of Early Years Teacher Curriculum in Transition of Children’s Institutions to Teaching in the Estonian Language, System of Preschool Education and Professional Training of Teachers of Preschool Children’s Institutions in the Republic of Estonia, Belonging to a Different Cultural or Linguistic Background as a Factor of Forming Special Educational Needs, The Educational-teaching Peculiarities in a Kindergarten Group to Consider Special Educational Needs of Children of another Cultural and Linguistic Background*; A. Kikas *Montessori Pedagogy as a Possibility in Basic Education*; E. Protassova *Children Bilingualism in Practice: Results and Perspectives, How are Languages Formed when there are two of them?, Psychological Theories and Practice of Children’s Development*; N. Zorina *Main Principles of Methodological Practice of the Minor Speciality Counselling of Parents in Educational Issues within the Frames of Training Early Years Teachers*.

Narva College has its own traditions of holding conferences and seminars. Beginning from 2003 the College organises large international conferences with the participation of scientists and researchers from many countries where the teaching staff related to this curriculum present the outcomes of their work. Today we can name four types of traditional international conferences organised by the College:

Firstly, scientific conferences which focus on cultural contacts between the Baltics and Russia. Secondly, to meet the initiative of the teaching staff of Division of Foreign Languages the College organises every two years a traditional international conference in the field of methodology of foreign language teaching. Two conferences have been held so far and the proceedings of the first conference were issued in the CD-ROM format, the
proceeding of the second conference are available on the web-site http://narva2008.wikidot.com/start, thus the direction mentioned in the development strategy to post materials from conferences in the web, has been started. Thirdly, International Students’ Scientific conference. The first international students’ conference took place in the spring of 2005, and since then the conference is organised every year. Topics of the conference are connected with main directions of work of Narva College and research interests of students which include pedagogy, subject methodology, linguistics and literary studies. (http://www.narva.ut.ee/sno/history.php). It has become a tradition for students of the Early Years Teacher curriculum to participate in the conference with presentations to share the outcomes of their research activities and methodological studies.

And finally, in April 2008 Narva College hosted the first international conference Issues of Multiculturalism in Modern Education System, which is believed to become the beginning of a new conference tradition of organising international conferences on multicultural aspects in education in the modern world. Scientists from 13 countries participated in the conference: the UK, Germany, Georgia, Israel, Kazakhstan, Latvia, Lithuania, Slovakia, the USA, Finland, etc. Presentations were made by the members of the teaching staff of the curriculum: M. Grauberg Multiculturalism and Human Studies at Schools with Russian as the Language of Instruction; A. Džalalova Multicultural Competence of Russian-speaking Teachers in Estonia, I. Kostjukevitš, Multicultural Aspects of Teaching Mathematics; D. Maisla Greetings and Farewells in Multicultural Communication; J. Nómm The Socio-cultural Aspect of Teaching Russian as a Foreign Language to Estonians; E. Protassova Ida-Virumaa Teachers’ Experience of Interculturality; N. Raud “Contract” Work in Multicultural Classrooms (on the example of English language lessons); N. Zorina Professionally Important Personality Traits of Teachers-to-be as a Component of Readiness for Pedagogical Cooperation in Multicultural Educational Environment. The above list shows how conducted researches support the development of the teaching staff’s competence of teaching in multilingual and multicultural environment.

In conclusion it can be said that the above given data confirms that members of the full-time teaching staff of the curriculum actively participate in international scientific conferences which offers the possibility to introduce their research work. Narva College excels in consistent organisation of thematic conferences on the following research priorities: multicultural society and education as well as methods of foreign language teaching.

7.4.5. Participation of Teaching Staff in Research and Development Projects

The teaching staff of the College participate both in research and development projects. The participation facilitates research work, enhances professional competences of colleagues and supports the formation of cooperation networks. In case of development projects, the needs of the city of Narva and its people are taken into consideration. The teaching staff at the curriculum take part in a number of subject areas focusing on methodology of foreign language teaching, intercultural communication and multicultural education (see Appendix 31: Teaching Staff’s Participation in Projects, Grants 2005-2009).

Since 2005, two members of the teaching staff (J. Nómm, V. Semenov) have been working in the frames of the Estonian Science Found project: Russian-Estonian Intercultural Relations: History of the Origin of Estonian Culture (grant No 6469). The outcome of the project consists in an impressive number of research papers and presentations at conferences – 8 and 13 respectively (see Appendix 27). Within the project of 2006 there was held an international conference Ethnic Images and Stereotypes – Where is the Border Line? (Russian-Baltic Cross-cultural Relations), with the final stage of the project being realised in the publishing of the proceedings of the conference in the second issue of the series Studia humaniora et paedagogica collegii Narovensis. This was the first scientific project of the College which provided experience in realisation of similar grants.

Development of Estonian language teaching in a preschool children’s institution is directly connected with promoting of the National Curriculum of the Preschool Children’s Institution (see 3.1.6.). In 2004 – 2006 the development activity of the corresponding content was carried out in the College. In the frames of the project Development of Bases of Teaching Estonian Language as a Second Language in a Preschool Children’s Institution and the Training of Trainers, the activity was developing and making of teacher training programmes and
study materials supporting the training. The following materials were compiled in the frames of the project: bilingual additional material for kindergarten teacher and teacher’s aid called *Eight about Estonian Language Learning*, which advised how to support the teaching and learning of Estonian in a preschool children’s institution; bilingual information material to the parents of children whose child will learn Estonian as a foreign language; worksheets for children of different age-groups (4 – 5-year-olds; 5 – 6-year-olds; 6 – 7-year-olds); a teacher’s manual to accompany the worksheets which also offers methodological advice; learning material for the level studies and additional training of teachers of Estonian as a second language in preschool children’s institutions. This project created a basis for teaching Estonian in kindergarten for children beginning from the age of 3, which was legitimised in the National curriculum in 2008.

In the framework of European Social Fund project: Improvement of the quality of study and research work in the multicultural education of teacher training, E. Protassova from the University of Helsinki worked in Narva College from the autumn 2006 to the summer 2008 as a visiting professor, took part in the Early Years Teacher Master’s curriculum development and carrying out pedagogical continuing education, also consulted students and colleagues in her speciality (see also 8.2.). The aim of the project was to improve the quality level of education in teacher training, related to continuing education and re-qualification programmes in Bachelor’s and Master’s studies for the education of multicultural teacher training. The research group of the project also included members of the teaching staff at the curriculum under accreditation: A. Džalalova, J. Ivanova, N. Raud, D. Maisla, I. Kostjukevitš. The result of this project was the international scientific conference *Issues of Multiculturalism in Modern Education System*, which was participated in by students of the Master’s curriculum under accreditation (see 7.4.4.) and publication of two collections of articles (*Acta et commentationes collegii Narovensis. IX/1-2* (2008); *Studia Humaniora et Paedagogica collegii Narovensis. III/1-2.* “Burning Issues of Multicultural Education in the Modern Society: Pedagogic Theory and Practice” (2008). Participation of the teaching staff at the curriculum in the conference enabled development of the multicultural direction of the curriculum under accreditation.

Projects in multiculturalism and foreign language teaching remain central in the College activity further on. Division of Foreign Languages (Head of Division - N. Raud) together with Division of Pedagogy and Psychology (Head of Division – A. Džalalova) are planning to begin a research of the problematics of foreign language acquisition at the early age, and, in particular, of teaching English as a second foreign language at the preschool age (the first foreign language for Russian-speaking children is Estonian). The topic is connected with English language studies at earlier ages with the focus being placed on teaching a foreign language to young learners. The topic is going to be researched within the frame of the international joint project: Scientific-didactic Support of Foreign Language Teaching to Children at Preschool Age (2009-2011). The proposed project is an example of cooperation between Narva College of the University of Tartu and Department of Early Language Teaching of Herzen State Pedagogical University, on the one hand, and Division of Pedagogy and Psychology of Narva College, on the other hand, in the sphere of innovative teaching of English to preschool children. The outcome of the project activity is the development of a programme of teaching foreign languages to children at the preschool age with corresponding background research and study materials. The project is applied with to the Estonian Science Foundation.

In January of 2009, the Minister of Education and Research adopted the education sciences and teacher training promotion programme EduKo (European Social Fund). Within the frames of the programme Narva College has received financing in the total amount of 332 000 for supporting activities carried out during this year. There are four activities realised within the frames of the programme EduKo. Firstly, development of studying materials supporting multilingual subject teaching in three subjects (see 7.4.3.), and the materials are also to be used at the Early Years Teacher curriculum. Secondly, starting activity of the cooperation network in the field of didactics of teaching in a second language. Thirdly, the College carries out description of flexible models of training teachers for Estonian schools with Russian as the language of instruction. The description covers both the research and analysis of possibilities of universities. The activity is managed by Narva College but it is realised in cooperation with other universities in Estonia. The description also includes training of personnel for preschool children’s institutions in today’s situation in Estonia. The last financed activity is connected with popularising of the teacher’s profession, including teachers of preschool children’s institutions.
From the position of development of the given curriculum special importance is placed upon the cooperation network in the field of didactics of teaching in a second language which connects university teaching staff both in Estonia and outside its borders with working teachers. This year it is planned to compose a long-term action plan and organise introductory seminars. Estonian language teaching and early language immersion are also objects of this project.

Lecturers, related to the curriculum (D. Maisla, K. Reinvere, N. Umarova) participate as trainers in a number of the European Social Fund projects directed to the promotion of local life: Preparedness for Re-training of Unemployed Teachers from Narva Schools with Russian as Language of Instruction. Pilot Course of Re-training in Narva College and Raising Teachers Competitiveness in Foreign Language School Environment (all of them in 2006-2008). These projects paid special attention to issues of teachers’ career planning which is an important aspect of work of directors of educational institutions and also to peculiarities of learning in the multilingual environment at all levels of education, beginning from the earliest.

In addition to the above-listed projects initiated by the College, members of the teaching staff also participate in scientific and development projects connected with their speciality. For example, M. Grauberg takes part in a number of projects of the Health Improvement Institute which focuses on research of issues of health-maintaining behaviour, popularisation of healthy life style beginning from the early childhood. These topics are directly connected with the subjects M. Grauberg teaches at the curriculum under accreditation (see. 7.4.).

7.4.6. Participation of the Teaching Staff in Professional and Scientific Committees

The teaching staff of the Early Years Teacher Master’s curriculum participates actively in work of scientific and professional associations in Estonia and abroad. The main activities of most of these associations are connected with educational issues, including preschool education aspects (International Society for the Study of Child Language (E. Protassova), Commission for Children's Protection of the City Council (N. Umarova), Ministry of Education and Research Expert Group for Pre-school Children's Day Care Centre (J. Ivanova); see also Appendix: 32).

The Director of the College K. Raik is a member of the Teacher Education Strategy Monitoring Committee, and also belonging to the Language Immersion Council by the Ministry of Education and Research. She is also a member of the University Council, Council of the Pedagogicum if the University of Tartu and the Studies Committee.

E. Protassova is a member of the following scientific associations: Societas Linguistica Europaea, International Pragmatics Association, International Society for the Study of Child Language, Organisation mondiale de l'enfance préscolaire, International Society for Language Studies. J. Ivanova is a member of the Ministry of Education and Research Expert Group for Pre-school Children's Day Care Centre. A. Džalalova is a member of the working group of basic module for Bachelor's curriculum of educational sciences of the University of Tartu

The colleagues are active in their area of expertise in and outside of Estonia. When talking of foreign organisations, H. Kukemelk is a member of the following associations: AARE (The Australian Association for Research in Education), EARLI (European Association for Research on Learning and Instruction), CEDEFOP (European Centre for the Development of Vocational Training). K. Reinvere belongs to NISPACee (The Network of Institutes and Schools of Public Administration in Central and Eastern Europe). In Estonia, the academic staff are part of the following speciality committees: O. Burdakova is a member of the Committee of Estonian Slavists; J. Ginter is a board member of the Estonian Educational Forum; M. Grauberg belongs to the Estonian Society of Health Education, Estonian Society of Health Improvement, Estonian Society of Physiotherapists and to the Society “Alcohol-free Estonia”; D. Maisla is a member of Applied Linguistics Association.
Several colleagues are active on the level of Narva. Thus N. Umarova is a member of the Commission for Children Protection and Youth work of the City Council, also chairperson of Narva Juvenile Commission. Anna Dzalalova as well as a member of the Narva city government expert commission for assessment of the suitability of candidates for headmasters’ position.

