

How to plan, implement and assess PRESETT teacher education study programmes – Finnish experience

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● ● AIMS / FOCUS OF THE WEBINAR

- Discuss various aspects related to curriculum development work through getting to know about Finnish examples
- Engage in individual and group tasks to deepen one's understanding and experience of planning and implementation of teacher education programmes
- Think about how to support and enhance curriculum development work in one's own institute in collaboration with colleagues

Cycle, approach and good practices of the planning and implementation of PRESETT study programmes

14:00	Introduction to curriculum development work Values and ethical foundations of teaching and teacher education Individual/group work
15:30	Tea / coffee break
15:45	Presentation: examples of curriculum development and course implementation at UH Group work
17:15	Overview of the foundations of teaching and teacher education in Ukraine / the school reform and Teacher Professional Standards
18:00	End of the session



Introduction to curriculum development work



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MOVING FORWARD
TOGETHER

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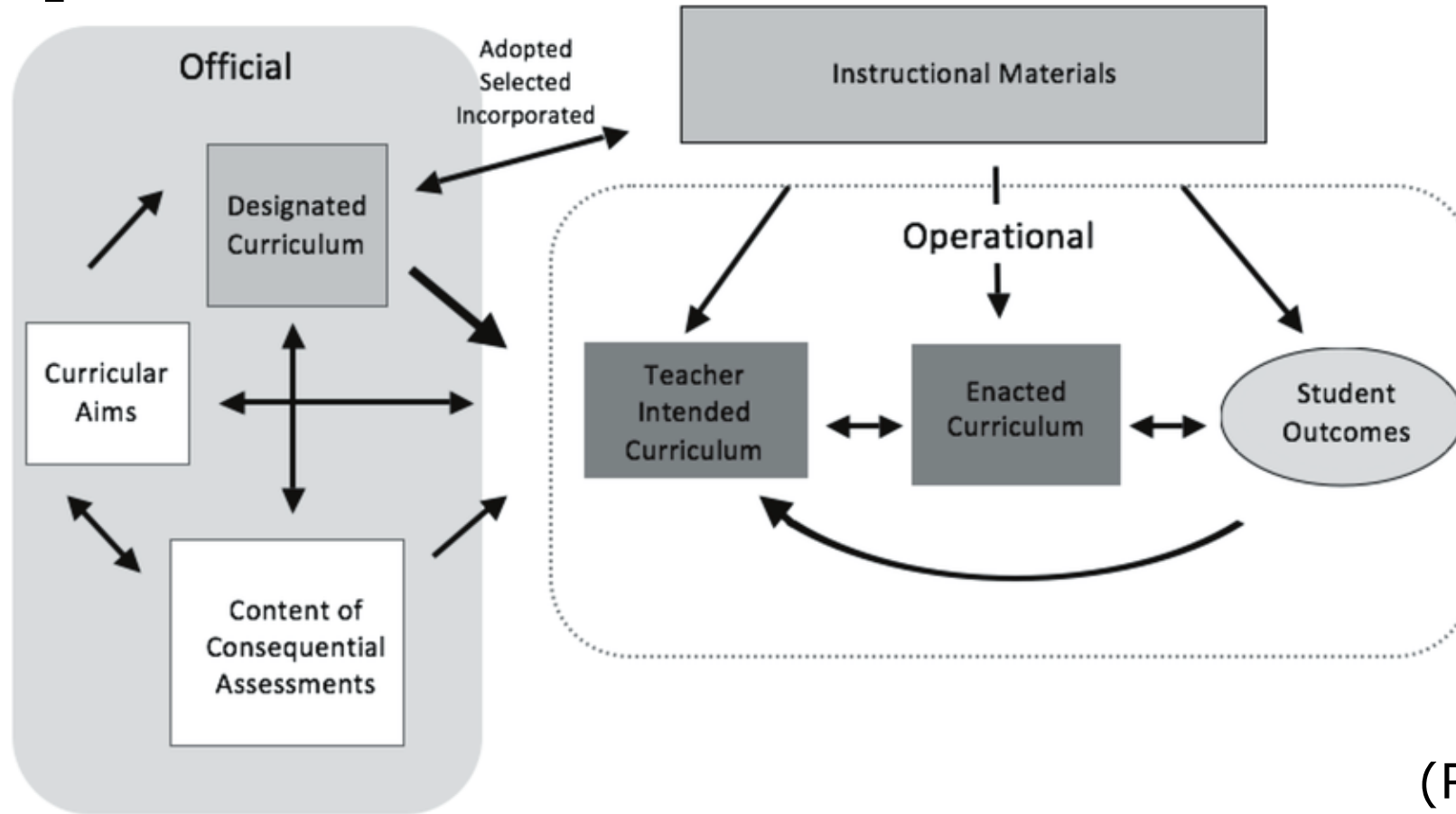
FCG.

