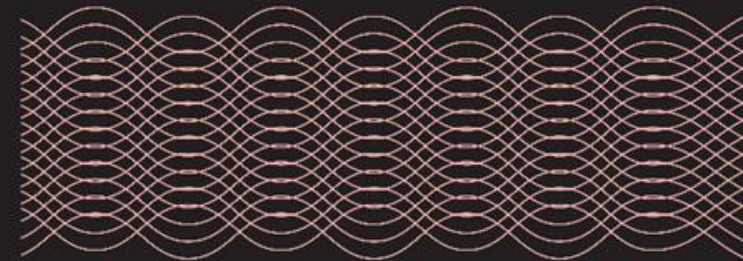


# Aiming for the Stars: Elevating School Quality

**Ulla Kamp**

*Principal of Tallinn City School*



*Tallinna Kesklinna Põhikool*

# Tallinn City School

- Established in 2013
- Middle school, grades 1-9
- 350 students, 40 teachers
- STEM focus

## **WE DARE and LEARN**

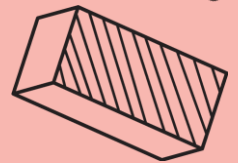
- We are curious and give ourselves a chance by experimenting and trying.
- We discover through practical experiences and dare to learn from mistakes.
- We achieve our goals with hard work and determination.

## **WE CARE and CHERISH**

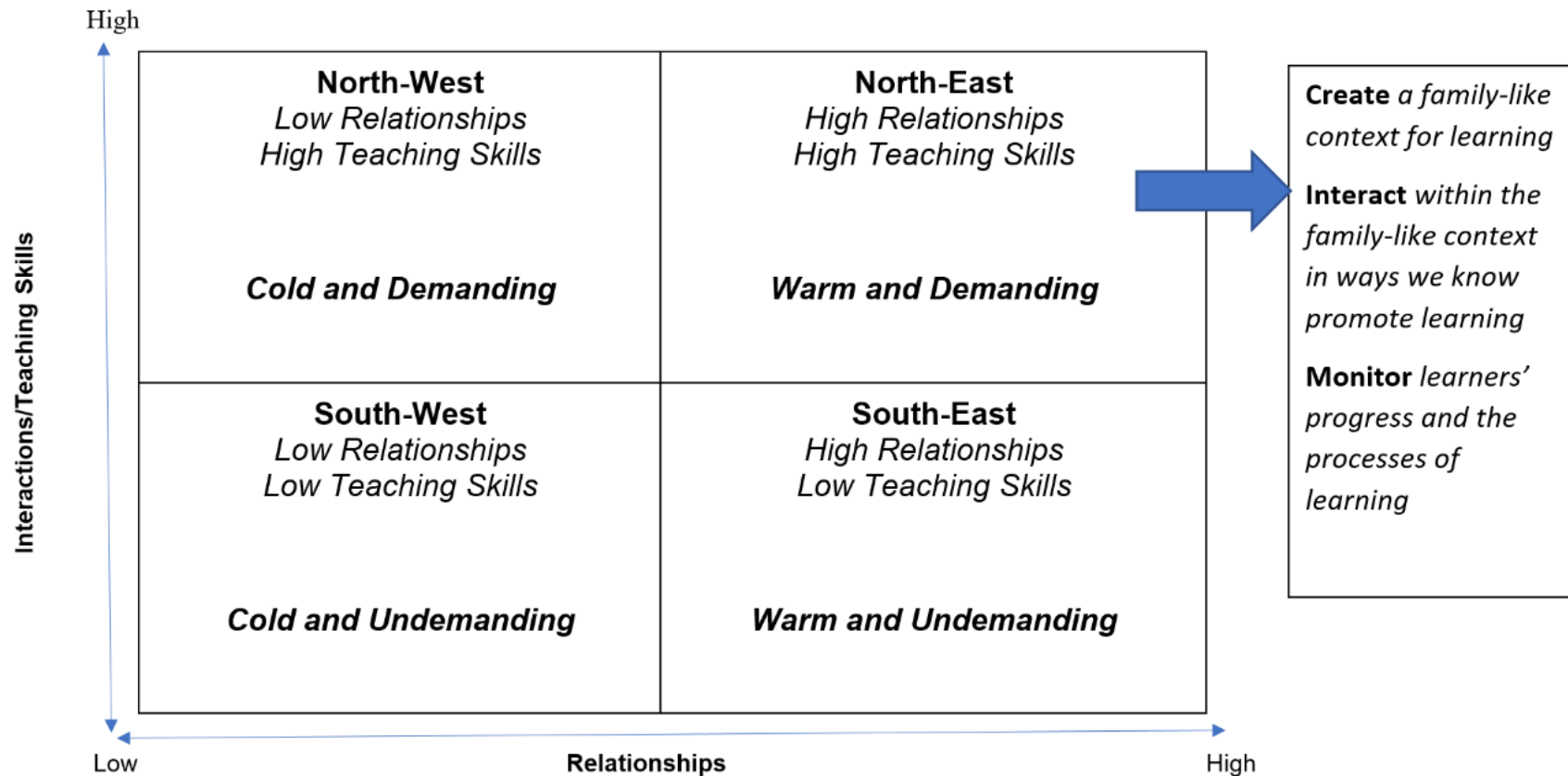
- We are kind, genuine and considerate of others, creating mutual connection and trust.
- We work together, valuing our own and others' time and contribution.
- We cherish and acknowledge our people.
- We are committed to our community.