The College Council includes O. Burdakova, D. Maisla, A. Džalalova and K. Reinvere as academically elected representatives of the curriculum. The lecturers with PhD academic degree are members of the editorial board of *Acta et commentationes collegii Narvovensis*. Chairperson of the APEL commission is O. Burdakova, the members are A. Džalalova and K. Reinvere. O. Burdakova is chairperson of the Organisational committee of the academic competition in the Russian language for pupils of Narva schools.
7.5. Proportion and Working Arrangements of Part-time Lecturers

The teaching staff working at the curriculum consists of 27 employees. There are 14 permanent position lecturers of the College and 3 lecturers who are engaged in other units of the University of Tartu, i.e., all in all, there are 17 lecturers, making up 63% of the total number of lecturers. Among 17 full-time lecturers 13 or 76.5% are elected full-time employees, 4 lecturers (23.5%) work part-time (0.5 load and higher). 10 lecturers’ (37%) work is contract-based or less than 0.5 load.

10 contract-based lecturers are all acknowledged specialists in their field. Contract-based lecturers have to teach 18% of all compulsory courses. Lecturers of the University of Tartu are in charge of 10 CP/15 ECTS of compulsory subjects.

Contract-based lecturers are acknowledged practicians (see 7.1.): S. Džalalov is a practicing counsellor, N. Umarova is the director of NGO „Lapsele oma kodu“ (Home to Every Child), A. Väli, D. Kuntor, A. Kikas are working directors of children’s institutions. The majority of contract-based lecturers have entered into a lasting partnership with the College through a number of academic years. Several colleagues worked earlier full-time at the College (S. Džalalov, L. Degel, M. Koskinen, I. Kostjukevitš, O. Lavrova, A. Väli), with intervals, N. Umarova has worked as a contract-based lecturer.

According to the subjects in the curriculum, the workload of the part-time staff is divided between 2 terms and every staff member is consulted individually on his/her work schedule. Programme Manager is in charge of record-keeping, the specialist of the Academic Affairs Office calculates classroom working hours. Part-time lecturers are welcome to participate in the development work of the curriculum.
7.6. **Analysis of the Selection, Duties and Training of Support Staff**

The college administration consists of 24 employees: the Director, Administrative Director, Head of the Academic Affairs Office, Head of the Estonian Home in Narva, Head of a Service Department, Secretary, Accountant, Project Manager, 7 Specialists, 2 Senior Specialists, Head of the Library, Info Technologist, System Administrator and 5 Service Providing Officers. Department of services consists of 15 employees (see Appendix 3: Structure of Narva College).

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 is provided by the personnel department of the University of Tartu. The tasks of a personnel specialist at the College are carried out by the College secretary 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. Two assessment stages are used. At the first assessment stage conformity to the requirements of all the candidates is assessed. The decision is made on the basis of the documentation presented. If necessary, additional information is gathered in the way that does not mar 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 working 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. 1 person from the administrative staff is involved in doctoral studies (Local Government's Administration Programme Manager A. Kiisla), 5 in Master’s programmes (Senior Specialist for Quality Assurance and Foreign Relations A. Roose, Specialist for Study Process Management L. Prima, the Division Secretary A. Ivankova, Senior Specialist for Practice and Continuing Education T. Babanskaja, Senior Specialist for Multicultural Educational Projects U. Aja). 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). The College itself provides training seminars to meet the need for the advancement of quality of operation: (2005/2006 – Service Valuing Clients, Using Study Information, Marketing, 2006/2007 Communication Psychology, 2008/2009 Marketing). These trainings are directed to the administrative staff. The support personnel at the curriculum has to participate in joint trainings that take place in winter and in summer. The College offers any other necessary schooling as well, e.g. computer and study specialists had the opportunity to participate in in-house job-related courses. In 2008 the schooling budget for the academic and non-academic personnel (together with business trip allowances) made 279.000 EEK (cf.: in 2006 – 490.000 EEK and in 2007 – 413.600 EEK).
7.7. Strengths and Weaknesses of Academic and Support Staff

7.7.1. Strengths of Academic and Support Staff

- The teaching staff at the curriculum are highly qualified: over 80% of subjects of the curriculum are taught by members of the teaching staff with PhD or Candidate of Sciences degree, and the majority of the rest have clear plans for upgrading in the future. A support system for academic staff members has been devised for those pursuing their Doctor's degrees. All the staff actively participate in scientific activity;

- The teaching staff at the curriculum consists of rather young specialists (the average age is 45.3) who have sufficient working experience, including in the teacher's specialty. The majority of permanently employed teaching staff are employed full-time and thus being dedicated to work in the College. Members of the teaching staff are motivated to work in the College which is proven by conducted development interviews. On the curriculum under discussion, 17 out of 27 members of the teaching staff are members of the staff of the University of Tartu;

- The College has formed its own stable teaching staff: two fifths of the permanently employed teaching staff of the College working at the curriculum, have been connected with the College for 10 years, i.e. since the foundation of the College. It creates the basis for certain realisation of plans for future;

- The teaching staff includes colleagues who received their scientific degrees both in Russia and Estonia and who are equally well aware of the latest scientific researches correspondingly in Estonia and Europe or Russia. This makes the content of teaching multi-sided and it is especially important for working in the multicultural environment with students of different nationalities. Among the teachers are both Russian and Estonian speakers, thus promoting multilingualism in studies;

- Practical subjects of the study are taught by leading teachers in their field – practical specialists (directors of preschool children's institutions, practicing psychologists, economists) who have been cooperated with since the very opening of the curriculum (refer to 7.1.);

- Permanently employed members of the College teaching staff also have practical experience of working in preschool children's institutions or with children at the preschool age and their parents. For example, J. Ivanova has over 10 years of experience of working as a special pedagogue in kindergarten, A. Džalalova has over 10 years of experience in psychological counselling of parents and children;

- As members of the teaching staff in parallel teach at the level study and courses of continuing education, they have good working experience for cooperation with working teachers;

- Scientific interests of members of the teaching staff coincide with topics of the courses they teach (see 7.4.1.). It is supported by students' high evaluation of professionalism of the teaching staff which is emphasised in results of surveys conducted among both students and alumni;

- Permanently employed members of Narva College teaching staff are unified by the shared interests towards challenges of multicultural education which has become the trademark competence of Narva College interweaving all its curricula. It is constantly developed via foreign affairs and projects. The College teaching staff mostly deal with issues of teaching Estonian as a second language, problematics of acquisition of a second foreign language at the early age, children's bilingualism, development of teachers' multicultural competences, pedagogical cooperation with parents of children at the preschool age in the multicultural environment;

- The College has a rich experience of application of scientific and development projects, which joins many colleagues with the common topic for a long time. The largest joint projects of the College are development of Estonian language teaching in preschool children's institutions which was financed by the Ministry of Education and Research in 2004 – 2006 and Estonian Science Foundation Project of 2006 – 2008 Improving the Quality of Teaching and Research Work Direction of Multicultural Education in Teacher Training. The thematics of the projects are connected with the top-priority activity directions of the curriculum (first and foremost, multicultural education), the research fields of members of the teaching staff and subjects of the curriculum under accreditation;
Narva College is becoming the centre of scientific and practical experience exchange. The College regularly conducts international conferences and every year the College organises scientific-practical pedagogical seminars and (for topics of the seminars and conferences see subchapter 8.1.1);

Activeness of the teaching staff of the curriculum in scientific and methodological activity is proven by the fact that during the period of 2005 – 2009 these members of the teaching staff made 134 presentation at international and local seminars and conferences including presentations on the topics of preschool childhood, preschool pedagogy, work with children with special needs and training of teachers for preschool children's institutions.

The teaching staff at the curriculum regularly publish the results of their scientific-research activity. During the last four years they published 132 articles and 4 monographs which analyse issues of training of teachers for preschool children's institutions; integration of children with special needs of the preschool age; educational needs of children of the preschool age who belong to a different cultural or linguistic environment; multilingualism in kindergarten and formation of a child's identity, etc. Members of the teaching staff publish their articles and monographs not only in Estonia – only one third is published here, the rest are published abroad. The majority of publications are in Russian, but English (20%) and Estonian (10%) are also used;

The possibility of publishing results of the scientific activity of the teaching staff is also supported by the intense publishing activity of Narva College. The College publishes two series of scientific and scientific-methodological collections, the series of collection of scientific articles Studia Humaniora et Paedagogica collegii Narovensis and the series Acta et commentationes collegii Narovensis. The articles of articles of the former analyse issues of discovery learning of children at the preschool age; formation of tolerance of children at the older preschool age; study of the ontogenesis of children speech in the mono-and bilingual environment; research of strategies of children and early years teachers in verbal interaction, etc. The series Acta plays an important consolidating and developmental role: it unites pedagogues with directors of preschool children's institutions and general education schools of the region, serves as a space for constructive dialogue and experience exchange; it is also the platform for first independent steps in the scientific activity of Bachelor’s and Master’s students of the College;

Members of the teaching staff conduct systematic scientific-methodological activity, publish (both within the frames and outside the College) study and methodological materials, scientific and popular scientific books which support the study process with the frames of the Early Years Teacher curriculum. The College also published materials for children. The majority of materials published are study-methodological materials in the methodology of early language immersion (see 7.4.3. for detail);

Members of the College teaching staff develop and apply fully-featured courses of distanced study of Master’s students (web-courses) as well as electronic study materials complementing the subject courses they teach. By the year 2009, 5 web-courses and 75 electronic study materials have been developed at the curriculum. A development plan for e-learning has been devised (more is available in 4.5.3.);

Narva College constantly supports development of its teaching staff, their study in doctoral programme providing members of the teaching staff with support of their business trips and sabbaticals for self-development; the College also supports publishing of scientific works of its teaching staff. The College has its own well-functioning system of additional training for the teaching staff; the efficiency of the system is proven by students’ contentment with organisation of both the curriculum and the study process;

The College organises its teaching staff common training courses and supports teachers’ self-development at different courses. The training is free of charge for members of the teaching staff and it is included into their working time. Each member of the College teaching staff participates in training courses and the volume is on average 75 hours a year. The main topics included pedagogy of higher education institutions, management of learning in the adult aspect, teacher’s self-support, communicative skills of a teacher trainer, creation of positive environment with the help of self-development, competence-based curriculum development and e-learning possibilities;

Every three years members of the teaching staff compose their individual development plans which cover scientific, developmental and methodological activity as well as promotion and realisation of the study process and self-development. This tradition enables teachers plan their future in a more definite way as well as it allows the College administration to plan resources in supporting members of the teaching staff;
7.7.2. Weaknesses of Academic and Support Staff

- Four ordinary members of the teaching staff at the curriculum do not have PhD degrees. This shortcoming is partially compensated for with the rich pedagogical experience and/or experience of practical activity, fruitful independent scientific-research activity of these members of the teaching staff and the fact that three of them (D. Maisla, N. Zorina, M. Grauberg) are completing their PhD/CndSc study and are to receive the necessary academic degree in the nearest future. All of them are provided with various assistance and support by members of the teaching staff with higher qualifications through the system of responsible members of the teaching staff created and functioning in the College. The College also supports teachers’ study by allowing them to take a sabbatical for writing of the thesis;

- It is necessary to involve teaching staff at the curriculum in scientific research of issues and problems in the field of management of a preschool children’s institution on an international level and become a part of research networks (more in 8.2.). As it has been emphasised, the curriculum under accreditation unites, on the one hand, practicing specialists and, on the other hand, researchers who develop and describe theoretical basics of management as an activity. In future the result of combination of efforts of these two parties can be theoretical-practical conceptualisation of activity of directors of preschool children’s institutions; development of theory-based model of competences of the director of a preschool children’s institution, etc. It is also necessary to continue the initiated researches in the field of multicultural education, children’s bilingualism and foreign language learning for children at the preschool age.

