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

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21.09.2021

Cycle, approach and good practices of the planning and implementation of PRESETT teacher education study programmes	
14:00	Collaboration between different stakeholders on curriculum development Personal practical theory as a teacher educator Individual/group work
15:30	Tea / coffee break
15:45	Group work (continues) Digitalisation and cross-curricular themes Essential skills and knowledge Group work
17:15	Overview of the PRESETT planning and implementation cycle in Ukraine, current status and development work
18:00	End of the session

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Collaboration between different stakeholders on curriculum development

Curriculum as a shared interest

Collaboration between stakeholders at different stages of the process is necessary for reaching quality teacher education

➢ Identifying the interest groups

➢ Ownership / commitment

Planning

Design – syllabi

Implementation

Evaluation / assessment

Contextual influences and limitations

Different stakeholders have different interests and needs

- Tripartite collaboration at UH: university – government – private sector and economics
  - Perspective of an individual teacher educator and possibilities to participate in discussion and the process
  - Potential conflict between interests

--> Curriculum development work as an accessible process?

Collaboration at different levels

- **Home institute**
  - Within a course / module / study program
  - Within department & faculty / between faculties

- **Between institutes providing teacher education**
  - Special subject groups
  - Harmonizing teacher education programmes

- **Stakeholders outside university**
  - Ministry of Education – public sector - non-profit / labour organisation

Planning

Design – syllabi

Implementation

Evaluation / assessment

Personal practical theory as a teacher educator

Teacher identity relates to professional self-understanding

- Self-image

- Self-esteem

- Task perception

- Job motivation

- Future perspectives

(Vanassche & Kelchtermans, 2014)

Student teachers' teacher identity development

"Teacher identity stands as the core of the teaching profession. It provides a framework for teachers to construct their own ideas of

"how to be"

"how to act" and

"how to understand" their work and their place in society.

Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience." (Sachs, 2005, p. 15)

Teacher identity seen as a continuous process – personal and professional development (Beijaard & Meijer, 2017)

What is a personal practical theory (PPT)?

➢ Personal *pedagogical beliefs about teaching, studying and learning*

➢ Formed on the basis of experiences and their interpretations

  ◦ transform and change with experiences

➢ Affects teacher's practice

  ◦ acts a as filters through which teachers view their work and make pedagogical choices

  ◦ There may be a discrepancy between PPTs and teaching practice

(Levin & He, 2008; Stenberg et al., 2014; Stenberg & Maaranen, 2020)

Need to develop PPTs

➢ PPTs are difficult to access -> often tacit

  ➢ Teachers may hold various PPTs that are taken for granted or left unspoken

➢ Student teachers

  ➢ have a great number of beliefs

  ➢ adopt different, also opposite beliefs, in different contexts of teacher education (e.g., in different courses)

  ➢ may fall back on the old ways of teaching (examples of old teachers) if PPTs are not explicitly exposed and discussed

(Levin & He, 2008; Stenberg et al., 2014; Stenberg & Maaranen, 2020)

Working with your teacher educator identity with the help of PPTs

1) Write a list of beliefs that are important to you as a teacher (educator). Why are they important?

2) Where did the beliefs come from (from education, school experiences, work experiences, other experiences, research, teacher education, books, media…)?

3) How do they manifest in your work?

(Levin & He 2008; Stenberg et al. 2014; Stenberg & Maaranen, 2020)

Activity

Individual / group work

Individual task (about 10 min)

Consider these questions on your own and write down your thoughts (paper/laptop). **You don't have to share these with others.**

1) Write a list of beliefs that are important to you as a teacher (educator). Why are they important?

2) Where did the beliefs come from (from education, school experiences, work experiences, other experiences, research, teacher education, books, media…)?

3) How do they manifest in your work?

Group work (25 min)

You are divided into groups of 5-6 persons.

➢ Choose one person to be the "secretary" who writes ONE concise summary of your discussions on Flinga AT THE END OF YOUR DISCUSSIONS.

➢ Discuss this question in your group, from the perspective that you choose:

  ➢ What (especially) supports the development of PPTs for teacher students during the teacher education programme?
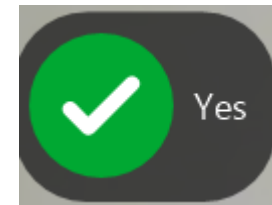
https://edu.flinga.fi/s/ERHRXMD

Tea / coffee break

Work continues (~10min)

- Read through all the entries on Flinga
  https://edu.flinga.fi/s/ERHRXMD

- Choose one of the entries (by voting) that you think is the most suitable or best way to support student teachers' PPT development

- When you have completed the task,
  click on the green Yes-sign in Zoom Reactions!

