



# Kalamaja Avatud Kool

## Multilingual school in Kalamaja, Tallinn

**Rasmus Rask**

*Entrepreneur, father of two  
Kalamaja Open School, Estonia*

**International conference „Integration Challenges in a Radicalizing World“  
29 – 30 November 2016, Tallinn, Estonia**



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## In short

- A plan to open a basic school in Kalamaja area, Tallinn in 2017
- Organic growth, 60-90 first-graders enrolled the first year
- A private school, yet founded in close cooperation with city government
- Among other innovations, two-language immersion programme being implemented



# Is there a need for new type of school?

## PISA 2012 results

Ranking	Math		Reading		Science	
	Mean	Country	Mean	Country	Mean	Country
1	613	Shanghai-China	570	Shanghai-China	580	Shanghai-China
2	573	Singapur	545	Hong Kong-China	555	Hong Kong-China
3	561	Hong Kong-China	542	Singapore	551	Singapore
4	560	Chinese Taipei	538	Japan	547	Japan
5	554	Korea	536	Korea	545	Finland
6	538	Macao-China	524	Finland	541	Estonia
7	536	Japan	523	Ireland	538	Korea
8	535	Liechtenstein	523	Chinese Taipei	528	Viet Nam
9	531	Switzerland	523	Kanada	526	Poland
10	523	Netherlands	518	Poland	525	Canada
11	521	Estonia	516	Estonia	525	Liechtenstein
12	519	Finland	516	Liechtenstein	524	Germany



# The world has changed...

Electronics factory in Kalamaja, 1960s



Design agency Velvet, in Kalamaja, 2016



...school hasn't (much)

1980s



2014





# What is the school model for 21st century?



# 2014: Kick off



Rasmus Rask   Margit Aasmäe   Artur Taevere   Helen Sabrak





# Design principle: Evidence based methodologies

Toolkit Strand ^	Cost v	Evidence Strength v	Months Impact
<b>Feedback</b> High impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8
<b>Meta-cognition and self-regulation</b> High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8
<b>Homework (Secondary)</b> Moderate impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
<b>Mastery learning</b> Moderate impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
<b>Repeating a year</b> Negative impact for very high cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-4
<b>Setting or streaming</b> Negative impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-1
<b>Aspiration interventions</b> Very low or no impact for moderate cost, based on very low evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0

Source: EEF –  
Education  
Endowment  
Foundation

# Curriculum innovation: five core competencies

Independent  
Thinker

Original  
Creator

Active  
Learner

Open  
Companion

Balanced  
Individual





## Promise (what?)

Strong in basic academic skills (math, languages, science) and can use them in real life

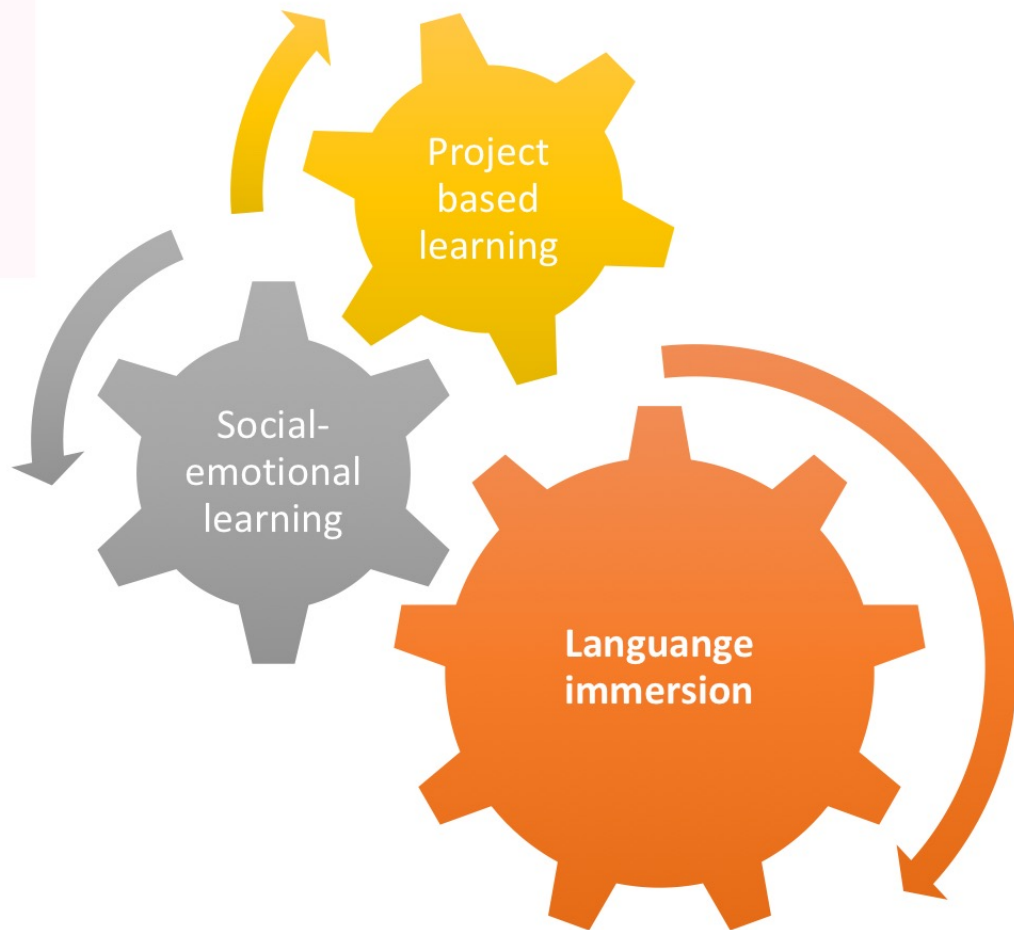
Masters 4 languages (Estonian, Russia, English and programming)