7.7.3. Development Strategy for Academic Personnel

- It is considered that efficiency of teaching is provided when 70% of teaching is conducted by the teaching staff permanently employed by the University of Tartu. It presupposes self-development of the College teaching staff and involvement of at least one more member of the teaching staff with permanent position. It is necessary to involve a lecturer or an assistant professor of education organisation who will coordinate the curriculum module of formation of competences of the preschool children’s institution director. Invitation to work at the programme of young and perspective Master’s curriculum graduates is one of development priorities: it is necessary to prepare own academic staff members to secure continuity and renewal of research-pedagogic staff. In order to strengthen the scientific potential of the College it is necessary to consider the scientific potential of new teachers at the time of their involvement;

- It is necessary to constantly develop the College support system for facilitating of scientific-methodological work of the teaching staff. It is especially important to support teachers’ degree study and that of visiting teachers-practitioners. Development of cooperation, theoretical-methodological support between permanent teaching staff and visiting members of the teaching staff is considered as a basis for the strengthening of interconnections between theory and practice at the Master’s level of study;

- In further involvement of additional financing the College considers support of teachers’ self-development and interests of the curriculum. Members of the teaching staff should actively use possibilities of the Estonian Science Foundation projects Primus and DoRa;

- Regular evaluations should be organised for teachers, and teachers should have individual development plans. All regular teachers should be subjected to evaluations, and should receive support in pursuing their individual development plans. It is of paramount importance to ensure and maintain a stable teaching staff for the College;

- Programme Manager additionally analyses students’ evaluations of teaching and discusses together with teachers whose evaluations during the term were lower than the average about their further development of teaching skills. The necessity for such activity was revealed through surveys of students of the speciality;

- It is necessary to further develop the common research topics of members of the teaching staff – teaching of Estonian as a second language, acquisition of a second foreign language at the early age, children bilingualism, development of teachers’ multicultural competences, etc. The focus should be also placed on the development of new topics for common research, for example, in the field of management and organisation,
of the development and support of a child with special needs. To conduct joint researches it is important to make use of opportunities and means offered by European Social Fund grants and EduKo;
· To continue tradition of scientific publications of the College. To continue publishing of teacher’s books and studying materials for children. A new way of developing publishing activities is seen in on-line placement of non-commercial College’s publications in the form of electronic books (with a reader-friendly structure, navigation tools, system of hyper references, etc.) or in the form of electronic files. With this modern format rare publications will become available for wider circles of readers;
· Together with the international collegium of the College and with the support of the University of Tartu to apply with the collection of articles *Studia* for receiving index 1.2 of the international system of pre-publication reviewed periodically issued editions;
· The teaching staff should be encouraged to pursue international contacts through participating in seminars and conferences. The tradition of English language learning among the teaching staff should be carried on in order to improve their language skills. The development plan of foreign relations covers involvement of the College teaching staff in foreign relations and support of foreign relations for self-development of the teaching staff (8.9.3.).
8. EXTERNAL RELATIONSHIPS AND QUALITY ASSURANCE
8.1. Cooperation and Contacts with Representatives of Various Institutions, Professional Associations and Employers

Cooperation on all levels, local, national and international, is a priority for the whole college, and the administrative work of the college also proceeds from there. Cooperation is seen as a way of gaining and sharing experience.

Narva College is a unique teacher training centre in Estonia to educate teachers for schools with Russian as the medium of instruction as well as for those with a number of languages of instruction. Owing to this, the College has set up a close partnership network both in Narva and Ida-Viru County as well as beyond the boundaries of the latter. On the local level, would-be employers who offer practical training facilities are the most important partners, on the other hand, the role of the College in monitoring in-service training activities and requalification programmes is also noteworthy. In curriculum development the College cooperates with other Estonian institutions of higher education which share the similar profile while the College focuses mainly on curriculum development and finding opportunities for the students with Russian as their mother tongue to practise in an Estonian language environment. Inside the University of Tartu, our closest partners include teacher trainers in the Faculty of Education and a recently established umbrella organization named Pedagogicum.

8.1.1. Cooperation and Partners in Narva and Ida-Viru County

A task of regional colleges is to contribute to the local development. The cooperation agreement was concluded between the University of Tartu and City of Narva (in May 1999, supplemented in November 1999, November 2004 and May 2005). Narva College has offered in-service training activities to employees of educational establishments of the city and the area beyond it, participated in working out the Education Development Strategy (2004, 2006), is continuously exchanging information with the Municipal Department of Culture and Education, including vacancies in the educational system of the city. Similarly, Narva College cooperates with the Narva Association of Educational Employees, primarily in exchanging information and possibilities of using the College library.

The development plan of Narva sees the role of the College mainly in organizing various training programmes, primarily in the area of the teaching of Estonian and Estonian-based subjects. Also, the College is a good partner in further extending language immersion programmes for the whole city. Success has accompanied the students’ papers written on the topics of interest for City of Narva, launched as a cooperation project between the College and Narva in 2005. In the case of the curriculum for preschool children's institutions, the City is interested in the cooperation between preschool children's institutions and parents, addressing issues about preschool training of children for school, the child health care and welfare in kindergartens. Beginning with 2010, the specialities under accreditation will introduce compiling Master's theses and as such, they represent an essential area of research for the future.

The Ida-Viru County government and University of Tartu signed a cooperation agreement in 1996 (supplemented in January 2001, December 2004). Ida-Viru County with its population of 180,000 is one of the largest among Estonia's fifteen counties. Narva College as the largest educational establishment offering higher education in the region has played a leading role in working out the County’s Strategy of Development, including the Education Development Strategy within the period 2007–2010. In the context of curricula, the County government counts on the College primarily to educate teachers, among other subjects also in language immersion activities and training would-be teachers of Estonian and several subjects in Estonian. As a result of study work, the proportion of teachers with an excellent command of Estonian has to increase in the County. Likewise, the College is relied on its educating teachers to meet special needs of children. The County’s education system as a whole emphasizes the need for creating Estonian-medium possibilities of instruction on various levels of studies. Construction of a new study building for the College was already mentioned among investments for the future. A detailed overview of the fulfilment of the County’s education development plan will be given below.
Narva College is the largest organizer of continuing education among Estonia’s Russian-medium educational establishments, it also offers in-service teachers possibilities of continuing education and requalification at the Open University, primarily, in-depth studies of Estonian. Both directions of continuing education are more closely introduced in the subsections of Chapter 3.

To carry out both in-service training and requalification programmes, we have incorporated lecturers from Narva College, the University of Tartu, Ministry of Education and Research, University of Helsinki, the Russian State Herzen Pedagogical University in St. Petersburg and Pskov State University of Pedagogy. Participants are not always charged for their training, the College makes definite efforts to find other financial sources, e.g. governmental funding for educating the staffs of the preschool children’s institutions and teachers of Estonian. To learn more about in-service trainings, the topics, volumes and cooperation partners, see 3.

The College has created a feedback system involving all the graduates. College graduates on the preschool education curriculum as well as other local kindergarten teachers have been convened since the spring 2007, to introduce to them by way of briefing, free of charge, the most novel trends in the work of preschool education. As a general rule, a lecture on a generally attractive topic is delivered, followed by a thematic discussion. The topics under discussion were *Multilingualism in Kindergarten* (E. Protassova), *The New National Curriculum* (H. Kala), *The Usage of Play and Methods of Active Learning in Teaching Estonian in Pre-School Children's Institutions* (A. Lall), *The Main Preconditions and Support Structures for Second Language Acquisition* (D. Kuntor), *The integration of Study Activities – Child's Development Via Different Activities* (U. Aja), *Evaluation of Child's Progress –Measuring the Development in Estonian Language Learning* (E. Kurme).

Besides the in-service training activities, the College offers counselling services. In 2004 the College opened the Centre for Multicultural Education that began to work under the auspices of the Integration Foundation. At the beginning of the current year the Centre joined the newly founded network of counselling centres which are now working in Narva, Kohtla-Järve (Ida-Viru County), Tallinn and Tartu. The main task of the Centre is to lend support to the teachers who teach their subjects in Estonian in an educational institution with a different language of instruction; give them methodological help; organize briefings and training courses for local teachers; share various information with local educational establishments; counsel educational establishments in organizing multilingual subject teaching; coordinate the compilation of bilingual study materials. At present the Centre has focused its work on general educational establishments, beginning with the autumn semester 2009 it again resumes its activities in preschool children's institutions which need definitely more support in connection with the changes in the speciality. Among the activities undertaken so far, it is important to emphasize the in-service training and requalification courses described earlier (see Chapter 3.). It is necessary to indicate the printed matter issued by the College to support the studies of the Estonian language, respective materials have been published both for children and their teachers. See more closely in the subsection 7.4.3.

The third field of activity beside continuing education and counselling activities where the College is in a close cooperation with local educational establishments is the management of teaching practice. Likewise, agreements have been signed with preschool children's institutions as bases for practice, both in the County itself and beyond, to grant would-be teachers their opportunities for practical training. (Practice system of the speciality under accreditation is more specifically presented in the subsection 4.5.)

Besides the initiatives mentioned above, the College excels by numerous other inside activities as well as those outside which have a direct impact on preschool children's institutions. The College initiated cultural events for foreign language teachers of Narva, the principal cooperation partners here being the British Council and Institute of German Culture. A fruitful partnership was established between the College and the Nordic Council of Ministers. The communication network supports the initiative by the College to promote the teaching of English in local preschool children's institutions (see more closely in the subsection 7.4.5.).

Since 2000, one of the special annual events is held by Narva College to welcome the education-related public of City of Narva and Ida-Viru County to the educational-scientific conference which traditionally sees in the academic year. Emphasis on the topics varies from year to year; however first and foremost, the core competence of the College – multicultural education – remains in the focus. Themes of recent years include the
following: Multicultural Education and Child Support in Multicultural Society – 2008, Multicultural Education: 2007 Transition to Partially Estonian-Medium Subject Teaching – 2007, Discovery Instruction in Preschool Children's Institutions and General-Educational School - 2006, Ethics. Moral. Morality. Formation of Students' Personality Traits in Class and Via Extracurricular Activities – 2005. One of the essential aims of the conference is to actively involve regional teachers into sharing their valuable practical experience with colleagues. Thus beside the presentations made by representatives of universities, educational establishments and other guests there are always numerous teachers from educational establishments of Narva and Ida-Viru County who read their papers at the conference. Narva College has also tried to widen the international dimension of its conferences and has invited top specialists from Russia and Finland. The significance of the conferences in the eyes of county teachers is proved through steadily high numbers of participants – annually 200 persons on average have participated in the conference. When up to now the conferences have concentrated on the home county, then this year, on the occasion of the 10th anniversary of the College, it is planned to hold an all-Estonian conference of educational institutions that use Russian as the language of instruction in the centre of Ida-Viru County, Jõhvi. There is no similar tradition in Estonia yet, but the College has sufficient competence and experience to start the tradition.

During the earlier conferences, kindergarten teachers have worked in their own workshop. Among the reporters in 2003 was G. Golitsina (Kohtla-Järve, from the kindergarten Cornflower), and in 2007 J. Ušakova and N. Vassiljeva (Sillamäe, from the kindergarten Baby-Blue Sails), all of whom are by now graduates of the curriculum under accreditation (J. Ušakova in 2007, and G. Golitsina and N. Vassiljeva in 2008). J. Ušakova spoke on Estonian Language, Music, and Exercise Via the Medium of Estonian in Pre-School Children's Institutions. In 2007 the general focus was on consolidating the transition from kindergarten to school. The same year N. Vassiljeva made a presentation on Teachers' Experience in Teaching Estonian Language and G. Golitsina on Artistic-Visualizing Activities of Children as an Expressive Factor of Teacher's Pedagogical Professionalism. In 2008, the Finnish colleagues N. Zukova and V. Rehonen introduced various activities of parental support groups in backing child development in multicultural society to our kindergarten teachers.