Digitalisation and cross-curricular themes

Essential skills and knowledge

Digitalisation and IT skills in teacher education

Learning about digital tools and enhancing ICT skills as well as understanding pedagogical approaches in teacher education

- Knowledge and skills (personal readiness as a user)

  ◦ Learning object

  ◦ A tool to be used in learning process / creative process

- Pedagogical understanding / didactics

- Challenges: fluctuating field, generic – specific skills, technical limitations…

(Ruthven, 2009; Sang et al. 2009; Pepin et al 2013)
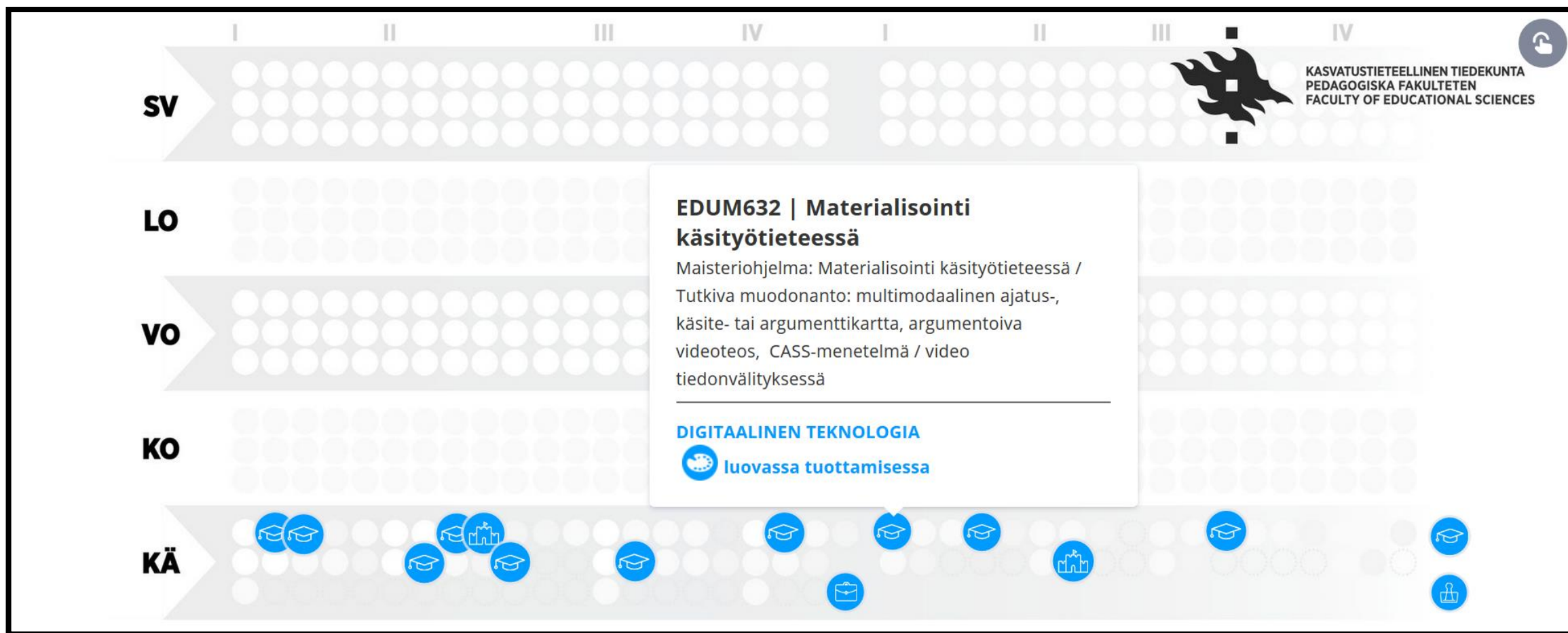
ICT in teacher education