Curriculum development as a process

- Planning
 - Design – syllabi
 - Implementation
 - Evaluation / assessment
- 
- Designated
 - Intended
 - Enacted
 - experienced curriculum

(Remillard & Heck, 2014)

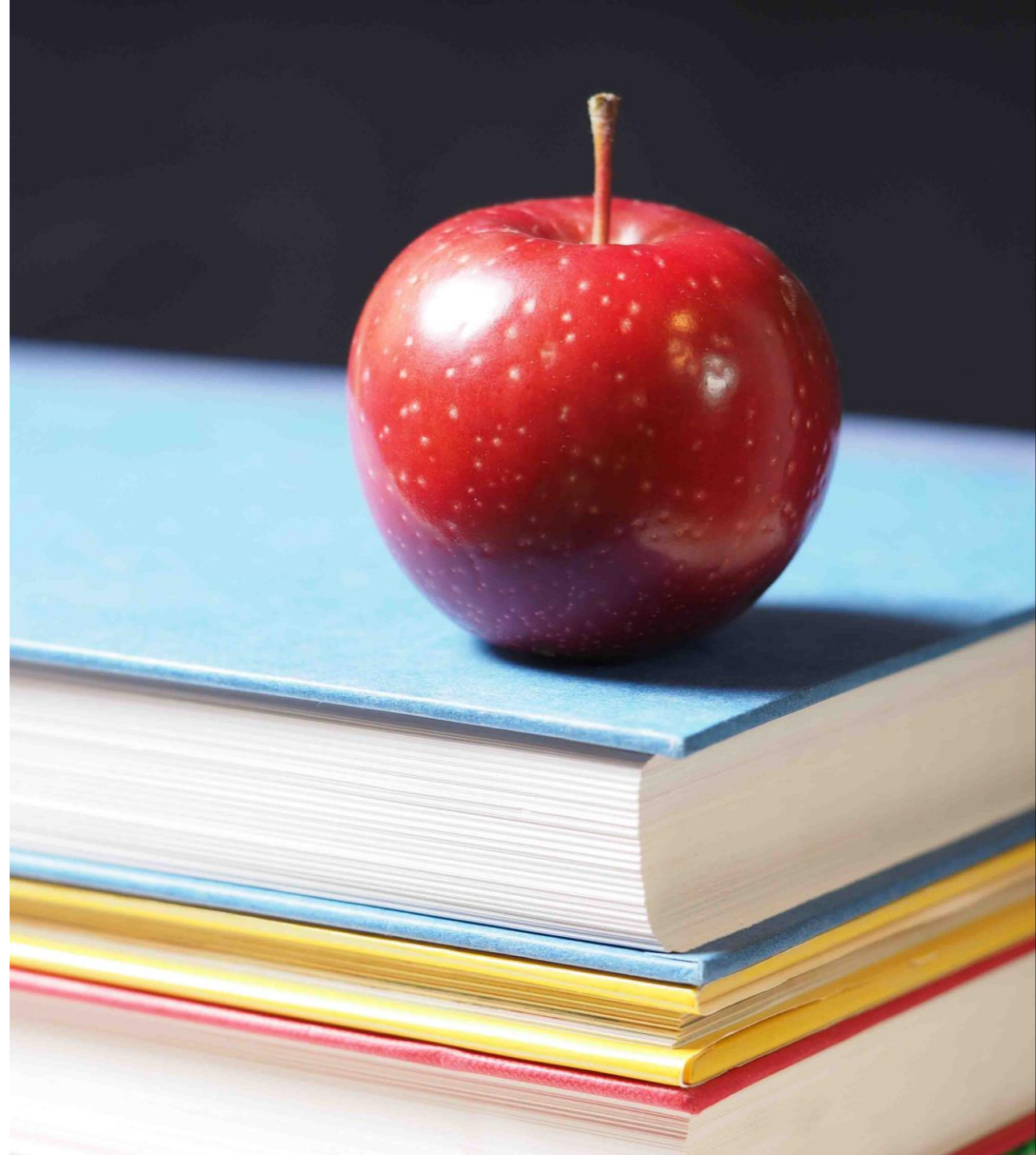
Curriculum development as a process



(Remillard & Heck, 2014)

Curriculum development (What?)

- Producing an official document
 - **Input:** defining and outlining the way training should be implemented (what and how education should look like?)
 - **Output:** what should be learned? What kinds of skills and knowledge should students gain?



Curriculum development in TE (What?)

- Curriculum / syllabus as an artefact that provides a tool for negotiations as well as promotes professional development in a work community (teacher education institutes)
- Curriculum gives an outline for aims and learning objectives, content, methods and assessment in teacher training (Vitikka et al 2012/14)
 - Curriculum promoting student teachers' professional development
 - Expectations of society, politics... (university / academics, government and economic organisations)

Values and ethical foundations of teaching and teacher education



Starting points for curriculum development (Why?)