Conference presentations were published in two collections of articles in the series of College transactions Acta. In Acta IV the following presentations by methodologists and managers of preschool children's institutions were issued: T. Bugajeva Integrative Components of Cooperation, S. Karzina Impact of Family Relations on Child Development, G. Golitsina Artistic-Visualizing Activities of Children as an Expressive Factor of Teacher's Pedagogical Professionalism; Acta VII has published V. Petrova's Heuristic Teaching with the Help of Probing-Testing, I. Volkova's TRIZ – Use of Technology in the Development of Child Speech.

The College provides not only teachers for preschool children's institutions but also the children themselves with various services. In 2002, in Narva the centre named Estonian Home was set up with an aim of introducing the Estonian language and culture. The Centre is open both to citizens and students of Narva. Among other things, the Estonian Home offers information about achievement tests and passing exams of obtaining the citizenship of the Republic of Estonia. The Centre also organizes various programmes for introducing Estonia and the Estonian language. Schoolchildren are welcome to the Narva Fair of Books in Estonian, held every spring and presenting a special programme for children. Since 2008 an event for children helps to celebrate the Child Protection Day on June 1st. Since 2000, the College has organized interactive exhibitions that are open also to kindergarten groups who are active visitors. In March 2009, the Centre for National Forestry organized an exhibition Footprint in the Forest in the College premises which was visited by 12 groups from preschool children's institutions. Since 2007, there is the Children's University of Narva, intended really for the children of 8-12 years of age but the parents who attend their lectures may also bring younger children. It is just the success of the lectures for parents at the Children's University that the parents' school was initiated at the College in 2009 and the activity of counselling was extended to it.
8.1.2. Main Cooperation Partners of the College beyond Narva and Ida-Viru County

The Ministry of Education and Research is the main funding factor for the University of Tartu, including Narva College as it guarantees state commissioned student places. The College has close cooperation contacts mainly with its departments of higher education, minorities and languages. Director of the College K. Raik participates in a number of all-republican working groups: elaborating teacher training strategy for 2008-2013, Strategy Monitoring Board, improvement of frame requirements of teacher training, implementation of education integration plans. In the focus of the last working group mentioned is the teaching of Estonian in preschool children's institutions. The College specialist in methodology J. Ivanova participates in the Ministry of Education and Research expert group of induction year of preschool children's institutions.

Proceeding from the specifics of its work, the College closely cooperates with the Integration Foundation. The latter is an NGO, established by the Government of the Republic of Estonia in 1998 with an aim to initiate, support and coordinate projects directed to the integration of Estonian society. One of the main partners of the College is the Centre for the foundation's educational programmes in fostering the training of teachers for language immersion in Estonia. With the help of the Integration Foundation educational programmes the College has carried out a number of above described training projects in recent years that are immediately related to the curriculum under accreditation, likewise, abundant materials for preschool children's institutions have been issued (more in 7.4.3.). The project on the teaching of Estonian in preschool children's institutions, initiated and carried out by the College in the years 2004 – 2006 has probably had the most far-reaching impact on Estonian preschool children's institutions (see 7.4.5.).

As far as other structural units of the University of Tartu are concerned, the College enjoys the closest contacts with the Faculty of Education. The curricula under accreditation were adopted by the Council of the Faculty of Education and it assures the unity of aims and competences of the curricula in two structural units of the University. A number of lecturers of the Faculty of Education (Associate Prof. H. Kukemelk, Associate Prof. J. Ginter) are engaged in fulfilling the curriculum and a representative of the Faculty of Education is usually incorporated into the defence board for graduation theses (Prof. J. Mikk, Associate Prof. H. Kukemelk). In cooperation with the faculty, we develop the areas of teacher training, induction year, refreshment courses for lecturers.

Similarly, the cooperation network links Estonia's regional colleges that are engaged in teacher training. Rakvere College trains teachers for preschool children's institutions on the Bachelor's level. In cooperation, observation practice has been introduced for Master's students and, in unison, the development of the teaching of Estonian in preschool children's institutions has been addressed (see more in 7.4.5.). Advancement of curricula has been a common topic with Tallinn University and Tallinn Pedagogical Seminar, resulting also in mutual participation in seminars and conferences. Seeking further cooperation is a challenge.
8.2. Contacts with Organizations and Higher Education Establishments Abroad. Future Prospects

In its earlier international contacts Narva College proceeded from the strategy of international contacts of the University of Tartu that was in effect until the end of 2008 (adopted by the Council of UT, Regulation no. 66 of 17 December, 2004, http://www.ut.ee/60499), which specified the aims and trends, fixing international aspects for attainment of the aims in the development plan up to the year 2008 of the University of Tartu. Another important document regulating international contacts is the development plan of Narva College until the year 2010 and, following it, activity plans for developing international contacts. New trends in developing international contacts are centrally determined in the document Strategic Plan of the University of Tartu until 2015 (adopted by the Council of UT, Regulation no. 69 of 19 December, 2008). At the same time, a new development plan for Narva College is being worked on and is foreseen to be approved by the College Council in May. It is based on the values worded in the University of Tartu development plan which considers it essential to advance international dimension in studies and research work.

International communication of Narva College is strongly influenced by the competence of the College as the trainer of teachers for schools with Russian as the medium of instruction and its location on the borders of the European Union in the immediate vicinity of Russia. Since the overwhelming majority of students and lecturers speak Russian as their mother tongue, it contributes to contacts with Russian universities as well as with the other Baltic countries. Owing to various forms of partnership, the College has established contacts in Finland, Austria, Germany, Moldova, Poland, Bulgaria, Belgium, Scotland and the United State of America. As a foreign partner, the College is attractive by its multilingual education model and the fact that it is an educational establishment, working partly in a minor language of the country on the borders of the European Union. Since the College is considered as one of the successful examples about Estonia’s integration process, the College has also set up close contacts with representatives of foreign countries residing in Estonia; after Estonia integrated into the European Union, the cooperation is active in the fields of information exchange and popularizing foreign language learning. Similarly, Narva College has become a destination for numerous study travels, for example, regular international students’ visits of Prometheus programme of the European College of UT to Narva have taken place since 2006.

In the framework of the curriculum for teachers of preschool children’s institutions, contacts have been developed with Russian universities and simultaneously concrete steps have been taken for fostering West-bound cooperation. In either direction, concrete cooperation plans are being drawn up for the future. Cooperation with Russian colleagues includes training speech therapists for preschool children’s institutions; together with Belgian and Russian colleagues the work will focus on issues of early foreign language studies. Scottish colleagues are expected to share their experience in the implementation of entrepreneurship study as early as in a preschool children’s institution. More extensively than before, it is planned to introduce Estonian experience in applying principles of the Bologna Process in teacher training in general as well as in preparing teachers for preschool children’s institutions.

8.2.1. Partner Universities and Organizations, Prospects for the Future

The most long-term foreign partners of Narva College belong to North-Western Russian centres of teacher training – the Russian State Herzen Pedagogical University (inter-university cooperation agreement since 2003) and Pskov State University of Pedagogy (cooperation agreement since 2000). It is namely those two universities that offered higher pedagogical education to the majority of teachers who are now working at Estonia’s educational establishments with Russian as the medium of instruction. Such historical contacts have enabled to fast create trustworthy relations and specify mutually interesting areas of work. Narva College is the principal fullfiller in the inter-universities cooperation agreement from the side of the University of Tartu. Also, since 2005 the College has been involved into the Erasmus-network (the experience of the College in student exchange is presented in the subsection 5.3.2, teaching staff exchange in the subsection 8.2.2.).
Similarly, in accordance with annual cooperation protocols, student and teaching staff exchanges are arranged with Russian universities (see indicated subsections above), with common aims to carry out joint curriculum development and scientific seminars, participate in conferences and seminars organized by the partners, publish research papers in each other’s proceedings, promote students’ participation in scientific conferences of the partner-universities. The last mentioned has become a good tradition and is annually made use of. Russian colleagues have offered refreshment courses for our local teachers at educational establishments with Russian as the language of instruction that are being introduced in a number of subsections of this chapter.

Cooperation agreements with Russian universities have made it possible for four lecturers on the curriculum to work on doctorate programmes at the partner universities: N. Raud in St. Petersburg and A. Džalalova as well as N. Zorina in Pskov. N. Raud defended her candidate dissertation in St. Petersburg in 2006 and A. Džalalova in February 2009. The research of the two colleagues is directly related to the curriculum: A. Džalalova’s research focuses on multicultural competences of teachers, including teachers of preschool children’s institutions, in Estonia. N. Zorina’s dissertation treats of the role of cooperation between parents and kindergarten in multicultural environment. As has been repeatedly emphasized above, the peculiarity of the curriculum under accreditation consists in the development of students’ multicultural competence.

An essential area of work that arouses interest in both partners is the training and continuing education of speech therapists for preschool children’s institutions and schools with Russian as the language of instruction in Estonia. Speech therapists based on Russian as the native language are not educated in Estonia at present although recent research indicates that about 30 – 40% of children at preschool and early ages need help in speech development. The gap has been attempted to fill in by continuing education. From December 2007 until March 2008, the College offered a course Special Pedagogy in the framework of continuing education in the amount of 160 hours. The course was completed by 33 teachers from preschool children’s institutions and elementary schools. The training was carried out by visiting lecturers from the Faculty of Corrective Pedagogy of the Russian State Herzen Pedagogical University in St. Petersburg Prof. N. Grash, Associate Prof. J. Voilokova, Prof. G. Nikulina, Associate Prof. I. Prishchepova. In the near future the College and its partners from St. Petersburg are going to jointly apply for launching a project both for continuing education and requalification programmes for speech therapists. In 2006, a research that was carried out in Estonian preschool children's institutions with Russian as the medium of instruction confirms that at least in one half of them the speech therapist requires requalification or continuing education. Often the speech therapist of today has the qualification of the teacher of Russian language and literature, or the specialist in surdopaedia, special pedagogy, and psychology-speech therapy.

Another area of common interest is foreign language teaching in the kindergarten. In February 2007, Narva College hosted a joint seminar with colleagues from St. Petersburg on the methodology of early language immersion. In May 2008, under the auspices of the Russian State Herzen Pedagogical University, Narva College organized a three-day in-service training course Basic Education and Foreign Language Learning for a group of managers andmethodologists (24 persons) of Estonian preschool children's institutions. The lectures were delivered by Prof. N. Notkina, Associate Professors V. Novitskaja, T. Vassiljeva, I. Vronskaja and managers of preschool children's institutions of St. Petersburg I. Lužetskaja and A. Štšur. A joint project is planned to launch in the same area of studies between two lectureships of the College and colleagues from St. Petersburg. Jointly they focus on teaching and learning of a foreign language (see more in 7.4.5.).

The third area of cooperation beside foreign languages and special pedagogy is their common interest in Russian as the native language, in which case Russian colleagues have an excellent experience. An in-service training course was carried out for students and professional teachers in Narva (March-April 2007). Cooperation has spread over to compiling study aids. Associate Prof. of the Pskov State University of Pedagogy, A. E. Mikhailova compiled a study aid Theory and Practice of Speech Development in Preschool Children (Pskov – Narva, 2005). Associate Prof. O. Burdakova has planned to study in St. Petersburg in the autumn semester 2009, to refresh her knowledge about the methodology of teaching Russian as the native language on the basic and elementary levels.

Neighbouring countries regard it as interesting to find out more about Estonia’s experience in implementing the Bologna Process in teacher training, combined with setting up facilities for educating kindergarten teachers. In
April 2006 Narva organized the first seminar on the topic *Organization of Study Process in the Framework of the Bologna Declaration*. Then and there the implementation of the declaration was introduced to colleagues from St. Petersburg. In the autumn 2007, a similar seminar was organized for colleagues from Pskov. Russian colleagues continue to be interested in learning about Estonia’s experience in this area, this spring a follow-up seminar is going to take place in Pskov (cooperation partner Rector Prof A. Gogolevski). In November 2007 and April 2008, at the invitation of the minister of the Lithuanian Ministry of Education and Science, Director of the College K. Raik attended thematic seminars in Vilnius and shared the experience of Estonia and Narva College (cooperation partners Loreta Zadekaite, Laimute Jankauskiene from the Lithuanian Ministry of Education and Science). Last May a similar visit was paid to Moldova (cooperation partner: Minister of Education and Youth Larisa Savga). At the same time, experience of building up a multilingual education system was shared with Latvian colleagues. The seminars were held in Latvia in the spring 2006 and 2008 (cooperation partner Olita Arkle from the Latvian Ministry of Education and Science, Evija Papule from the State Agency for Quality Assessment in general education in Latvia).

