

DePTER

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# Supporting the development of reflective practitioners

DePTER 6th staff training

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# Background of the topic

- Based on the framework of Self-Determination Theory (Deci & Ryan, 2000)
    - intrinsic vs extrinsic goals (Ryan & Deci, 2017)
    - amotivation – controlled motivation – autonomous motivation (Reeve & Su, 2014)
  - Estonian primary teachers' **motivation is high but shifts** have been found
  - Teachers highlighted **overcoming difficult situations** as an crucial aspect in their work
  - Thus, **coping with pressure** rises to importance
  - Teachers who analysed their work more deeply were also more aware of their **possibilities** to manage different (challenging) situations
- **Reflection** as an important aspect in teacher motivation

Results based on Näkk & Timoštšuk (2021)

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# Steps we have taken so far

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- **Entrance examination:**  
better monitor candidates' motives,  
understanding of dedicating self  
to a 5-year integrated study
- **Teaching practicums:**  
improvements in practicum  
tasks,  
addition of an ethics task



# The support and inspiration from DePTER

- Teaching practicum II (9 ECT)
  - Self-reflection task. Pre- and post-practicum
  - Ethics task. Post-practicum

## KAL7132.HR Põhipraktika 4.-6 klassini. 2021

KAL7132.HR Põhipraktika 4.-6 klassini. 2021 > Ülesannete haldur (5)

KUVA MUUDA LIIKMED FAILID 6 ÕPPEMATERJALID UUDISED 1 ÜLESANNETE HALDUR 5

LISA UUS LAE ALLA CSV

Vali kuvatav ülesanne

Kõik ülesanded FILTREERI

Nimi	31.10	05.11	30.11	23.12	27.12	27.12	03.01	08.01



# My reflections as a teaching practicum supervisor 1/2

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- Reflections are
  - little detailed
  - external aspects
  - focus on 'survival'
  - main expectation positive relationship with the students
  - main concern time management
  - very few see the possibility for professional development, learning more than during teaching, wanting to contribute to students' development and well-being



# My reflections as a teaching practicum supervisor 2/2

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- **Ethics task includes analysing an ethical dilemma/issue that they noticed**
  - Over half claim there were no ethical dilemmas and that everything went fine
  - Some admit they are not sure whether what they noticed is an ethical dilemma/issue or not
  - Some noticed issues
- Estonian socio-cultural history plays a big role in this matter



# What do I do to support my students?

- Share my own practicum experiences as examples
- Highlight the importance of feedback from guiding teacher
  - ‘Did the guiding teacher talk about managing pressure?’
- Encourage students to make a habit of visiting the staff room, participating in ‘info minutes’ and other teacher-to-teacher activities
- Encourage students to ask permission to fill in eKool/Stuudium etc, gain broader experience
- Group and/or individual meetings before and after the practicum

# Future steps

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- **Continue improving** practicum tasks, course tasks, entrance examination
- **Better support** the acknowledgement of own decisions, actions etc
- **Support motivation** throughout the 5 years: broadening the worldview and emphasising the importance they have regarding students
- **Empower future teachers**, *agency, mindset*





*Always remember why you began this journey.*

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# References

- Deci, E. L., & Ryan, R. M. (2000). **The „what“ and „why“ of goal pursuits: Human needs and the self-determination of behaviour.** *Psychological Inquiry*, 11(4), 227-268.
- Näkk, A.-M., & Timoštšuk, I. (2021). **In pursuit of primary teachers' work motivation amid increased external neoliberal pressure in education.** *Teacher Development*, 25(5), 585-603.
- Reeve, J., & Su, Y-L. (2014). **Teacher motivation.** In M. Gagne (Eds.) *The Oxford handbook of work engagement, motivation, and self-determination theory* (pp. 349-362). NY: Oxford University Press.
- Ryan, R. M., & Deci, E. L. (2017). **Self-determination theory: Basic psychological needs in motivation, development, and wellness.** New York: Guilford Publications.