



TEACH project:

International case study Tallinn schools

2016
Pille Kirsi, Päikesejänku Lasteaed

Participant organisations:

- Tallinna Mustamäe Realgümnaasium
- Tallinna Arte Gümnaasium
- Tallinna Lilleküla Gümnaasium
- Tallinna Muinasjutu Lasteaed
- Päikese Lasteaed
- Tallinna Päikesejänku Lasteaed
- Tallinna Ülikool
- Tallinna Haridusamet

Expectations of teachers:

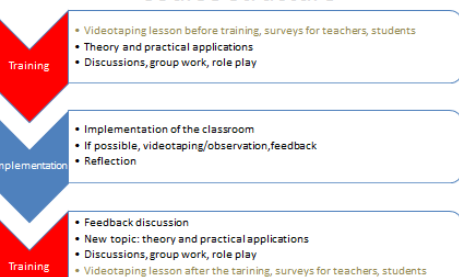
- Focus on the teachers, their wellbeing
- Increasing learners motivation and development support
- Experiential learning
- Chance to share, to not be alone
- Support, recognition
- Cooperation

The Learning Classroom: Theory into Practice

- Dates: 24/25.09; 22/23.10; 26/27.11.2015
- Lecturers:
PhD Katrin Poom-Valickis
MA Kaia Köster
- Participants: 24 people

(3 teachers + 1 from one organization)

Course structure



Our basic needs when learning:



Relatedness

Autonomy

Competence

Session 1

- Relatedness
- Learner-centred school/preschool
- Teacher-student and student-student relationships
- The socially and emotionally safe environment

Session 2

- Supporting autonomy
- Teaching/guiding style of teachers
 - supporting autonomy (versus control) and structuring (versus chaos)
- Learning support and feedback
- Students inner motivation sources

Session 3

- Supporting the competence
- Offering the right challenge
- Supporting the development and learning process
- Reflection and supporting the learning skills

Feedback



What did I like?

- Positive and friendly atmosphere.
- Opportunity to share my views with others.
- Practical doings, which supported the theory.
- The home training, our team and the other schools, kindergartens teachers.
- Well built lectures, educational.
- Exciting games and discussions.
- Practical communicative games, tips.

✓ Stand up if your name starts with a consonant

✓ Tell 2-3 persons a compliment

CONSONANTS

BCDFGHJ
KLMNPQ
RSTVWX
YZ

**Game
time**

Preschools' Grow model



(Whitmore, 1992)

GOALS

- Learning from each other
- Children and parents are involved in the learning
- Supporting autonomy
- Noticing and recognizing each other

REALITY

- Encouragement from the TEACH-project training
- The concept and the goals are passed on to all staff
- The theme of the training and the study theme of the school year are linked

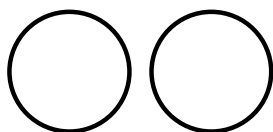
OPTIONS

- Provide and enable options (staff and children)
- Increase the sense of belonging
- Recognition and feedback

WILL

- Increase autonomy (daily choices)
- Consider children wishes
- Recognize children and staff
- Explain learning to children
- Involve families
- Increase belongingness (seeking ideas and opinions)
- Keep playfulness in every day!

Let`s play!



- ✓ Draw something (2 things)
- ✓ Write 2 adjectives, that describe your pictures
- ✓ First – how you see yourself, second – how others see you



Tallinna
Haridusamet

SMARTPHONES AND LEARNING APPS IN LEARNING ACTIVITIES



Raivo Kelp
teacher of mathematics
Tallinna Lilleküla Gümnaasium

OPPOSITE VIEWS ABOUT DIGITAL LEARNING

Revolution in learning Death of education



Relatedness



Relatedness

Autonomy

Competence

Relatedness

Relatedness by dictionary – *connectedness, connection, connexion, a relation between things or events.*

Important part of relatedness – **emotional attachment** to the subject which is taught in a classroom

ATTENTION AND CONCENTRATION DEFICITE



Random name picker



<http://www.classtools.net/random-name-picker/>

TeamUp teamup.aalto.fi



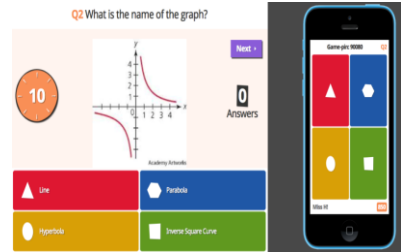
TeamUP



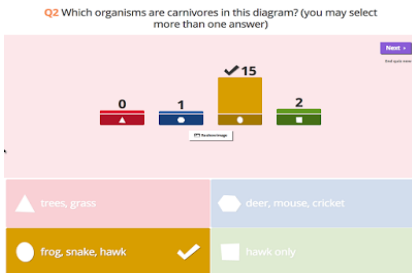
GOLDEN FLEECE jeopardylabs.com

Things That Grow	Animals	Geology	Weather	It's Electric
10 pt	10 pt	10 pt	10 pt	10 pt
20 pt	20 pt	20 pt	20 pt	20 pt
30 pt	30 pt	30 pt	30 pt	30 pt
40 pt	40 pt	40 pt	40 pt	40 pt
50 pt	50 pt	50 pt	50 pt	50 pt

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KAHOOT.IT

Little quiz about Granada and Andalusia



Conclusion

- Learning apps help a lot in dealing with childrens' attention deficit.
- Supporting factors
 - a) a lot of free programs to use
 - b) a lot of ready- to-use learning materials in internet
 - c) childrens' willingness to use learning apps



Thank you!



Practical case from Tallinna Mustamäe Realgümnaasium

Natalja Vergun
Tallinna Mustamäe
Realgümnaasium



Practical case



Practical case



Thank you!