Also the Narva College is motivated to share our competence in the framework of the Tempus programme. Currently the Tajik State Pedagogical University, Pedagogical University Freiburg, Free University Bruxelles (Belgium) and supporting organizations Ministry of Education of Tajikistan to mention a few are applying for a Joint Project under the second call for proposal of the European Commission’s Tempus IV Programme. Narva College has proposed co-operation in creating the internal curricula evaluation system and a system of pedagogical practice (including regulations for the practice). Also the College is interested in sharing the experience of implementation of the Bologna criteria in teacher training (curricula) development, carrying out a training course *Methods of Active Learning* for the teacher training professors/students/working teachers and seminars *Teaching in a Second Language*. Short-term mobility is also planned. As the only Baltic university in the project, Narva College is in a unique position to promote the cooperation with Tajik partners: both because of the knowledge we have about the former Soviet teacher education system and of a common second language.

In Austria the importance of the pre-school education has grown and contacts with our partner universities are very valuable. The University of Teacher Education Styria and University College of Teacher Education Vienna/Krems both organize in-service courses, continuing education and further education for kindergarten teachers. Narva College is interested in their system of competence centres which develop pre-school education. In May 2009 the Director of the College K. Raik and lecturer N. Raud plan to visit the Austrian partner universities. The aim is to develop the co-operation in the field of the current programme specifically in the field of research and development activities in area of early language learning and early detection of problems. The possibilities of student and teacher mobility will also be discussed.

This year the College was included into the Interreg Project *Enterprising Education in Sweden, Estonia, Latvia and Finland* (2008 – 2011). The College acts as the representative of Estonian higher education establishments and is planning the training of teachers in unison with the Faculty of Economics of the University of Tartu. Other partner universities are Kymenlaakso University of Applied Sciences (Finland), the University of Örebro (Sweden). This summer a training for trainers by Scottish colleagues L. Brownlow University of Stratchclyde) and E. Burton (Support for Enterprise in Education) will be held in Narva. Enterprise in Education methodology is going to be implemented in the preschool children’s institutions and schools of Ida-Viru County as a pilot project.

Institutionalized cooperation between Narva College and colleagues – immediate neighbours from Finland in training teachers for preschool children’s institutions is being planned; so far only few mutual travels of acquaintance ship have taken place. In April 2007, the manager of the teacher training Master’s curriculum of Early Years Teacher (A. Džalalova) and two lecturers on the curriculum (J. Ivanova, N. Zorina), visited the University of Helsinki and Rauma College of the University of Turku (M.-B. Suvanto, PhD) as well as bilingual (Russian and Finnish language) preschool children’s institutions in Helsinki. As a result of the first travel, the visitors familiarized themselves with the achievement study system and main principles of the students’ teacher-training practice including kindergartens as a training base for the preschool teachers’ curriculum (Pyympää kindergarten). In April 2009, a similar visit is planned with a focus on the themes of bilingual kindergarten. The aim of the visit is to coordinate successive study travels for the Master’s students of the curriculum
under discussion, also to get acquainted with the principles of managing preschool children’s institutions and preschool social network for children with special needs in Finland. Concrete common interests are sought for the future partnership. Finnish experience is important in starting early language teaching in kindergartens. It is also essential that in both places, Finland and Estonia, Russian would be the source language. Finnish experience has enabled the College to organize continuing education focusing on new immigrants’ education.

8.2.2. Involvement of Guest Lecturers

In 2005, when this curriculum was opened, two full-time foreign lecturers had continuously been working at Narva College: Kimberly Schaefer from the United States of America (via the English Language Fellow programme) and the Robert Bosch Foundation scholarship holder Sebastian Lehmann. Such a tradition was initiated from the beginning of the College already and broke down in 2006 when foreign lecturers no longer travelled to Estonia in the framework of the named programmes. Lecturers of foreign languages contributed to the promotion of foreign language studies and the rise of the prestige of foreign languages.

The most long-term contacts with the curriculum, supported by the project of the European Social Fund Quality Assurance of Study Work and Research Directed to Teacher Training of Multicultural Education (2006 – 2008), has had the guest lecturer E. Protassova from the University of Helsinki whose main competence includes preschool child research. Her contribution to the development of this curriculum is presented in the subsection 7.4.5.

For a semester the curriculum has enjoyed cooperation with the visiting professors from the Russian State Herzen Pedagogical University. The following lecturers were related to the curriculum under accreditation: in the spring semester 2005: Prof. S. Tseitlin, the course of lectures Speech Development in Children of Preschool Age, in the autumn semester 2005: Associate Prof. S. Pisareva of the Chair of Pedagogy at the Faculty of Psychology and Pedagogy Research Methods in Pedagogy. In the spring semester 2007 the visiting professor G. Elizarova delivered lectures on modern trends in the EFL methodology at the College. Students could attend all the courses which were regarded as electives.

For a shorter period, up to a week the College has been visited by numerous experts in multicultural education who came to Narva in the framework of the above mentioned project of the European Social Fund. From 8 – 14 October 2007, Narva was visited by M. Byram, who is a Professor of Education at the University of Durham (United Kingdom) and a Programme Adviser to the Council of Europe Language Policy Division. Prof. Byram’s course of lectures The Intercultural Component in EFL Methodology was attended by 42 students over the whole College. The course presented some of the theoretical bases for intercultural competence and the rationale for introducing intercultural competence into language teaching for a globalised and internationalized society. It also presented examples how intercultural competence was introduced into practice. Thirdly it provided students with the opportunity to analyse current textbooks and how they might be complemented by methods of teaching intercultural competence. In addition, Prof. Byram ran an in-service course to regional teachers of English and College lecturers which also dealt with the topic of the intercultural component in EFL methodology (29 participants).

In December 2007, in the framework of the same project, lectures were delivered by Associate Prof. N. Grash from the Russian State Herzen Pedagogical University on the topic of possibilities of teaching children with special needs in multicultural educational environment (27 participants). From 8 – 10 April 2008, Associate Prof. E. Bertrands from the Katholieke University (Belgium) gave lectures on Modern Pedagogical Technologies in the System of Education (Multicultural Aspect). 49 students attended the lectures. A public lecture was given on the topic of Multiculturalism and Equal Opportunities in Education in Belgium, with 11 participants. From 31 May until 4 June 2008, Prof. I. Dirim from the University of Hamburg gave guest lectures on the topic Multilingual Society and Education, attended by 14 students. A public lecture was given on the topic of Bilingual Education in Hamburg, where 13 persons were present. The guest lectures mentioned were attended also by the students of the curriculum under accreditation.
Since 2006, in the framework of Erasmus programme, along with student exchange the College started the teaching staff exchange. As a result, in the framework of Erasmus programme, Narva College was visited by first guest lecturers from Bulgaria, Poland, Austria and Germany. Up to now the lecturers focused on introducing a rather general experience in education and philological issues in their respective countries. Further on we intend to incorporate lecturers who can focus on questions of preschool education in European countries.

### 8.2.3. Mobility of the Teaching Staff

The College has worked out a system of business trips where the College pays expenses of those trips if a colleague participated with a presentation in an international event or deals directly with promotion of foreign relations of the College. It has resulted in a notable increase in the number of business trips; in case of permanently employed teaching staff of the College who are connected with this curriculum, the numbers are as follows: in 2005 – 32, in 2006 – 37, in 2007 – 49, and in 2008 – 42 business trips. To a large extent the foreign destinations are Latvia, Lithuania, Finland, Denmark and other Northern countries; also Russia, Germany, Italy, Belgium, and the USA. The overview of presentations made by permanently employed teaching staff of the College is provided in Appendix 27: Presentations at Scientific Conferences and Seminars of the Permanent Position Teaching Staff Involved in the Early Years Teacher Master’s Curriculum in 2005 – 2009.

Teachers’ personal cooperation networks in the field of the curriculum are also essential. Members of the teaching staff of Division of Pedagogy and Psychology A. Džalalova, J. Ivanova and N. Zorina have intense cooperation with colleagues from Russia, Latvia, Lithuania and Finland. Cooperation with colleagues from Pskov is done in the field of curricula development, competence-based approach to composition of curricula, use of various methods of technology in teaching and research of teachers’ evaluations (Prof. S. Ivanova, Docent M. Mihhailova, Docent I. Vitkotskaja, T. Solovjova). Cooperation with colleagues from St. Petersburg is also focused on curricula development in addition to children with special needs and foreign language teaching at the preschool age and in primary school (Prof. V. Kantor, Prof. L. Lopatina, Prof. N. Notkina, Prof. V. Pogosjan, Docent N. Malkina). Curriculum-related cooperation with colleagues from Liepaja and Resekne focuses on different approaches to curricula development and again on pedagogical technology (Prof. A. Samusevica, Prof. P. Vucenlazdans). Colleagues from Turu University Rauma are interested in cooperation in the field of using active teaching methods at the preschool age (Prof. K. Niinistö). For cooperation with guest lecturer J. Protassova refer to 7.4.5.

Members of the College administration A. Roose and K. Raik have joined the cooperation network of multilingual universities which among other things deal with training of early years and primary school teachers of local minorities. In year 2006 A. Roose and K. Raik participated in the conference *2nd European Conference on Higher Education of National Minorities*, which focused on the following topics: minorities’ rights and possibilities to higher education in Europe and universities for national minorities and the Bologna process. During the conference the College gained valuable contacts to the universities who prepare pre-school and primary school teachers for the minority children. The Free University of Bozen (Italy) and especially its Faculty of Education, which is characterised by its multilingualism, has competences that allow us develop further cooperation: Bachelor of Science in Multilingual Communication (incl. the major *Expert in Lifelong Education and Cultural Mediation*) and a Degree course of Training of Nursery and Primary School Teachers. It is important that the degree course is divided into three sections: one for the German-language nursery and primary schools, one for the Italian-language schools and one for the schools in Latin-speaking areas. The fact that the faculty offers university training for nursery/primary educators, with relevant research programmes and publications, is unique in the German-speaking world. Another innovative aspect is the teaching syllabus where German and Italian experts in education cooperate. In addition closer co-operation with Cardiff University (United Kingdom) Childhood Research Group is planned. The group encompasses research with children from “infancy” through to “adulthood” (aged 0-18). As the strength of this group lies in its interdisciplinary membership both within the school of social sciences (education, social work, criminology, sociology, psychology, cultural studies) and across other departments within the university. As a result of the above mentioned conference the College also develops contacts to the University of Santiago de Compostela (Spain; 3-year degrees in...
both pre-school education and primary education), University of Tetova (Rep. Of Macedonia), Sami University College (Norway), State University of Comrat (Moldova), Sely János University (the only Hungarian-language university in Slovakia), University of ÚjvidékelNovi Sad (Serbia) and Babes-Bolyai University (Romania). The perspective of this co-operation is formation of an active network of the universities dealing with pre-school and primary teacher training in the multicultural context (including teacher training for minority kindergartens and primary schools). The College is planning to host a similar conference in Narva in 2010, continuing the tradition of college’s international conferences, dedicated to multilingual higher education, including teacher education. The aim is to agree on specific activities for the future.

The colleagues N. Raud and K. Reinvere have joined the cooperation network of the multilingual university in the border area between Italy and Austria. In 2007 they participated in the conference of the University of Bozen-Bolzano (Italy) Bi- and Multilingual Universities with the presentation Experiencing Multiculturalism at Classes in Narva College. In September 2009 they are going to Bozen-Bolzano to participate in the 6th International Conference on Third Language Acquisition and Multilingualism with a presentation Third Language Acquisition in Narva College, Estonia: the Experience of Innovative E-Learning Environment.

