



## Fremtidens efterskole – job-shadowing til Estland 2026 - Hvad kan vi lære af Estlands skole succes?

### Forberedelse:

- **Slut oktober** - Digitalt informationsmøde om turen - kort info om Erasmus+ papirerne og transport refundering.
  - **Slut oktober** - Webinar om Baltikum for elever, undervisere og andre interesserede
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### Program - job-shadowing til Estland den 3-4/11-2026

**Deltagere:** Max 37 personer (max 2 deltagere per skole)

### Formål:

Formålet med job-shadowing aktiviteten er at lære af de bedste. Vi ønsker at se på hvordan Estland arbejder med skoleudvikling for at kunne bruge erfaringer herfra til egen skoleudvikling. Der vil være fokus på faglighed.

### Tirsdag den 2/11 – rejsedag – skolerne køber selv billetter

19.00 Hotel er booket til alle deltagere fra tirsdag  
Mulighed for fælles aftensmad på hotellet

### Onsdag den 3/11 – skolebesøg og netværksdag

8.20 Vi mødes i hotellobbyen for at tage bussen til skolen.

#### 9.00-11.00 **Skolebesøg på Avatud Kool – public school - bilingual**

Auna 6/ Aru 10, 10317 Tallinn, **Sandra Järv** - <https://avatudkool.ee/>

The aim is that all Avatud Kool students will have a very high level of proficiency in 3 languages by the end of 9th grade. To support this, they apply the content and language learning (CLIL) methodology from Year 1 and teach all languages (Estonian, Russian, English) and subjects using CLIL methods and language immersion principles. In the Avatud Kool approach, it is important that the children in the class have different native languages. Pupils with Estonian and Russian home languages learn together as a group throughout the day or most of the day, based on the principles of CLIL, so that pupils learn the different languages in a meaningful context in their everyday communication and in relation to their subject knowledge. By the end of 9th grade, all pupils in the CLIL method of learning acquire a very high level of proficiency in speaking, listening, reading and writing in Estonian, Russian and English.

Principles of CLIL in Avatud Kool:

- Estonian, Russian and other mother tongues learn together in the same class and support each other in the learning process.
- Language and subject are taught in an integrated way; language is taught/learned in all activities and in all subject areas, language teachers support subject learning.
- No translation: one teacher - one language.
- Moving on from one language of instruction to the content of the subject area - knowledge shared by one teacher is also consolidated with another teacher in another



language but through different activities: building on existing knowledge and skills, moving on from one language of instruction to the content of the subject area.

- Differentiation - the teacher differentiates classroom teaching so that the methods and pace of the lesson meet the needs of pupils with different language levels.
- Safe and enriching learning environment - daily routines and speech patterns; content and language made visible on the wall, etc.
- Authenticity and closeness to the source - considering students' interests, linking learning activities to students' everyday experiences, establishing contact with other speakers of the target language.
- Active learning - students talk more than the teacher, students set learning goals; student collaboration is promoted, the teacher is a facilitator and creator of opportunities.
- Collaboration - teachers of different mother tongues teaching the same class work as a team and planning the learning process collaboratively, parents are involved in supporting students, the local community and experts are involved in the learning process.

11.30 Bussen retur til hotellet

12-13 Frokost på hotellet

13.00-14.30 **Estonian Education: Excellence in PISA, looking to reinforce success**

v/Kristiina Poll, Tallinn University, School of Educational Sciences

What lies behind Estonia's success in PISA? Strengths of Estonian education – school autonomy, equity and well-trained teachers. Can some elements of Estonia's educational system be implemented in other countries?

Uncovering the driving principles and investments behind Estonia's PISA success story.

Exploring the Estonian education reform journey. Identifying how Estonia is encouraging stakeholder engagement and collective efficacy. Revealing mechanisms used to support teachers and schools in building their own capacity to cooperate in delivering high quality education. Reviewing current challenges faced by Estonian education, and how the government is working with stakeholders to address these.

14.30 Kaffe og kage

15.00-17.00 Netværksdag

19.00 Aftensmad på Restaurant i Tallinn

#### **Torsdag den 4/11 – skolebesøg og netværksdag**

7.45 Vi mødes i hotellobbyen for at tage bussen til skolerne.

8.30-11.30 **Skolebesøg i to grupper a' 19 personer - focus on science, math, reading, CLIL**

Hver efterskole sender en person per skolebesøg. Vartov fordeler sig i to grupper.

