

PRESETT training and development programme – training of trainers Assessment in teacher education Trainees and programme December 2021

Anja Huurinainen-Kosunen
Riia Palmqvist

Anja Huurinen-Kosunen

- Master of Arts (MA, education), teacher trainer, in-service trainer, primary school teacher, subject teacher
- About 30 years of experience in teaching in school: classroom teaching in grades 1-6, subject teaching in grades 7-9, teacher trainer
- 28 years mentoring and teaching student teachers in a teacher training schools (University of Helsinki and University of Eastern Finland), couple of years university lecturer and part time lecturer in the department of education :pre primary and primary school pedagogy, active mathematics, reading and writing, curriculum and assessment
- In service educator: curriculum, assessment, pre primary and primary school pedagogy, active mathematics, reading and writing learning, multicultural issues, differentiation, programming, religious education
- experience of producing learning materials : text and exercise books and other learning material (also digital material), articles of assessment, curriculum, computational thinking and multidisciplinary learning moduls
- research in interests: curriculum development, assessment, pupil centered learning methods, computational thinking

●● Riia Palmqvist

- MA (Education), PhD, special needs teacher, subject teacher (history), classroom teacher, student guidance counselor
- Councillor of education in Finnish National Agency for Education
- 20 years of experience in teaching: classroom teaching in grades 1-6, special needs teaching in grades 1-9 and vocational school, 8 years mentoring student teachers in a teacher training school
- research in interests: pupils' well-being, flexible individual learning paths
- experience in producing learning materials (grades 3-6) in science, history and social studies

Goals for the training

- to give participants a view of an international and Finnish approach of teacher education assessment
- to understand teachers' professional identity and practical theory
- to understand student teachers' growth to teachership during studies and after studies
- to understand the importance of teacher education learning assessment
- to understand versatile methods used in teacher education
- to understand the pupils' learning assessment in the comprehensive school curriculum
- to understand the importance of good mentoring in teacher practices
- to understand that the role of the teacher is to enable the student to learn and to enhance learning
- to give tools to plan and implement teaching, pupil's learning and assessment
- to understand connection between theory and practice



Four webinars 2021

Date	Title: Assessment in teacher education
1st webinar 2.12.2021	<p>An overview of teacher education – an international insight</p> <p>Structure of initial teacher education in Finland</p> <p>Journey to the teachership: teacher’s practical theory, professional identity</p>
2nd webinar 7.12.2021	<p>Teacher as a researcher and planner of one's own work</p> <p>Assessment in different learning modules in Helsinki University primary school</p> <p>class teacher education</p>
3rd webinar 14.12.2021	<p>Teacher practicum – self reflection, developing one’s professional identity during training</p> <p>Mentoring in teacher practicum - Assessment in teacher mentoring</p> <p>Assessment in basic (comprehensive school) education – Finnish approach</p>
4th webinar 16.12.2021	<p>Versatile learning methods and assessment in the primary school</p> <p>Differentiation support in pupils’ learning</p>

1. webinar 2.12. 2021

- 14.00-14.15 Opening of the seminar
- 14.15-14.30 Presentation of the trainers, goals for the training Anja Huurinainen-Kosunen and Riia Palmqvist
- 14.30-15.15 lecture: An overview of teacher education - an international insight Riia
- 15.15 - 16.00 lecture: Structure of initial teacher education in Finland
- 16.00-16.15 break
- 16.15-16.30 Viikki Teacher Training School, University of Helsinki - video
- 16.30 - 17.00 Journey to the teachership: teacher's practical theory
- 17.00 - 17.30 Writing teacher's practical theory (individual work)
- 17.30 - 17.45 Sharing teacher's practical theory in the professional learning community (PLC)
- 17.45 - 18.00 Closing of the webinar