N. Raud also participated in traditional ISSA (International Step by Step Association) and EECERA (European Early Childhood Education Research Association) conferences held in Hungary (2005), Slovakia (2006), Check Republic (2007) and again Hungary (2008) which were devoted to the issues of diversity, inclusion, social justice, democratic practices and quality assurance of teaching and education in the early years. Participation in the conferences allowed bringing the international experience and achievements of early years research and studies into everyday practical work and research of the teaching staff working at the curriculum.

Colleagues have used possibilities of the programmes Grundtvig and Comenius. In the period of 2003–2005 the lecturer of Division of Foreign Languages N. Raud participated in the project joining teachers and pupils from Estonia, Slovakia, Italy, the Netherlands and Greece. Within the frames of the project there were organised study trips with the aim to learn from best practices in multicultural preschools and general schools, with the main focus being placed on the topic of improving social and emotional relationships in schools across Europe. In 2006 N. Raud participated in the international seminar Improving the Quality of Pre- and Primary School education. A Process-oriented Approach. Experiential Education in Leuven-Brussels, University of Leuven, Belgium. The intensive course was a result of more than 25 years of experience in early childhood and primary education settings in Belgium, France, Germany, Portugal, Finland, and the United Kingdom and was aimed at practicing innovative methods of child’s involvement into studies and at establishing cooperation between preschool educational institutions in Europe. As the outcome of the visit there was prepared a joint one week workshop (2008) with a lecturer of the University of Leuven, Centre of Experiential Learning (pre-school level) E. Bertrands, PhD, on experiential learning of pre-school children for the students of Narva College in Narva (students of the early years Master’s curriculum including) on contract teaching.

The Estonian language subject lecturers D. Maisla, N. Gordeeva took part in an international language studies project The Second Language – Key to Society (2006–2008), in the frames of which language teachers share their experiences and get directly acquainted to various aspects and methods of work. The aim is to find out how in various countries minorities are integrated into society using the state language. Through the Grundtvig programme of life-long learning, partnership relations were established with colleagues from Sweden, Norway and Italy. Cooperation with European colleagues developed College colleagues’ methodological competence provided them with the idea of challenges of language learning and organisation of language learning in different countries. The gained experience is highly usable in application of the curriculum.

Members of the College teaching staff have also begun delivering lectures as visiting lecturers outside the borders of Estonia. In connection with the curriculum A. Džalalova delivered a public lecture Possibilities of WebCT in Teacher Training. Presentation of Web-course of Developmental Psychology in Pskov State Pedagogical University in October 2005. In November 2007 J. Nõmm delivered public lectures which were attended by 31 people, on the topics Cross-cultural Communication: Images of Estonia and Estonians in Russian Culture and Russian-Estonian Cross-cultural Relations: “Narva Text” in Russian Culture in the University of Helsinki.
The curriculum under accreditation meets the European Union Standards of Higher Education in accordance with the Bologna Process (Bologna, 19 July, 1999) and the Communiqué of the Meeting of European Ministers in charge of Higher Education Towards the European Higher Education Area (Prague, 19 May 2001). The structure of the curriculum, the system of credit points, the proportion of lectures and independent study, mobility of the students and the teaching staff and the opportunity for modification and introducing changes into the curriculum are in agreement with the aforementioned documents. Similarly, the College system of Accreditation of Prior and Experiential Learning also complies with these acts. Likewise, in the curriculum development the Note of the European Commission to the Council and the European Parliament about the Improvement of Professional Education of Teachers (Brussels, 3 August, 2007) has also been taken into account.

International dimension and relationships of the College are addressed in greater detail in the subsection 8.2. Thus here a short overview of the most relevant part concerning the curriculum is given. In the process of the curriculum elaboration and development as well as improvement of the study process and involvement of students into the development of the College, the experience of the immediate neighbouring countries, i.e. Russia and Finland have been taken into consideration. Comparison of similar curricula is presented in the subsection 3.7.2. Russia’s experience is relevant to the College in the sense that there were the teachers for Estonia’s multilingual children’s educational establishments educated and often it is purposeful to proceed from the Russian pedagogical experience. Young colleagues begin their work in the environment that they need to know. It is important to understand the differences between educational systems of the two countries. Cooperation in the direction that is not traditional for Estonia, i.e. in the direction of Russia, enables the students in the course of the curriculum to get acquainted with teacher training in the neighbouring country when participating in various projects of the College.

While training teachers for language immersion programme, the experience of Canadian educators is taken into account. Also, the respective experience of Finland can be counted on which are of particular interest since the source language is also Russian. The curriculum under accreditation includes subjects like Multicultural Education and The Teaching in a Second Language, and as an elective, the students can register for the course on Language Immersion. The College has become included into the cooperation project with Scotland, as a result of which the pilot project of teaching entrepreneurship is planned to launch in preschool children’s institutions and elementary schools of Ida-Viru County, Estonia. The College is going to engage itself in respective teacher training programme (see more in 8.2.1.).

International dimension is widened by inviting guest lecturers from various countries, for longer or shorter periods of time. Continuing inclusion of guest lecturers is one of the priorities of the College. At the same time the College takes part in a number of projects of the European Union that enable to efficiently apply international experience. For the participation of the College in international projects currently and in the future see more closely in 7.4.5 and 8.2.1.

In 2006-2008, the curriculum development was well supported by the ESF project Quality Assurance of Teaching and Research of Teacher Training in the Trend of Multicultural Education. New initiatives related to the curriculum under accreditation comprise, first of all, the fostering of cooperation network of the teaching a second language by means of the ESF programme and a planned application to the TEMPUS project for disseminating the experience of the Bologna Process in the field of teacher training. International cooperation involves planned research work on the teaching of a second foreign language in preschool children’s institutions and training speech therapists on the basis of the Russian language. Students of the College are also involved into various project activities in the College and international exchange programmes, e.g., via Erasmus programmes. Fostering this trend of activities is one of the priorities of international cooperation of the College. For further information refer to 8.2.1.
In practical study work lecturers use their experience obtained at international seminars and conferences as well as at international training courses and fulfilling projects. Sending lecturers to participate in the named activities is one of the priorities of the College. Lecturers are obliged to introduce their new experience at the College. In the course of study work, in the framework of various subjects in particular, lecturers give overviews of modern theories and methodologies in their field of research. The lists of obligatory and optional items of literature on speciality contain titles of contemporary study and scientific literature in a number of languages. Further internationalization is backed with the studies of English by both colleagues and Master’s students (see 3.5.2.).
8.4. Quality Assurance in the University of Tartu and Narva College

For introduction into the subject matter see 1.3.

The University of Tartu assures a high level of education in all the forms of study by continuing to improve the integrated quality assurance system of curricula that has been introduced for several years now, and including students, employers and other stakeholders in the process, by offering new well-prepared courses and constantly updating the contents of the teaching materials, by using appropriate teaching methods and forms and employing modern methods of study, by having teachers with excellent teaching and supervisory skills, and by improving the study environment.

By the decision of the Council of the University of Tartu on October 27, 2000 document, Foundations of the System of Quality Assurance in Educational Work at the University of Tartu, was adopted. The document presents 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 and the means used is evaluated to assure the quality. Based on the above, the UT Council adopted a decision on March 28, 2003, Accreditation of Study Programmes at the University of Tartu. The document envisages the setting up of sub-commissions of the Educational Commission in the fields of study (humaniora, socialia, medicina, realia) in cooperation with the faculties 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, 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.

Of vital importance in the assurance of the quality of educational work is the academic level of the teachers. More about the procedure of filling academic positions is in 7.2.1; the system of developing the teaching staff and sabbaticals is in 7.2.2. and monitoring the teaching staff is described in 8.8.

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 (http://www.ut.ee/lykka/166036) was launched upon the initiative of the University in August 2005. The project is supported by the European Social Fund and is the largest inter-university project in Estonia to date (almost three years in duration, 15 partners and project cost of 32 million EEK). One of the sub-projects under the umbrella of LÜKKA, is aimed at developing a quality culture in the universities. The activities under the subproject include revision of the procedure of self-analysis of the curricula in the University; as a result the exercise which so far 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 was also 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.
8.5. Organisation of Quality Assurance of Study Activities in the Area of the Curriculum. 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 June 11, 2003 (Included in OECD Thematic Review of Tertiary Education http://www.oecd.org/dataoecd/22/48/37746099.pdf) and University of Tartu quality assurance principles (available only in Estonian and on the universitas intranet), 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 increasing the competitiveness and popularity of its curriculum on the Estonian education market, building confidence among the students on the level of the education offered and increasing satisfaction of the students and the staff with the organisation of study activities.

The College quality management system is student-centred. Quality assurance is seen as a constantly evolving systematic process. Attention is mainly paid to the curricula and the academic staff, organisation of studies and study environment. In order to guarantee the systematic development of the quality system a part-time quality specialist was employed in 2005.

The College launched the internal evaluation processes of curricula and the related discussions five years ago. The first full internal evaluation report for this curriculum was compiled in 2007/2008. Beginning with 2006, in connection with the change in the Curriculum Statute, the curricula have to be annually assessed. The process is conducted by the Programme Manager and the Programme Council, with an aim to bring out both strengths and weaknesses, threats and possibilities across the whole curriculum and put forth a further plan of activities to overcome the drawbacks. The internal assessment plays an essential role in quality assessment, since that report is an important input in drawing up an accreditation report.

Under the system used at the College within the new analysis the implementation of earlier activity plans, formed during the preceding analysis, are studied as well. The self-evaluation reports are compiled regardless of the international accreditation cycle. In order to prepare a self-analysis report for an intra-College curriculum, a committee is established as ordered by the College Director. The members of the committee include teaching staff, students, a representative of the administration, as well as employers. In the College guidelines for self-evaluation a special attention is given to the problematic areas that a small institution may have: having stable, full-time, highly qualified teachers in the curriculum, making use of the best local practitioners, research in the programme-related field, a comparative analysis of the best practices implemented in the institutions which have similar programmes, both in Estonia and abroad. Every next self-evaluation to be done on the College level will evolve from the previous report.

The system described above and the meetings held during this process provide opportunities for involving every single staff member. The administration and the teaching staff are in constant contact with each other thanks to the small number of employees as one of the advantages in case of small-numbered collectives – it allows much interpersonal communication. (For the process of the development of this report see 1.2; for the curriculum development see 2.3; 3.5.2.)
8.6. Feedback on Quality from Students Studying on the Curriculum, 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 poll *Evaluation of the Teaching and the Subject Courses* is part of the process to include different opinions and make the evaluation give a more real picture of the actual situation. The evaluation forms are filled in the Study Information System. (To see the questions in the evaluation questionnaire, see Appendix 19: Summary of Evaluation of Subject Courses of Early Years Teacher Master’s Curriculum from Study Information System 2005 – 2009). The A-part of the questionnaire includes questions about a concrete course and the respective lecturer and the respondent can choose among a number of variants for responses; the B-part contains open-ended questions and enables the respondent to express their opinion in free form about the teaching of the particular course. On the basis of it a corresponding report will be prepared by the Office of Academic Affairs (see also 8.8.).

The College participates in the process of selecting recipients for the University Best Teacher of the Year Awards, and has also been handing out the Narva College Best Teacher of the Year Award since 2006. The Teacher of the Year in the College is elected in spring by students via secret ballot, with each student making and justifying their choice. The teacher who gains the most votes is the winner. According to the last year results, Jelena Ivanova and Vjatšeslav Konovalov and for the professional higher education curricula Olga Burdakova were awarded with the title. The award is presented each May, during the College’s birthday celebration. At the same event the staff and administration award the most outstanding student of the year. Every member of the academic staff can make a suggestion for such a student, and the best students are confirmed for the nomination by the Director’s order.