Both smart and nice

Understands oneself and others

Enjoys school and life

## Methods (how?)





# Project example: how to make the way to school safer?

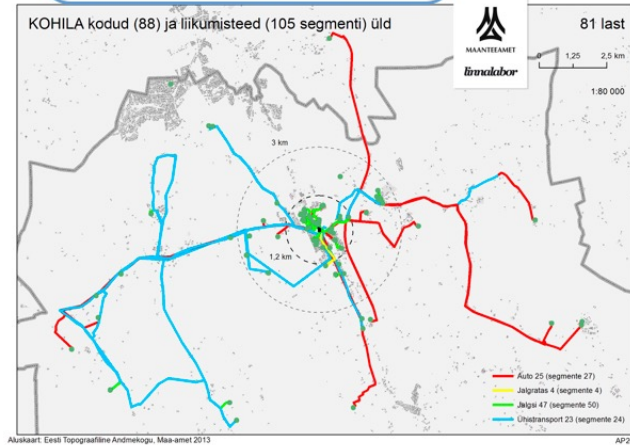
## SUBJECTS COVERED:

Math  
Reading, writing,  
speaking  
Geography, biology

## SKILLS DEVELOPMENT:

Teamwork  
Research & Planning  
Analysis & Feedback  
Communication &  
presentation

**PROJECT TEAMS:**  
4-6 students with a  
similar path to school



**JOINT PLANNING**  
Class teacher  
Assistant teacher  
Arts teacher  
Sports teacher

## SCHOOL DAY

Morning session: learn and  
practice basic skills  
Afternoon session: project  
application of learned skills in  
project work

## ENGAGED PARTIES

City planning department  
Parents  
Local businesses

## EXPECTED OUTCOME

Presentation to parents  
Letter of proposal to city  
planning department

Evidence based: two-way immersion programmes do work

*"Our data suggest that students in two-language classrooms – those where they are taught both in English and their first language – do better if we just give them enough time. Focusing on the long term is key."*

Sean Reardon, a professor of education and scholar at Stanford's Center for Education Policy Analysis, who directed the study, which found long-term benefits for English-language learners of two-language instructional programs



# Two-way language programme: practical set-up

**Morning session**  
9-12 am

**Afternoon session**  
12-3 pm

## **Group A**

15 students, 60-70%  
Estonian speaking, 30-  
40% Russian speaking

Class teacher: Estonian native  
Assistant teacher: Russian  
native

Class teacher: Russian native  
Assistant teacher: Estonian  
native



## **Group B**

15 students, 60-70%  
Estonian speaking, 30-  
40% Russian speaking

Class teacher: Russian native  
Assistant teacher: Estonian  
native

Class teacher: Estonian native  
Assistant teacher: Russian  
native

## One face, one language principle



2017

A T D K  
V U O L  
A A O

KALAMAJA



# Presentation given at International conference **Integration Challenges in a Radicalising World**

***29 – 30 November 2016 in Tallinn, Estonia***

For more conference materials and presentations  
please visit [www.misakonverents.ee](http://www.misakonverents.ee)



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