- Improve student competences (knowledge and skills) and address current needs/trends
 - 21st century skills; ICT use and digitalisation, collaborative approach
 - Sustainable education, multi-professionalism, interculturalism and globalisation...
- Study organisation and structure of the degree programmes
- Enhance possibilities to find employment after graduation
- Efficiency of training
- Strengthen students' role in teacher education
- Something else?



● ● Current trends in Finnish teacher education

- General issues related to education
 - Equality - equity
 - Multiculturalism / diversity
 - Language awareness
 - Special education
 - Sustainable development – sustainability
 - Researched-based teacher education

WORKING SESSION

Group work



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Group discussion for 30 minutes

- Groups of (about) five persons
- Each group is given two questions to consider (for 15 minutes each)
 - Start with the first one given to your group
 - If you have time, continue to the second one
- One group member takes notes and shares them in a concise form on Flinga <https://edu.flinga.fi/s/EVHBJFL> using the same colour background as in the statement

Tea / coffee break starts at 15:30 and all groups return to the main room at 15:45.

● ● Questions for discussion

- A. **What competences does a new teacher need? (What is a good teacher?)**
- B. **What current issues should be included in your teacher education programme?**
- C. **How should student-centredness show in the programme and what does it include?**

Group discussion for 30 minutes

FLINGA

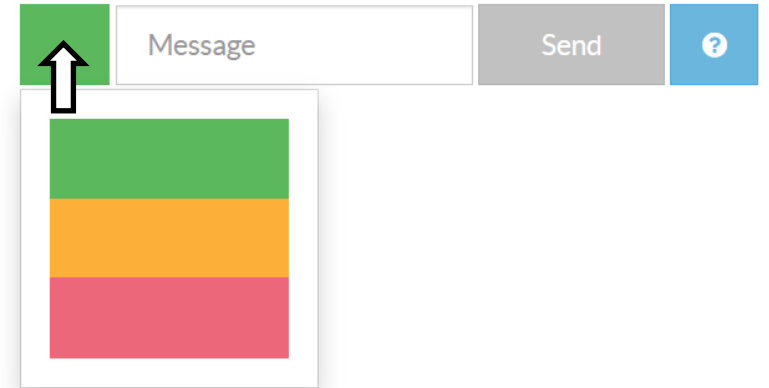
Oldest first

Grid

WHAT COMPETENCES DOES A NEW TEACHER NEED? (WHAT IS A GOOD TEACHER?)

WHAT CURRENT ISSUES SHOULD BE INCLUDED IN YOUR TEACHER EDUCATION PROGRAMME?

HOW SHOULD STUDENT-CENTREDNESS SHOW IN THE PROGRAMME AND WHAT DOES IT INCLUDE?



● ● **Tea / coffee break**



Example of curriculum development and course implementation at UH

Curriculum development in UH

2015 (Why?)

Reasons and motives for curriculum development work in University of Helsinki
(Metsäaho 2017)

- Improving knowledge and skills
- Towards globalisation / internationalisation
- Flexibility in studying and smooth progress
- Promote transitions
- Using resources efficiently
- Employment
- Competitiveness
- Collaboration and multiprofessionalism

● ● Foundational issues in Finnish teacher education (Salminen & Sääntti 2017)

1. relation between theory and practice that shows a challenging connection between research knowledge and everyday school work
2. nature of research in education: the relation between basic research and applied research
3. the status of didactics and the tension between educational psychology

● ● Concerns about research-emphasis in TE

- Do teacher students really need research skills in school work?
- Was the ideal of a teacher as a researcher just for the needs of scientific status?

“The traditional teacher educators wanted to assure that teacher students have the practical pedagogic know-how which takes place in the practical education work. The attention of today's teacher trainers has primarily turned to the promotion of own research. It is clear that research is an essential part of academic teacher education. It is, however, alarming that the evaluation of teacher education is based on the same standards of research production as the evaluation of traditional branches of science. The teacher education should not forget its practical nature.”

(Rantala, Salminen & Säntti, 2010)

● ● The core aims of Primary Teacher Education (UH)

Students will acquire readiness for

- acting as an expert in education and teaching, who recognise their educational responsibility and maintain their professional competence
- cooperation with all members of the school community, pupils and their parents as well as the various societal bodies.
- working as part of school administration, organisations or enterprises
- teaching various disciplines and combining educational theory and practice into their own practical pedagogical theory

● ● Curriculum for Primary TE (300 ECTS)

1. Language and communication studies 20 ECTS
2. Basic studies in education 25 ECTS
3. Main Subject Studies 35 ECTS
4. Multidisciplinary Studies
and Cross-curricular Issues 60 ECTS
- 5.
6. Optional (Minor Subject) studies 40 ECTS