**PRESETT – webinar 1: 2.12.2021
at 14.30-15.15**

**An overview of teacher education - an international
insight**

**Anja Huurinainen-Kosunen
Riia Palmqvist**

● ● Finland in brief 2021

- Population 5,548,097
- Two official languages are Finnish (87.6%) and Swedish (5.2%)
- Russian (1.4%), other languages (5.7%)
- 444,031 persons with foreign background live in Finland at the end of 2021 (8% of the population)

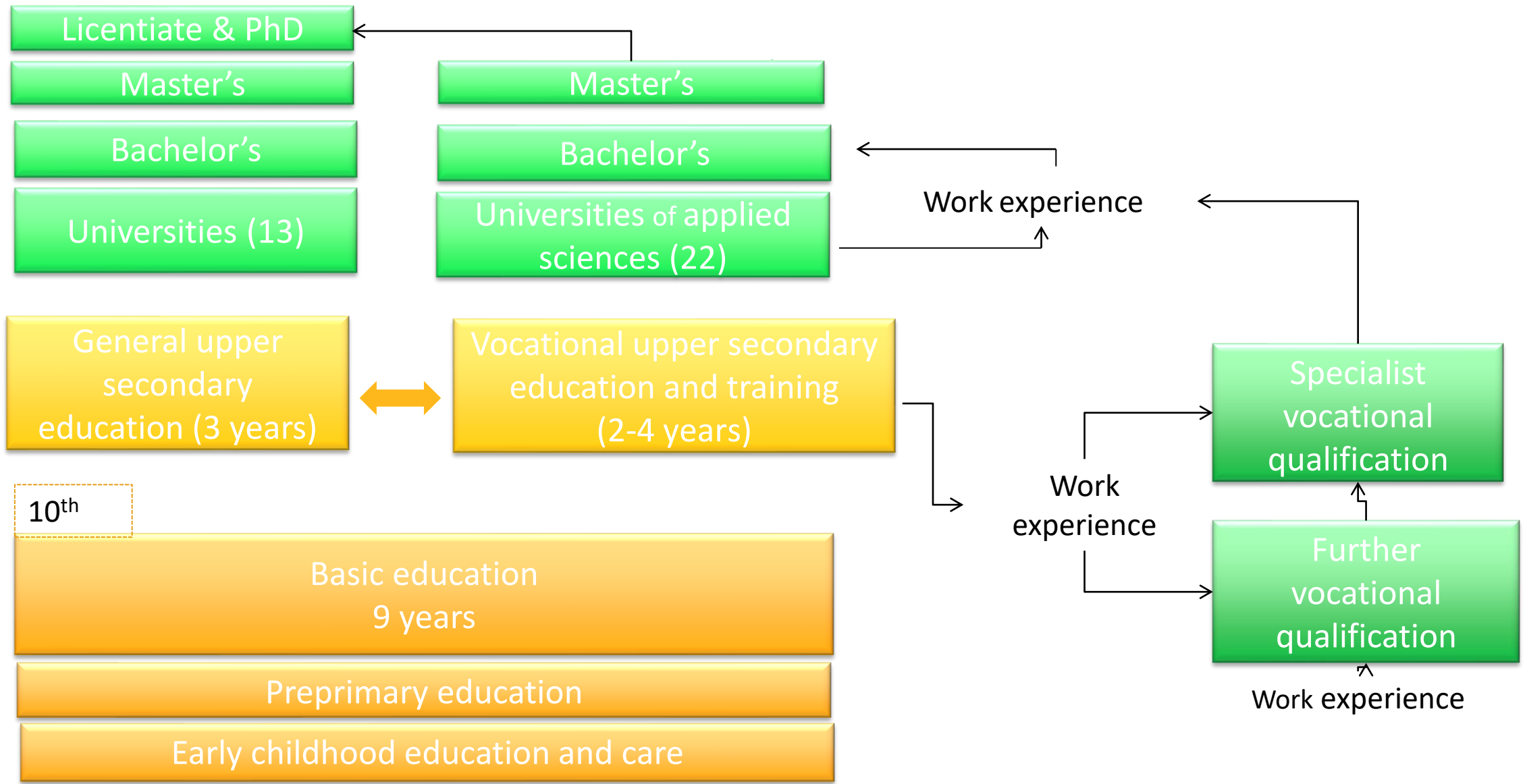


Source: Statistics Finland

The Bologna Process 1999 seeks to bring more coherence to higher education systems across Europe

