

SHORT HISTORY OF ESTONIAN PARENTS' ASSOCIATION

Eesti Lastevanemate Liit

2008 - 2018



Plan for next one and half hour

- Short history of Estonian Parents' Association.
- The legal status and the best practice of school boards in Estonia.
- The vision - how to create a favorable environment for involving active parents into the development of the (school)community?



Assumptions

1. We want to have a clear and peaceful atmosphere.
2. We **focus** only on what depends on us.
3. When looking for **solutions** and choosing the tools, we will proceed from the above.
4. We will look at **success in the long run**.



Short History

1. Established 1998
2. New Wave 2006
3. Opposition and Ice Age 2012
4. Spring Thaw 2018



The legal status and the best practice of school boards in Estonia

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Starting point

Board in all schools and plenty of the best practice, if the headmaster and the board are mutually empowering



Composition of a board

One member represents the keeper (owner), one or two members represent teachers, in schools one member represents students. Other members represent parents (in schools also alumni and organisations supporting schools). Parents have the majority in the board.



The basic and high school act § 73 para 1

The School Board is a permanent body whose task is joint activities of school pupils, teachers, school keepers, pupils' parents, alumni and school-sponsoring organizations in setting up, planning and monitoring education and upbringing, and creating better conditions for education and upbringing.



The basic and high school act § 73 para 1, 17)

The School Board fulfills other tasks assigned to him by law or legislation issued on the basis of law and makes proposals to the school keeper for better resolution of school-related issues.

<https://www.riigiteataja.ee/akt/131122015015>



The kindergarten act § 24 para 1 and § 9 para 2

The Kindergarten Board is a **permanent body** whose task is to (jälgida) monitor that the **education and upbringing activities** are in **accordance with the children's development and interests** and to cooperate with the kindergarten's staff in this regard.

The competence of the board, the procedure for the election of members of the board and the duration of their powers should be regulated in the statutes of the kindergarten by the keeper



Jälgida

Inspect (Understanding of some boards)

Control

Supervise

Monitor

Observe

Watch for

Ensure (Google)

but not

Participate



Legal status

According to law in schools the board is mainly an advisory body for the headmaster. Only in some topics it has the right to make proposals or to approve the proposal made by the headmaster.

In kindergartens there are more topics where the board has the right to validate decisions.



The main problem

The main problem in Estonian education is the lack of responsibility.

Very often there is no board at all, the board does not work, the board is not elected correctly or the headmaster does not ask the opinion from the board,

but I don't know any case where the lack of the opinion of the board has hindered to approve the legal act.



The board and the headmaster

The efficiency of a school board in Estonia depends on the attitude of the headmaster. Our headmasters have the greatest power in developed countries.

Headmasters are overloaded, a board may overtake some tasks



The aim

Shared understanding of the role of the school, teachers, students and parents in educating and upbringing in the 21st century and agreement in the role of all stakeholders



The best practice

Empowerment of the management and teachers
Preparing a development plan of the school, curriculum and the rules of procedure, monitoring compliance, listening to a report of compliance
Coordination of decisions with interest groups represented in the board
Organizing election of members of the board
Meetings with parents or discussion in the lists before the meeting of the board
Competition conditions for a teacher including timing



The best practice (2)

Organizing entertainment events in school and in the community, including a sporting day

Christmas fairs to collect money for the school

Election of a teacher, a student, a parent (suggestions or decisions) for a year

School Fruit Scheme, healthy breaks (fruit, vegetable, dairy products)

Parent involvement and training

Joint training for parents and teachers

Associating and mediating parents, teachers and

other interest groups



The best practice (3)

Protecting the school

Risk analysis

Establishing a playground, fence, etc., parents and children working together

Agreement on the content, number and price of Christmas packages

School uniform, recognition the best students and classes wearing the uniform

Collecting money for toys

Bicycle storage

Recognition of regulars, athletes and other positively active students



The best practice (4)

Welcoming students at the door

Monthly infoclub

Organizing school reunions

Questionnaires for parents and students

Creation of alumni body

Cooperation with schools of interest

Cooperation with students self-government

The school pays the cost of excursions for better students

Introducing the best practice of the school in (social) media



The best practice (5)

Separate budget for the board

A list for active parents and teachers to discuss issues related with the board

Members of the board inform the parents who have elected them about the results of the board meeting

Information about the board on the home page of the school (work plan, members, ...)

A day of security, students research in this field (repair bicycles, ...) organized by parents

Introducing the situation to a new headmaster



The best practice (6)

Relating the kindergarten with the school
Cooperation with the village society, the community encourages parents to cooperate with the school

Joint meetings of the boards before joining the schools

Student conferences, board members read and evaluate student research papers

Introducing the best practice of other schools where parents work or have some other connection

Representing the school



THE VISION

Eesti Lastevanemate Liit

2018 - 2030



The Vision

1. **End of the Cold War**
2. **Legal or Mental Problem**
3. **New Paradigm** - all that is not forbidden is allowed
4. **Accountability vs Responsibility**
5. **OMS vs. collegiality**
6. **The Largest Number**



The Parents

1. Key players in **creating the environment**
2. Necessary social conditions to take responsibility **by participating in decision-making processes.**
3. **Educated and competent** decision makers
4. Education program about **communication skills** (conflict management) and **cooperation** (collegial management)



Steps

1. Creating a **Model**
2. Preparation of **Curriculum**
3. Pilot project for **Testing**
4. **Impact Study**
5. **Creating the National program**



Importance of the change

No victory nor the attainment of one's goal is as important as **the positive changes in you** that helped you to reach the goal.

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