Since 2003 the College has received regular feedback by way of annual surveys conducted among the first and last year students for the Bachelor level. Since the majority of students who enrol in Master’s curricula are alumni of Narva College, for Master’s students only exiting surveys among last year students are conducted. The surveys are anonymous. 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 (for results see Appendix 20: Results of Alumni Feedback about of the Early Years Teacher Master’s Curriculum in the Academic Year 2007/2008). From the autumn semester 2007, students will be asked to provide also feedback on the curriculum they are enrolled in which gives important information about potential improvements (see: Appendix 18: Procedure for Evaluation of Teaching and Courses, annex; and Appendix 19). Analyses of questionnaires are given in section 8.6.1.

The university sees the existence of a student counselling system a precondition for quality assurance in educational work. The new Strategic Plan of Tartu University also stresses the need to develop support services to students and special emphasis is given to adult learners. A counselling service concerning the general organisation of the educational work and the related documentation is provided by the college in the Academic Affairs office (see also 5.2.).

Feedback from the employers on the quality and possible corrections into the curriculum are offered by the Programme Council. Feedback from employers is also received at the end of the students’ practical training when their supervisors fill in a form assessing the students’ performance. In the same form the supervisors make suggestions on how the organisation of practice may be improved. Item 4.5. provides detailed information about the mostly positive feedback the College’s students have received from their supervisors.

It is important to continue the contacts with potential employers as they provide invaluable advice on the curriculum improvements. In turn, the College organises courses, which are attended by the students, the staff, school and preschool teachers and employers. These courses also serve as an excellent opportunity to create the bond between all the stake-holders in the process of education. The College considers it a very positive result when the trainees are offered a real job in the institutions after the completion of their practical training.
8.6.1. Results of Early Years Teacher Master’s Students’ Feedback

Beginning from 2006/2007 students of this curriculum evaluated the organisational aspect of the study process. The following analysis is based on the questionnaire of contentment, administered to the students of the curriculum of Early Years Teacher in 2008 (see Appendices 19; 20).

Evaluations of students of the curriculum were accepted on the basis of the following scale: absolutely agree (2) / agree in principle (1) / it is difficult to say (0) / disagree in principle (-1) / absolutely disagree (-2). The maximum scores were given to the following aspects: „Lectures/seminars/practices began/finished on time”: 2006/2007 - 1.42, 2007/2008 – 1.46, 2008/2009 – 1.50 and „All the lectures/seminars/practices specified in the timetable were delivered”: 2006/2007 – 1.49, 2007/2008 – 1.56, 2008/2009 – 1.58. For the detailed analysis of the evaluation see Appendix 19. The comparison of this year’s results with the results of the two previous years showed that students’ evaluations have improved and every year there are only positive evaluations in all the categories.

In addition to this, the College also conducts surveys among students in their last year of study in order to find out the degree of students’ contentment with the study process and everyday life of the College. The survey also includes questions about organisation of the study process. In the academic year of 2007/2008 students evaluated the following aspects of the organisation of the study process on a 10-point scale: Computer Laboratory – 9.4; library – 9.3; technical equipment of the study process – 8.4. Thus, final year students evaluate the organisation of the study process quite highly, paying attention to work of the Computer Laboratory (for more details on its work, see 6.2.) and the library (see 6.3.) in particular. In addition students positively emphasise existence of WiFi area and point out that the study process is built up logically, i.e. that subjects are put in the study programme in the logical order.

On the other hand, students point out the need for a more flexible timetable: in particular they emphasise that Thursday should not be a study day as almost all students are employed. Students have also made a suggestion about necessity of making the Computer Laboratory and the library open on Sunday (during study sessions).

Suggestions and recommendation made by both students and alumni are taken into consideration by the Council of the Curriculum which focuses, among other things, also on issues of the organisation of the study process. Proceeding from the needs of the curriculum and possibilities of the College, the Council of the Curriculum makes suggestions to corresponding structural units, for example to the Department of Studies, the library or the Computer Laboratory. As a rule, these suggestions are taken into consideration. Thus, beginning from the next academic year Thursday will no longer be a study day.

Some other suggestions that the students have made include strengthening the practical direction of teaching (financial, and budgetary issues) and including more practitioners (working directors of kindergartens’) as lecturers, more knowledge in the area of various modern methods of early years teaching, kindergarten curricula design.

The students have also brought out various strengths of the Master’s curriculum, such as balanced content of the curriculum, high quality of teaching and preparation for working in preschools’ management, application of active teaching methods, benefiting from the broad experience of professionals, familiarization of work of various preschool institutions, deep knowledge of subjects of the psychological-pedagogical module, to name a few (see more in Appendix 20, for the feedback of alumni).

Summing up the results from the students’ feedback, all the alumni are satisfied with the theoretical knowledge they gained during their study, and 52.5% are even completely satisfied respondents. Almost all (94.8%) of the alumni are satisfied with practical and methodological knowledge they gained during their study (including 47.4% of completely satisfied respondents).
8.7. The Procedure of Monitoring the College Teaching Staff

Of decisive importance in the assurance of the quality of educational work is the high academic level of the College. The monitoring of teaching and study is based primarily on the system of fixed-term contracts and election of the teaching staff (staff selection is discussed in 7.2.1.), and on the student surveys described above. If necessary, senior colleagues with more experience visit the classes of junior teaching staff. The Office of Academic Affairs is monitoring the organization of studies (timely submission of syllabi in the required format, timely conducting of classes, carrying out the complete study programme etc.).

Other important areas which require 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 the academic staff by February 1st. The analysis provides a year-by-year overview of their achievements. The academic staff submit a summary of their 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.

On a regular basis, refresher training is conducted for university teachers on the possibilities of using new teaching methods (incl. the web-based learning environment WebCT).

College also supports the personal development of its staff. In 2005 first development interviews were introduced in the College. The last round of development interviews took place in March of 2009. Each member of the teaching staff prepared an individual three-year development plan, which included both teaching and scientific research, as well as participation in the College development. The purpose of the development interviews is to support lecturers, contribute to better planning of sabbaticals, planning the College’s publications, business trips, training funds and the joint training at the College. The interviews were conducted by Heads of Divisions and the Director. More on upgrading the teaching staff is available in 7.2.2.
8.8. System of Implementing Quality Related Proposals and Improvements

The teaching and course evaluation system must also comprise a system of results notification and comparison. The only one, who has access to the SIS B part of the student questionnaire the students fill out after each course, is the teacher of that course and even he/she gets the access after the results of preliminary examinations or examinations have been announced. The Department of Studies uses part A of the questionnaire to prepare comparative analyses by teachers, curricula and the whole College. The 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 making decisions on amendments to curricula. The data are also used in accreditation of the curricula, evaluation of suitability of applicants for teaching or academic positions and for carrying out development interviews with the latter.

The results of the analysis are presented to the Studies Committee, which is mainly made up of Heads of Divisions and Programme Managers. 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.

There are different commissions functioning at the College, which deal with specific issues outside the scope of competence of separate divisions and programmes. Generally the commissions are headed by the members of the academic staff, not administration. The results of the commissions’ work are approved by the College Council.

The joint development seminars and training courses held for the teaching staff and administration play an important role in improving quality. The College Development Plan and its Action Plans for different areas of activity are a direct outcome of this work. Programme Managers have participated in a seminar, which topic was preparation of self-evaluation reports. Although the teaching staff has a high teaching load through giving lectures, attending courses of continuing education as well as additional administrative tasks, they still manage to deal with the issues of quality motivated to keep it at the highest possible level. Our teaching staff are also constantly improving their competences and information about their ongoing studies can be found in Appendix 30: Teaching Staff’s Studies for Obtaining Academic Degrees.

The College enjoys the advantages of a small organisation in its quality assurance. The College has built the atmosphere of confidence 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 receive immediate feedback, notice challenges in a timely manner and react in a flexible way.

8.9.1. Strengths of the Internal and External Cooperation and Quality Assurance

- A bilingual study organization and acceptance of a minority language as a medium of instruction is unique to Estonia, at the same time the experience of the College attracts interest beyond the borders of Estonia, both in Russia and the European Union. At the same time, the named principle underlies the development of external contacts and during his visit to Estonia in March, the OSCE high commissioner for national minorities K. Vollebeck expressed personal recognition for the fact;

- In the formation of the core competence in foreign communication, the College has taken into account priority trends given to Estonian preschool education, consisting first of all, in curriculum development and multicultural education. In the light of the speciality under accreditation, cooperation in the areas of teaching language immersion, English as a foreign language, pedagogy of entrepreneurship, are essential to develop at preschool age. Likewise, it is important in cooperation with our partners to train Russian-medium speech therapists as Russian-based speech therapists for educational establishments are not educated in Estonia;

- Close, active and considered local cooperation network through which the College is operating in the interests of regional educational system makes the College a significant partner both in Narva and Ida-Viru County. The College primarily functions in the areas reported as priorities in the County development plan: teaching Estonian as a second language, language immersion and educating speech therapists;

- As an institution the College can first of all offer in-service training and requalification programmes to kindergarten teachers from Ida-Viru County and beyond its boundaries. As far as in-service training is concerned, the College has worked out its main subject areas: teaching Estonian in kindergartens, language immersion in kindergartens, either types of training are also offered outside the county boundaries. Inside the boundaries of Ida-Viru County, the College organizes managerial training which is directly related to the speciality under accreditation. Besides, in Narva it is possible to take part in mentor training;

- The College has a consistent tradition of organizing students' conferences and teachers' conferences where students on the speciality or employees of kindergartens are welcome both as speakers and listeners. The College also organizes various thematic briefings to introduce the most important changes in the speciality;

- The events of the College are open not only to kindergarten teachers but also to parents and children. Good examples include the Book Fair and celebration of the Child Protection day every June with a special programme prepared for the children;

- The College development plan prioritizes the development of foreign relations, supported by the College administration. The work became more intense in 2005 when a specialist in foreign relations was employed, who is working part-time from the beginning of the spring-term 2009;

- Close cooperation contacts with leading higher educational institutions for teacher training of North-Western Russia are under way, and include students as equal partners. Essential domains of cooperation in the speciality under discussion contain the teaching of Russian in preschool children's institutions, foreign language teaching in preschool children's institutions and speech therapy. Close cooperation has enabled three of our colleagues to pass postgraduate courses in Russia on the themes closely related to this curriculum (A. Džalalova, N. Raud, N. Zorina);

- Estonia's curricula, including the curricula on teacher training, were conformed to the principles of the Bologna Declaration already in 2002. The College has introduced its experience in developing and applying competence-based curricula on teacher training, including training Early Years Teachers in the neighbouring countries Latvia and Lithuania, also Moldova, and repeatedly conducted respective seminars with colleagues from Pskov and St. Petersburg;
In the area of the curriculum under accreditation, the College has established institutionalized contacts with Austria and Scotland, and it is under way with Finland. Likewise, the College has contacts with Europe’s borderland higher educational establishments that are engaged in training teachers, also in training teachers for preschool children’s institutions. The College has joined the Erasmus-network although no activities have been started on this curriculum yet;

- Lecturers on the curriculum have formed their own cooperation networks, particularly in curriculum development, fostering multicultural education and foreign language teaching at an early age. Lecturers’ activeness in participation in international projects has considerably increased so they have started taking part in in-service training on speciality abroad. The College has worked out a respective support system;

- A fresh impetus to promotion of foreign relations is given by thematic cooperation network for a second language teaching via creating an ESF project in the framework of EduKo. We are highly motivated to develop cooperation with the universities who train preschool and primary school teachers for the minority children: Free University of Bozen (Italy), Cardiff University (United Kingdom), University of Santiago de Compostela (Spain), University of Tetova (Rep. Of Macedonia), Sami University College (Norway), State University of Comrat (Moldova), Selye János University (Slovakia), University of Újvidék/Novi Sad, (Serbia) and Babes-Bolyai University (Romania);

- Foreign relations of the College were considerably developed by means of the ESF project Improvement of the Quality of Study and Research Work in the Module of Multicultural Education in Teacher Training (2006 – 2008), in the course of which 1 foreign lecturers with the competence required in the curriculum worked at the College; short-time visits to the College were paid by 4 3 visiting lecturers; a number of seminars were aimed at the students and graduates of this curriculum under accreditation; a thematic international conference was held and two substantial publications were issued;

