

The Impact of Neoliberal Educational Reforms on Teachers Learning Experiences

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Introduction

- Estonian education system experienced a change of ideology as in all Eastern Europe after the collapse of the Soviet Union.
- As teachers' learning can be characterised as professional identity building (Timoštšuk, 2011), the social changes related learning experiences can be considered as significant for forming and transforming teachers' identity.

Methodology

- Wenger social learning theory was used in this study to explore teachers' learning during social reforms.
- Semi-structured interview for 12 teachers, who started their career in the years of 1990 - 1995 was used.

Results

- All aspects of social learning (Wenger, 1998) present in teachers' interviews about their professional life and learning experiences.
- Most of all the influence of learning on doing came forward in the results and after that came the influence of belonging to the community.

Results

- The other components, meanings and identity of social learning appeared in the results in a more modest way.
- The teachers emphasised, that growing as a person and development have created better prerequisites for being a successful teacher.

Implications for policy/Practice

- Exploring the period of rapid political changes can light up more socially influenced areas of this kind of professional learning.

Implications for policy/Practice

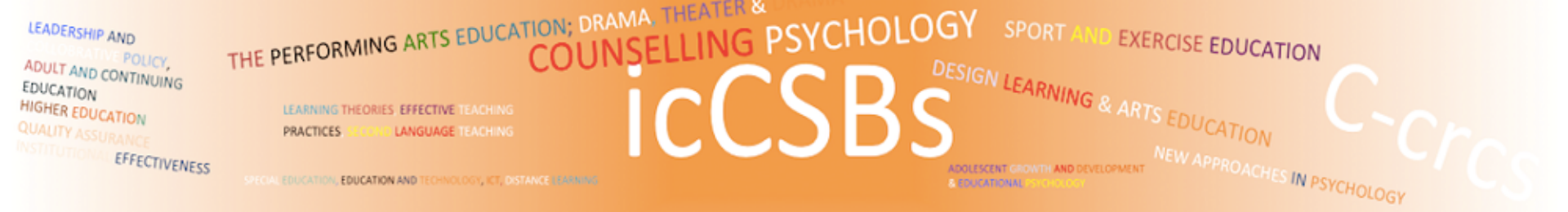
- This study helps to develop deeper understanding of the teacher learning process and professional development.

Conclusion

- The results confirmed the situational character of the teachers' learning and teaching and the results are in accordance with the earlier studies (cf. Kostogriz, 2007; Putnam & Borko, 2000).
- Teacher's profession is context specific and when situations change the teachers are forced to change and develop professionally.

Conclusion

- During the last twenty years Estonian society has undergone great ideological and economic and educational change.
- This changes towards neoliberal educational system are reflected in teachers' learning experiences and their professional development.



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