##### **1. Tallinn Pelgulinna State Secondary School**

Kolde puiestee 67a, Tallinn, **Leesi Peedumäe** - [www.perg.ee](http://www.perg.ee)

I 2023 vandt uddannelsesbygningen på Pelgulinna State Gymnasium både årets træbygning og prisen for kulturhovedstadens arkitektur. Skolen stod færdig i august 2023, og det er den største træbygning i Estland. Principperne for bæredygtig arkitektur, gymnasieelevers behov og folks trivsel er taget i betragtning ved oprettelsen af skolebygningen. Ægte træer vokser i skolens lobby, hal og bibliotek, der er naturvidenskabelige laboratorier, en kunst- og musikklasse, projektarbejdsklasser og større auditorier. Til sport er der en gymnastiksal, et fitnesscenter og et yogarum i skolebygningen. Skolen har plads nok til både samarbejde og



individuel adskillelse. Skolebygningen er omgivet af en park åben for samfundet med et udstillingsområde, et udendørs fitnesscenter, en boldbane og en 360 pladser cykelparkering. PERG er et rent gymnasium for kun 10-12 klassetrin. Hos PERG lærer alle, hvordan man løser udfordringer med høj samfundsmæssig påvirkning. Skolens fokus er på spørgsmålet om, hvordan man løser sociale problemer med stor indflydelse. Skolen fokuserer på miljø- og klimaspørgsmål og skabelsen af et stærkt demokratisk Estland og civilsamfundet. Læreplanen for PERG inkluderer globale uddannelseskurser med fokus på store udfordringer og selvledelseskurser.

Skolen tror på, at dyb læring starter med gode og tillidsfulde relationer. Udviklingen af hver PERG-elev understøttes af en mentor og om nødvendigt en studievejleder eller psykolog. PERG-medarbejdere støttes af velfærdslederen, sundhedstirsdage finder sted hver tirsdag, hver medarbejder kan holde op til tre helbreds dage om året ud over deres årlige ferie.

## **2. Lasnamäe Gümnaasium (eller en lignende skole)**

Pae 59, Tallinn, Estonia, **Olga Kolodi**, [www.lasgy.tln.edu.ee](http://www.lasgy.tln.edu.ee)

observe different lessons, e.g. 4 teachers observe Math, 4 – Chemistry, age group 15-17

1. CLIL - a Russian speaking school with plenty of experience in CLIL (primary, secondary and upper-secondary). They also have a subject in upper-secondary school called guiding (devoted to the history of Tallinn) taught in English.

2. Science - they have such subjects as Nature studies in secondary school, Chemistry and Geography taught in Estonian (Estonian is not the students' mother tongue).

3. In general they deal a lot with language immersion on any level and they have a strong support system to help the students with educational difficulties (especially during the period where they have to acquire the school curriculum in Estonian, which is an additional difficulty for them), they also pay attention and deal with the prevention of an early school drop-out and anti-bullying programs.

11.40 Bus retur til hotellet

12-13 Frokost hotellet

13.00-14.00 **Future School – evidence-driven change management for collaborative school culture**

v/Reet Sillavee, Tallinn University, School of Educational Sciences

During this presentation we will introduce our whole school approach of how to support school improvement and implement evidence-based innovation in schools.

The aim of the Future School program is to support the abilities of the schools in implementing evidence-based and collaborative leadership practices. The approach is based on three principles - 1) awareness of the collaborative change management; 2) co-creation of new practices and methodologies; 3) evidence-based.

14.00 Kaffe og kage

14.30 **Netværksdag**

16.30 Afslutning om mulighed for hjemrejse med afgang efter kl. 19.00

19.00 Aftensmad på Restaurant i Tallinn

**Fredag den 5/11 – rejsedag**

Hjemrejse



## Praktiske oplysninger

### Deltagerpris

Gratis for skoler der er med i Efterskoleforeningens Erasmus+ aktiviteter 2025-2026. Program, hotel samt bospisning er inkluderet. Deltagerne sørger selv for rejseforsikring samt transport til og fra Tallinn. Transporten refunderes efter mobiliteten med 1.500 kr. for fly eller færge eller 2.500kr for transport i bus, tog eller samkørsel i bil.

Pris for skoler der ikke er med i Efterskoleforeningens Erasmus+ er 5.000 kr. per deltager + egenbetaling af transport.

2/11 og 4-5/11 er rejsedage. Det er op til den enkelte om man kommer tidligere eller tager senere hjem.

Vi skal bo på dobbeltværelser. Egenbetaling på 1.000 kr. for tre nætter med enkeltværelse.

### Tilmelding

Deadline for tilmelding er 1/10. Forhåndstilmelding af antal deltagere per skole senest 15/8

### Framelding

Tilmelding er bindende efter d. 1/10 herefter koster det 3.000 kr. at afmelde.

### Kursusledere

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### Programmet er arrangeret af

Avatud Kool, Tallinn Pelgulinna State Secondary School, Lasnamäe  
Gümnaasium, Tallinn University - School of Educational Science

Kurset er økonomisk støttet af Erasmus+



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