ECTS = 27 hours of work

● ● Curriculum for Primary TE (300 ECTS)

1. Language and communication studies 20 + 4 ECTS
2. Basic studies in education 25 ECTS
3. Main Subject Studies 35 ECTS
4. Multidisciplinary Studies
and Cross-curricular Issues 60 ECTS
5. Advanced Studies in Education 80 ECTS
6. Optional (Minor Subject) studies 40 + 36 ECTS

ECTS = 27 hours of work

Curriculum implementation through individual courses

- General discussion about the core of TE
 - Structure and content of syllabi
 - Methods / cross-curricula themes
 - ICT and digital tools
 - ...
- Multidisciplinary studies comprised of individual courses

Collaboration and continuous development among teacher educators!

The Bachelor of Education degree (180 ECTS credits)	
Language and Communication Studies	15
Speech Communication and interactional skills	1
Academic Writing	2
Foreign Language	3
Second National Language	3
Digital Knowledge and skills: orientation	2
Digital Knowledge and skills: advanced skills	1
Drama Pedagogy for enhancing student-teacher interaction	2
Basic Studies in Education	25
Towards investigative method	5
Social, Historical and Philosophical Foundations of Education	5
Learning Psychology	5
Planning, implementation and assessment in education I	5
Pedagogical Interaction	5
Main Subject Studies in Education	40
Quantitative Research Methods I	5
Qualitative Research Methods I	5
Support for learning and well-being	5
Planning, implementation and assessment in education II	5
Multidisciplinary oriented Practicum	10
Bachelor's Thesis (including seminars)	10
Multidisciplinary Studies in Subjects and Cross-curricular Issues in Comprehensive School	60
Finnish Language in School	5
Children Literature in School	3
Mathematics Education	7
Visual Arts Education	5
Craft Education	5
Physical Education	5
Music Education	5
History and Societal Education	5
Worldview Education	5
Biology and Geography Education	5
Physics and Chemistry Education	5
Health Education and cross-curricula learning module	5
Optional Minor Subject and Optional Studies	40

The Masters of Education degree (120 ECTS credits)	
Advanced Studies in Education	80
Current topics in educational research	5
Quantitative Research Methods II	5
Qualitative Research Methods II	5
Early Childhood Education	5
Teacher as a researcher	10
Curriculum and development of school institution	5
Master's Practicum	10
Master's Thesis (including seminars)	35
Optional Studies	40

● ● Aims of mathematics education course

Students will understand

- special features of mathematics as a school subject
- the meaning of mathematics for individuals and the whole society
- central contents of primary school mathematics

Students will acquire readiness for

- teaching school mathematics in accordance with the National Core Curriculum
- diagnosing students' knowledge, skill and affects, and based on this, differentiating classroom activities
- discussing mathematics from various perspectives including integration with other subjects



● ● Implementation of mathematics education

The content of the course: basic knowledge of teaching and learning mathematics especially at primary level

- methods to be used in primary mathematics education
- psychological basis of teaching and learning mathematics

Lectures: 20 lesson hours

Small group work (max. 24 students): 44 lesson hours

School-based activities: ~30 lesson hours

Individual work: ~100 hours



GROUP WORK:

Important aspects of curriculum development

● ● Group discussions for 30 minutes

- In the same groups as earlier
- Each group is given two questions to consider (for 15 minutes each)
 - Start with the first one given to your group
 - If you have time, continue to the second one
- One group member takes notes and shares them in a concise form on Flinga <https://edu.flinga.fi/s/EG4RT5G> using the same colour background as in the statement

The Breakout rooms will be closed so that everyone returns to the main group by 17:15.

● ● Questions to discuss

- A. What kind of collaboration should take place between teacher educators?
- B. What is the role of research in teacher education?**
- C. What are the essential topics and content that should be included in the programme?**

●● Group discussions for 30 min

The screenshot shows the FLINGA interface. At the top left is the FLINGA logo. Below it are two dropdown menus: 'Oldest first' and 'Grid'. The main area contains three discussion cards:

- A) WHAT KIND OF COLLABORATION SHOULD TAKE PLACE BETWEEN TEACHER EDUCATORS?** (Grey card)
- B) WHAT IS THE ROLE OF RESEARCH IN TEACHER EDUCATION?** (Purple card)
- C) WHAT ARE THE ESSENTIAL TOPICS AND CONTENT THAT SHOULD BE INCLUDED IN THE TE PROGRAMME?** (Teal card)

On the right side, there is a message input field with a 'Message' placeholder, a 'Send' button, and a help icon. A white arrow points to the top-left corner of the message input field, which is highlighted with a purple square. Below the arrow is a small preview window showing a vertical stack of three colored squares: purple, grey, and teal.

Overview of the foundations of teaching and teacher education in Ukraine / The school reform and Teacher Professional Standards