- established the European Higher Education Area to facilitate student and staff mobility
- to make higher education more inclusive and accessible
- to make higher education in Europe more attractive and competitive worldwide.
- as part of the European Higher Education Area, all participating countries agreed to:
 - introduce a three-cycle higher education system consisting of bachelor's, master's and doctoral studies
 - ensure the mutual recognition of qualifications and learning periods abroad completed at other universities
 - implement a system of quality assurance, to strengthen the quality and relevance of learning and teaching

Education system – no dead ends



●● The Finnish school

- Grades 1-9 are referred as comprehensive education (basic education)
- Pupils enter first primary grade at the age of 7
- School education is generally structured around
 - pre-primary (1 year) (ISCED 0) (The International Standard Classification of Education)
 - primary (grades 1–6) (ISCED 1)
 - secondary (grades 7–9) (ISCED 2)
 - upper secondary and vocational institutions (flexible duration from 3 to 4 years) (ISCED 3)

● ● Great changes in education in 2021

- The extension of compulsory education will enter into force in 2021 in a staggered way, one age group at a time starting with children born in 2005
- It applies to post-comprehensive school education
- Compulsory education ends when the student reaches the age of 18 or when an upper secondary qualification is completed before the age of 18
- Free of charge

Students in Finnish education 2020

Sector of education	Students ¹⁾
Basic comprehensive school education, compulsory education school	555 283
Basic education of adults	5 377
Upper secondary general school education	106 759
Vocational education	313 701
University education & University of applied sciences education	148 795
Total	1 129 915

Source: [Statistics Finland, Students and qualifications of educational institutions](#)

¹⁾ Students in education leading to qualifications. The data for vocational education relate to a calendar year. The data for other educational sectors describe the situation on 20 September.

●● Vocabulary in teacher education

- Teacher initial training, pre-service training, basic teacher training
- Teachers' continues professional development (CPD), in-service training
- Practicum
- Student teacher

Teacher education selection

- Students to teacher education are selected through a national selection cooperation network in the field of education (VAKAVA)
- The network of universities draws up and organizes the written VAKAVA examination, which enables prospective students to apply to all the degree programs participating in the network
- Qualified teachers and effective policies for teacher recruitment have resulted in teaching becoming one of the most favorable professions in Finland
- Teacher education programs in Finnish universities are still to some measure difficult to get in and only small percentage of the candidates can enter the study program to become teachers
- The intake into teacher education in Finland for primary level is 16% of all applicants, while subject intake varies from 10% to 50% depending on the subject

Finnish higher education

- Finnish primary school teachers are educated in the universities with classroom teacher programs
- Classroom teachers get a Master's degree (ISCED 7) in educational science European Credit Transfer and Accumulation System (ETCS) 300 credits
- This degree qualifies to serve as a classroom teacher and as a pre-school teacher
- Subject teachers get a Master's degree (ISCED 7), the extent of which is 300 credits (ETCS).
- There are two possibilities to get into the subject teacher education
 - to start studying the subject at the university first and then later the pedagogical studies which provide qualification to teach the subject in question
 - to apply directly to the subject teacher education
- Both classroom and subject teachers can have dual qualification: they have qualified in both primary education teaching and have a subject teacher qualification in one or more subjects taught in comprehensive school