Challenge to provide an overall view of digitalisation in teacher education

- Generic ideas and pedagogical approaches

- Support for enhancing personal skills

- Balance between the courses – learning objects / tools for learning

Collaboration within teacher education and knowing better what the others do...
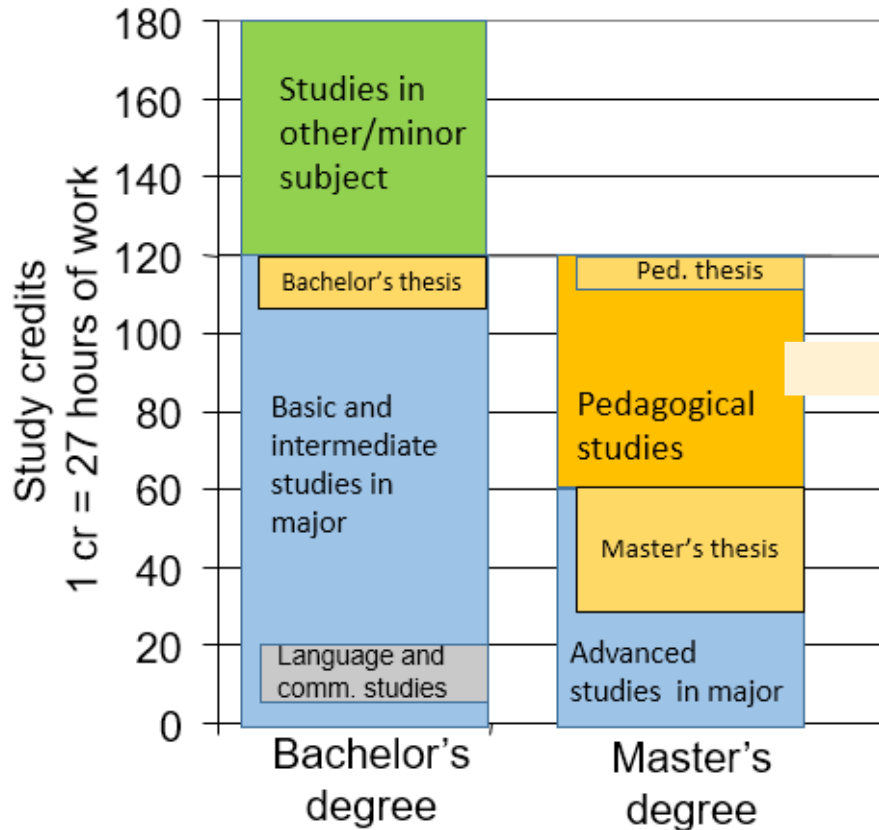
Pilot in UH teacher education

Making digital components visible along the programme

Structure of Bachelor + Master degrees of a subject teacher: 3+2 yrs (300cr)

Pedagogical studies for teachers 60 cr	Basic Studies 25 cr	Intermediate Studies 35 cr
Studies in Education 15 cr	Psychology of Learning and Development 5 cr	Social, Cultural and Philosophical Foundations of Education 5 cr Support for Learning and Well-being 5 cr
Studies in Subject Didactics 25 cr	Subject Didactics I: Curriculum and Teaching 10 cr	Subject Didactics II: Assessment and Development 5 cr Teacher as a Researcher Seminar 10 cr • Research Seminar 8 cr • Didactics 2 cr
Teaching practice 20 cr	Basic Practice 10 cr	Advanced Practice 10 cr

Structure and content of pedagogical studies for subject teachers

Pedagogical studies for teachers 60 cr	Basic Studies 25 cr	Intermediate Studies 35 cr
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New skills needed for (subject) teachers in Finland

- Digital pedagogy and use of AI

- Support for learning, special education pedagogy and skills for guidance

- Language- and culture-aware pedagogy, perspectives for multilingualism

- Questions related to equality, equity, and human rights

- Prevention of bullying and violence

- Questions related to sustainability

- Well-being competence and emotional skills

- Promotion of interaction and sense of community, cooperation

- Interaction with national stakeholders, international interaction

Transversal competences

Curriculum 2014: Aiming for transversal competence

- Thinking and learning to learn
- Cultural competence, interaction and self-expression
- Taking care of oneself and others, managing daily life
- Multiliteracy
- Competence in information and communication technology
- Working life competence and entrepreneurship
- Participation, involvement and building a sustainable future

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Essential skills

- Collaboration
- Communication
- Creativity
- Critical thinking
- Cross-cultural interaction
- Cultural skills
- Digital pedagogy
- Emotional skills
- Entrepreneurship skills
- ICT literacy
- Innovativeness
- Interaction skills
- Internationalisation

- Language awareness
- Leadership skills
- Media literacy
- Multilingualism
- Multiliteracy
- Problem-solving
- Self-direction
- Self-expression
- Social skills
- Special education skills
- Sustainability skills
- Technological literacy
- Well-being competence
- Working life competence

https://edu.flinga.fi/s/EKWYW74

Activity

Individual/group work

Individual task 1 (about 5 min)

- You have 6 votes

- Choose the 6 most essential skills that your teacher education programme should develop for a teacher and vote for them on Flinga, https://edu.flinga.fi/s/EKWYW74

- You can vote by clicking on the post and then on the small heart that appears on the bottom
  - Once you have voted, the heart turns red on your own screen
  - If you want to change your vote, you can delete it by clicking on the heart again

- When you have completed the task, click on the green Yes-sign in Zoom Reactions!

Individual task 2 (about 6 min)

- Look at the 6 most liked essential skills

- What kind of skills do you have in relation to them?

- What would you need to develop in your skills in order to be able to teach those skills to your teacher students?

Small group discussions (15 min)

- You are divided into groups of 5-6 persons

- Discuss which one of these essential skills is the most challenging to teach to student teachers? Why and how?

Overview of the PRESETT planning and implementation cycle in Ukraine, current status and development work

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