- The College has joined the network of international conferences concentrating on the development of preschool education organised by ISSA (International Step by Step Association) and EECERA (European Early Childhood Education Research Association);

- Consistent involvement of foreign lecturers into study work on the curricula under accreditation has taken place; E. Protassova from the University of Helsinki since 2006, visiting professors from the Russian State Herzen Pedagogical University for one semester; on the other hand, guest lecturers have been involved for a week or even shorter time. The lecturers from Bulgaria, Poland, Austria, Germany, Belgium, England and Russia delivered lectures for a shorter period. Inclusion of visiting lecturers for a shorter period offers students a good choice of optional subjects and listening to top scientists from abroad (Prof. M. Byram, University of Durham, and others);

- The College is capable of carrying out voluminous projects and organize events of international scope – international conferences are traditional at the College. This capability is significant for guaranteeing sustainability of both intra-Estonian network and external contacts. The College has plans for immediate future that are funded by means of projects (cooperation network for second-language teachers, pedagogy of entrepreneurship) or the funding of which is being applied for (training of speech therapists, TEMPUS networking, preschool teaching of foreign languages);

- The College has a well functioning quality assurance system, consisting of regular internal assessment and surveys aimed at the students, graduates and employers;

- The students are also part of the quality assurance system; this is achieved via the University of Tartu system of assessing subjects, which was launched in the College in 2004/2005. Since then students have been assessing all subjects. Assessments are anonymous. In 2006 it became possible for programme managers to view the assessment results via the Study Information System. The purpose of the assessments is to enhance the quality of the curriculum;

- Given the small size of the College fast feedback is also possible informally. Personal close contacts with the practical training sites can be commended for ensuring rapid feedback;

- The system of making changes aimed at improving the quality is carefully elaborated and transparent. Students, teachers and employers, all have a say about quality vis-à-vis the Programme Council;

- The organisational structure of the College had a position for a Quality Specialist, whose task was to carry out ongoing quality control and assessment. The position was created to introduce the quality assurance
system, now the tasks of the specialist have been given to the Programme Managers as they are the persons directly involved with curriculum issues;
- A lot of attention is paid to the individual development of teachers, both in the form of evaluations and allowing them to take sabbatical leave during one semester (see 7.2.). The latter is meant as a measure for in-depth self-improvement for the teaching staff;
- The Teacher of the Year Award has been established to recognise and motivate the teachers of the College.

8.9.2. Weaknesses of Internal and External Cooperation, and Quality Assurance

- Lecturers in a small college have high teaching loads, prepare to defend their doctoral dissertations or are committed to research work, often their knowledge of English or other internationally recognized languages is not sufficient. These facts do not contribute to the international relationships the way that across each curriculum and lectureship all different aspects of foreign contacts would be covered;
- West-bound international cooperation has considerably advanced within recent years but the involvement of students into international partnership is not sufficient. The College has acknowledged the challenge and attends to it. In addition to poor knowledge of foreign languages the fact that many students study at the College alongside their work and families definitely affects their priorities and choices. The students’ motivation to apply for various allowances like, e.g. Erasmus scholarship is reduced by the fact that the scholarship does not cover all the expenses related to mobility and therefore they need additional funding;
- Involvement of foreign lecturers greatly depends on project-based means and funding which may have an impact on the persistence of the activity;
- Changes based on feedback should be introduced faster in the curriculum. To date this process has been relatively lengthy, which may not necessarily be a bad thing altogether, allowing a carefully considered decision to be made. However, the student surveys have indicated that the students would like to have their proposals taken into account sooner rather than later.

8.9.3. Development Strategy for the Enhancement of Cooperation and Quality Assurance

- So far the College has had no detailed cooperation plans with the centres of teacher education for preschool children’s institutions in Tallinn University or Tallinn Pedagogical Seminar. Cooperation was confined to attending mutual seminars and conferences and a few discussions about curriculum. The challenge the Programme Manager has to rise to at the beginning of the next semester is to seek contacts with the organizations and find out mutually interesting activities (e.g. joint research activity, development activity, exchange of students and teaching staff). Likewise, continuous contacts with the Faculty of Education of the University are also imperative;
- In developing the regional educational life, the College is going to continue its activities of the present (in-service training, requalification, compiling and publishing study materials both for students and teachers, seminars, conferences etc.). The next academic year will welcome the opening of the parents’ school with the Division of Pedagogy and Psychology in charge of it (with partial funding from the ESF project, EduKo programme) and counselling teachers in support of activities in Estonian (the counselling centre is funded by the Ministry of Education and Research);
- It is necessary to discuss students’ expectations for the local cooperation network at the following meeting of the Programme Council. In their responses to polls prior to the accreditation process students have expressed their keen interest in participating in it;
- More actively than before it is necessary to take part in international cooperation networks for developing research on preschool age and preschool children’s institutions. A trend consists in joint research projects with colleagues of other countries, organizing joint conferences and publishing papers in journals of inter-
national circulation. A concrete research project is designed together with colleagues from St. Petersburg on foreign language acquisition and teaching at an early age (see 7.4.5.). On curriculum development, further partnership is planned with colleagues from Scotland (pedagogy of entrepreneurship) and Russia (educating speech therapists). A new perspective in both internal and external relations was gained thanks to the funding of the cooperation network for second language teaching by the ESF EduKo project and its planned activities which make cooperation possible between higher educational establishments as well as between the latter and teachers-practitioners. More specified action programme for more distant perspective is under way: research projects, in-service trainings, compiling study materials, student and teaching staff exchanges are planned;

- The College is going to dedicate its traditional international conference of the year 2010 to developing the cooperation network of borderland higher educational establishments which are often engaged in teacher education. This time the conference is going to concentrate on multilingual and multicultural studies in higher education, first of all, in teacher training. As the College has also subscribed to the network of higher education centres of borderland and minorities, in preparing the conference, cooperation with them is sought;

- For fostering West-bound cooperation, consistent studies of English and wording it as a necessity should be reflected in individual development plans of the teaching staff (refreshment courses are planned); it is also necessary to make students’ English studies more efficient by offering them extra options for language studies; to attain the aims the College has planned to employ a Grundtvig assistant in 2010, one of whose work assignments is the teaching of English;

- More efficiently than before the teaching staff need to use possibilities of mobility: the mobility programme DoRa of the ESF for teaching staff, Grundtvig, to participate in various in-service training programmes, summer schools, seminars and conferences. The activities are essential as professional enhancement alongside the extension of cooperation networks. This is another topic added to the teaching staff’s individual plans;

- Students’ involvement into international relations means motivating students to use mobility options created by Erasmus agreements; conclude new agreements with universities whose student exchange possibilities are available to College students both economically and language-wise; create an Internet environment on the College homepage to operatively reflect all scholarship awards (at present the respective environment is centrally only on the University homepage); based on project funding money to initiate a scholarship that would be awarded only to students of the Narva College who could then study a semester abroad (in the framework of the ESF teacher education programme, the first experience of a similar kind was obtained earlier); to facilitate students’ short-term mobility, study visit should continue to take place as obligatory part of studies. Students need to be involved into drawing up a respective concrete plan of activities in the Programme Council;

- Likewise, the College is motivated to involve foreign students into the College study work, for this purpose the choice of foreign-language lectures has to increase (e.g. working out a semester programme and seeking funding for scholarships of foreign students) and more effective marketing existing options. Besides offering Russian- and English-medium courses to foreign target groups it is promising also to arrange in-service training (e.g., in the framework of Grundtvig) and creating possibilities of distance learning (including e-studies) for foreigners, primarily to Russian-speaking students from neighbouring countries;

- The Programme Council has to compile a concrete plan for the involvement of foreign lecturers into study work for the successive three years, both for longer (academic year, semester) and shorter periods of time (study week). Foreign lecturers have to be invited both from Russia (the University’s cooperation agreements) and Western countries (the ESF options). In drawing up the plan of activities, the Erasmus possibilities for extending bilateral exchange should be counted on in preschool education, in particular. Also, the possibilities of cooperation network should consistently be applied in a second language teaching;

- It is most important also in the future to make use of the advantage of the College in international relations: knowledge of Russian and a similar past with former union republics of the Soviet Union facilitates mutual understanding. The aim of the College is first and foremost to cooperate and share its experience in applying the Bologna process in the area of teacher education with Russia (at present, funding comes from the College finances, possible from the TEMPUS-project) and Tajikistan (Participation in
all-European network in the frames of the TEMPUS-project). Offering our competence to Tajikistan to modernize teacher training is a new challenge to the College – it is a great opportunity to the teaching staff and administration to evaluate once again the impact of the Bologna process to the teacher education in Estonia, to use the knowledge we have about the former Soviet teacher education system and a common second language to create together with partners from Tajikistan, Germany and Belgium new quality and new values.

- The biggest problem of quality assurance is that the small college is located outside of the main centres of attraction, Tallinn and Tartu, thus having the difficulty of finding high quality specialists because there is less teaching activity and loads are relatively smaller. The problem is not only finding the people but also their availability to the students, as teaching staff with small loads are not constantly located in Narva, they are not all the time available for students for consultations. The college uses many technological devices to overcome this problem: the academic staff very operatively answers emails, and using Skype is an option;

- The surveys conducted among students and feedback from employers are a useful tool. However, the full potential of the Programme Council still needs to be put into service for quality assurance purposes. This is another important goal for the coming years.
SELF-EVALUATION REPORT FOR THE ACCREDITATION OF CURRICULUM

3133 (7141220) EARLY YEARS TEACHER (RUSSIAN AS LANGUAGE OF INSTRUCTION) MASTER’S CURRICULUM

Approved by:

Compiler of Report Anna Džalalova, CandSc

Director of Narva College Katri Raik, PhD

Vice Rector for Academic Affairs Prof. Birute Klaas

Narva 2009
1. Structure of the University of Tartu
2. Statute of Narva College
3. Structure of Narva College in 2009
4. Development Plan of Narva College until 2010
6. Members of the Accreditation Workgroups for the Early Years Teacher Master’s Curriculum
7. Early Years Teacher Master Level Curriculum (Russian as Language of Instruction)
8. Brief Descriptions of the Subjects of the Early Years Teacher Master’s Curriculum with Russian as Language of Instruction
9. Development of Professional Competences on the Bachelor’s and Master’s Level of the Early Years Teacher Curriculum
10. Diploma Supplement of the Early Years Teacher Master’s Curriculum
11. Requirements for Master’s Examination in Psychology and Pedagogy
12. Requirements for Master’s Examination in Speciality
13. Guide for the Composition and Defence of the Master’s Thesis in Educational Specialities of Narva College
14. University of Tartu Course Outline Template
15. E-learning Courses in WebCt and e-support for the Subjects of the Early Years Teacher Master’s Curriculum
16. Comparative Analysis of the Early Years Teacher Master’s Curriculum with Similar Curricula in Estonia and Abroad
17. Weekly Timetable Template of the Early Years Teacher Master’s Curriculum
18. Procedure of Evaluation of Teaching and Courses
20. Results of Alumni Feedback about the Early Years Teacher Master’s Curriculum in the Academic Year 2007 – 2008
21. Regulations for Pedagogical Practice at Narva College
23. Additional Training Courses for Teachers of Early Years Educational Institutions in Narva College 2005 – 2009
25. College Publishing Activity
27. Presentations at Scientific Conferences and Seminars of the Permanent Position Teaching Staff Involved in the Early Years Teacher Master’s Curriculum in 2005 – 2009
28. Data About the Staff Teaching the Subjects in the Early Years Teacher Master’s Curriculum
29. Conformity of the Academic Staff of the Early Years Teacher Master’s Curriculum to the Standard of Higher Education
30. Teaching Staff’s Studies for Obtaining Academic Degrees
32. Participation of Members of Teaching Staff in Various Professional and Scientific Committees and Editorial Boards
33. Curricula Vitae of the Permanent Position Teaching Staff Involved in the Early Years Teacher Master’s Curriculum