●● Lifelong learning and teachers

- Instead of a clear binary between initial and continues professional learning, teacher education emphasizes lifelong learning principles
- In Finland, teachers' continues professional development (CPD) is increasingly seen from the viewpoint of the teacher education continuum
- Initial teacher education lays the foundation for teacher learning on which CPD can be built on (Niemi, 2015)

Provision of qualified teaching force and policy measures applied	Global and systemic strategy and policy measures	Significant albeit piecemeal policy measures	No significant targeted policy measures
Global shortage of qualified teachers	Norway	Austria, Denmark, Germany, Luxembourg	Belgium (fr), Italy, The Netherlands, Romania, Slovenia, Slovakia, Sweden, Turkey
No global shortage of qualified teachers	Estonia, Ireland, Lithuania, Scotland	Belgium(nl), Czech Republic, England, France, Hungary, Poland, Portugal	Bulgaria, Croatia, Cyprus, Finland, Greece, Iceland, Latvia, Malta, Spain

Table 1. Mapping of countries and education systems according to policy measures aiming at enhancing the attractiveness of the teaching profession.

Source: EC. 2013a. Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe. Final report Volume 1.

What makes teacher policy successful?

- Drawing on a comparative analysis of teacher policies, Organisation for Economic Co-operation and Development (OECD) has concluded that countries with the highest learning outcomes have three elements in common:
 - a mandatory and extended period of clinical practice, either during initial teacher education or during induction;
 - a good offer of quality opportunities for CPD;
 - teacher-appraisal mechanisms with a strong focus on teachers' training needs (OECD, 2018)

Teacher evaluation, feedback and appraisal

- Teacher evaluation, feedback and appraisal are a complex matter
- There is no evaluation of teachers' in Finland, but most EU countries have it
- Teacher appraisal should be
 - formative;
 - focused on improving professional practice
 - linked to school-wide evaluation, educational strategy, and goals;
 - be based on a holistic criterion, including specific aspects of the school context
 - (UNICEF, 2019).

Important elements in quality initial teacher education (USAID, 2011)

- personal and professional growth as a teacher
- pedagogical content knowledge
- content knowledge
- classroom management
- assessment (learners' achievement and progress through formative and summative assessment)
- addressing special needs and challenges
- child development and emotional and psychological support
- professional collaboration
- community engagement
- developing a working repertoire of techniques of assessing students' learning
- action research



Six major themes integral to initial teacher education programs worldwide (Orland-Barak and Lavrenteva, 2019)


- The establishment of school–community–university partnerships.
- Bringing more of school practice focused on pupil learning into the preparation of future teachers.
- A shift from a focus on teaching and curriculum to a focus on learning and learners.
- The inclusion of activities that promote reflective practice and the development of the teacher as a researcher.
- Academic and school spaces for fostering teacher learning that attends to social justice and inclusion; and
- The preparation of teacher educators and the provision of mentoring frameworks to support student teachers' (STs') learning.

Evaluations in numerous countries have shown serious problems with initial teacher education programs (Roberts-Hull et al., 2015)

- lack of evidence-based content
- inadequate training in subject knowledge
- an insufficient focus on data collection
- an insufficient analysis of skills for clinical teaching practice
- limited integration of theory and practice


● ● Why train good teachers?


- There is no single, coherent, empirical, research-based articulation of teacher core competencies, albeit the elements presented in the various studies can be identified
- Teacher competence is said to be the major factor influencing student learning
- The most important task of teacher education is to support learning to teach throughout the career
- Finnish academic teacher education provides solid basis for a teacher's work
- Teacher education and teacher educators are training teachers for the future, and thus, it is necessary to develop them in research-based manner
- The national strategy for research on TE is crucial to support this (Husu and Toom, 2016).