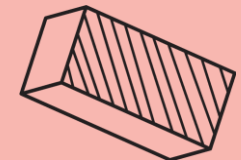
- **Student self-efficacy**
- **Teachers implementing relationship-based practices**
- **School-level monitoring**



# Teachers as relationship-based leaders of learning



“Teaching to the North-East: Relationship-based learning in practice” by Russell Bishop (2019)

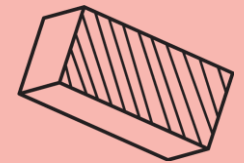


# Create a family-like context for learning by:

- caring for and nurturing the learner
- voicing and demonstrating high expectations
- ensuring that all learners can learn in a well-managed environment so as to promote learning
- knowing what learners need to learn

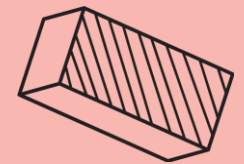
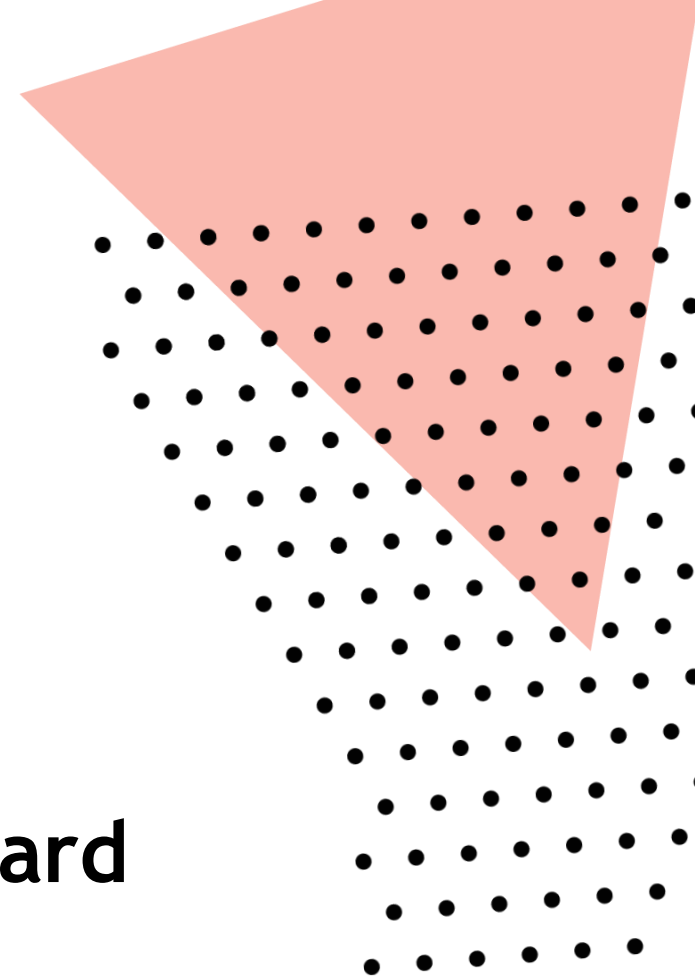


Connect before you correct



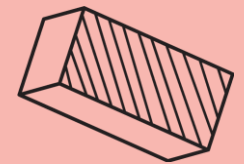
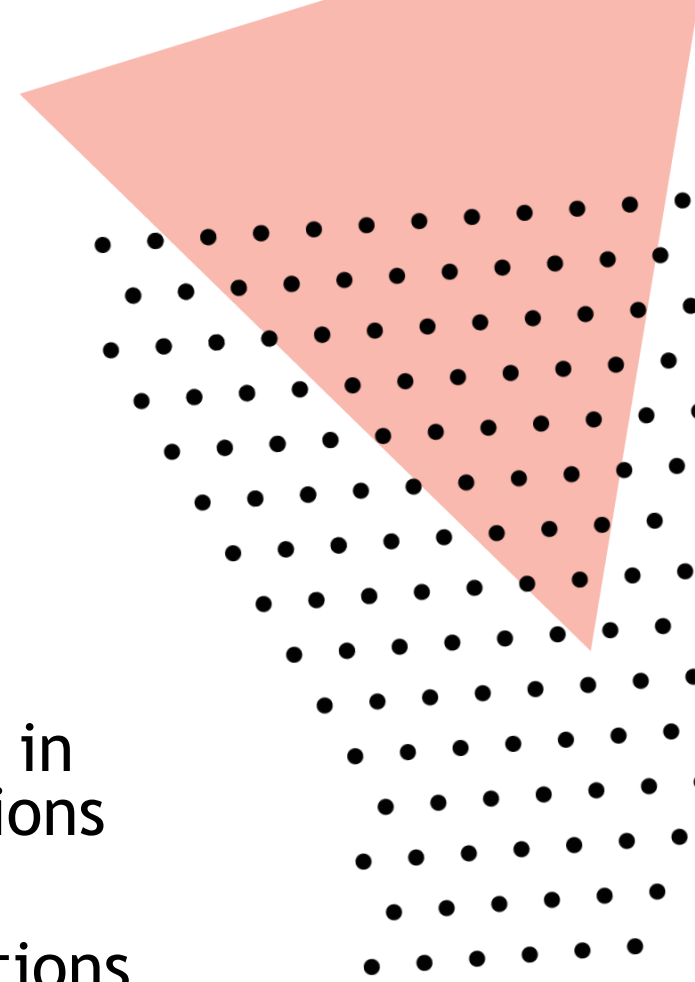
**Interact** within this family-like context in ways we know promotes learning by:

- drawing on learners' prior learning
- using formative assessment: **feedback**
- using formative assessment: **feed-forward**
- using co-construction processes
- using power-sharing strategies



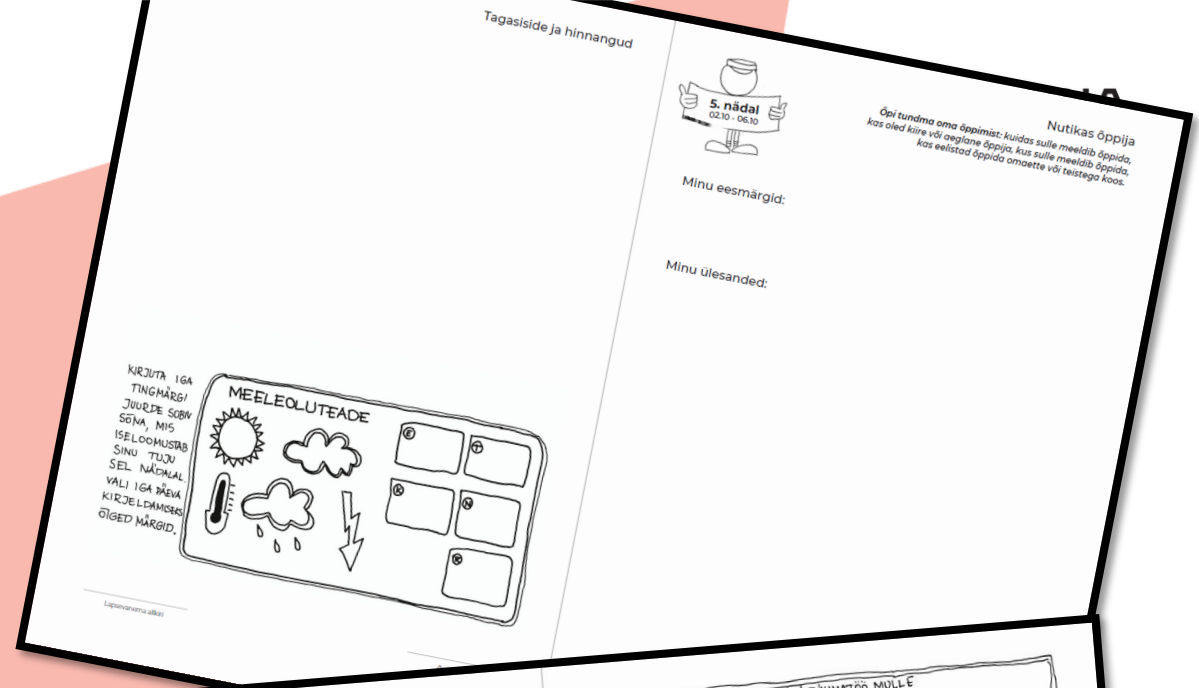
# Monitor learners' progress and the impact of the processes of learning by assessing how well learners are able to:

- set goals for their learning
- articulate how they prefer to learn
- explain how they prefer to organise/ be organised in their learning/ learning relationships and interactions
- participate in leadership roles and functions
- include others in the learning context and interactions
- provide evidence of how well they are progressing and what progress they are making
- take ownership of their own learning



# Student self-efficacy

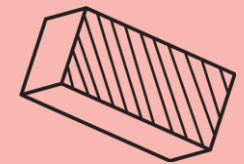
- Formative assessment
- Student diary
- 15 min individual coaching sessions





# Monitoring and Evidence

- Constant monitoring of student progress in eSchool.
- School-level standardised tests twice a year.
- School-based and national surveys.
- Graduates continuing education in upper secondary level.
- State-level standardised tests in 4<sup>th</sup> and 7<sup>th</sup> grade in Estonian, Maths, Natural Sciences.
- Results of state examinations.



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