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- In Finland, only a quarter (24%) of teachers believe that they can have an influence on education policy and consider that politicians and decision-makers appreciate teachers' opinions (Taajamo and Puhakka, 2020)
 - The latest reform of TE began in 2016, when the MINEDU appointed the Teacher Education Forum. The Forum's aim was to reform both ITE and CDP

General facts about Finnish education

- The education system for basic education in Finland follows the Nordic welfare model
- The key values in Finnish education policy are the quality, efficiency, equity and internationalization, and system is built to promote the idea of lifelong learning
- All education in Finland operates in mix-gender structure

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- The expertise of universities and polytechnics, as well as stakeholders and the education administration, were widely represented in the nearly 100 members and alternates of the Forum
 - The persons nominated to the Forum represented a wide range of different areas of TE and related research
 - In addition, nearly two thousand experts in the education sector contributed to preparing the TE reform through an online think tank. The results of the Forum and the think tank, expert consultations as well as topical research on teachers and TE, were utilized in preparing the TE reform program.
 - The Teacher Education Forum was coordinated and led by the MINEDU, and it provided a working structure and an opportunity to jointly create and share views on the future development needs of TE and research
 - Along with the program, significant financial grants were distributed to various universities for development of TE. New updated board for the Forum was nominated in 2019 and it continues its work until year 2022.

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- The Teacher Education Development Program prepared by the Forum outlines the goals and measures by which Finnish TE will remain strong, attractive, and internationally valued. The guidelines of the development program for teachers from early childhood education to higher education were set
 - TE strategy outlines (MINEDU, 2016), that teaching of the future is based on a wide range pedagogical and content skills, working together, developing oneself, and creating new skills and entrepreneurship. The guiding values of the vision emphasize the importance of equality and community. Activities to support the PD of teachers during their careers should be planned, managed, effective, and long-lasting as well stimulating teachers for collaboration and networking. Also, short-term customized targeted training is still needed (MINEDU, 2016).

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- The Finnish Education Evaluation Centre was commissioned to complete an external evaluation of the Teacher Education Forum. According to the evaluation (Niemi et al., 2018), the TE reform model had strengths: the reform approach was based on networking and bringing together different national and regional TE actors, and the TE projects funded by the MINEDU were connected to the goals of the development program. Additionally, the implementation of the outcomes started quickly, and many new partnerships were formed between TE institutions and local actors
 - In Finland there are no fixed teacher evaluation practices. Assessment of teachers' performance is based on self-evaluations and on ongoing dialogue with their school leaders. Similarly, the approach to quality assurance in primary and secondary schools is not based on school inspections or systematic national testing but on self-assessment at school and municipality levels (EC, 2019b). There has been no discussion about the adequacy or development of this system, so its benefits remain a mystery.

Research-based Teacher Education

- Conceptual background and research tradition in what is called teacher's **pedagogical thinking**
 - Independent **pedagogical judgement**
1. The study program is structured according to the systematic analysis of education
 2. All teaching is based on research
 3. Activities are organized in such a way that students can practice argumentation, decision making and justification while investigating and solving pedagogical problems
 4. Students learn academic research skills.

(Toom et al., 2010)

● ● Teachers as Professionals

- learn about **knowledge creation** and **scientific critical thinking** in the teacher education
- need a **thorough knowledge of the most recent research advances** in the subjects they teach
- need to be **familiar with the latest research** on how something can be taught and learned
- need to **internalize research-oriented approach** towards their work
- need **critical thinking, independent thinking, inquiring, scientific literacy, and questioning phenomena** and knowledge
- through research studies, teachers **learn alternative ways of working, reflecting, dialoguing, and gaining feedback** for their work

(Niemi, 2015; Niemi & Nevgi, 2014)

● ● Professional Development

- The education system in Finland is built to promote lifelong learning.
- Each municipality is demanded by the national government to fund at least three days of professional development each year.
- No set standards for professional development.
- Some of the most powerful teacher learning experiences can occur in a teacher's own classroom, through self or observer examination of the teacher's practice (Putnam & Borko, 2000).

● ● Teacher's training varies from Member State to Member State, and they wanted to highlight the need for more international collaboration in the future.