

**PRESETT – webinar 1: 2.12.2021**

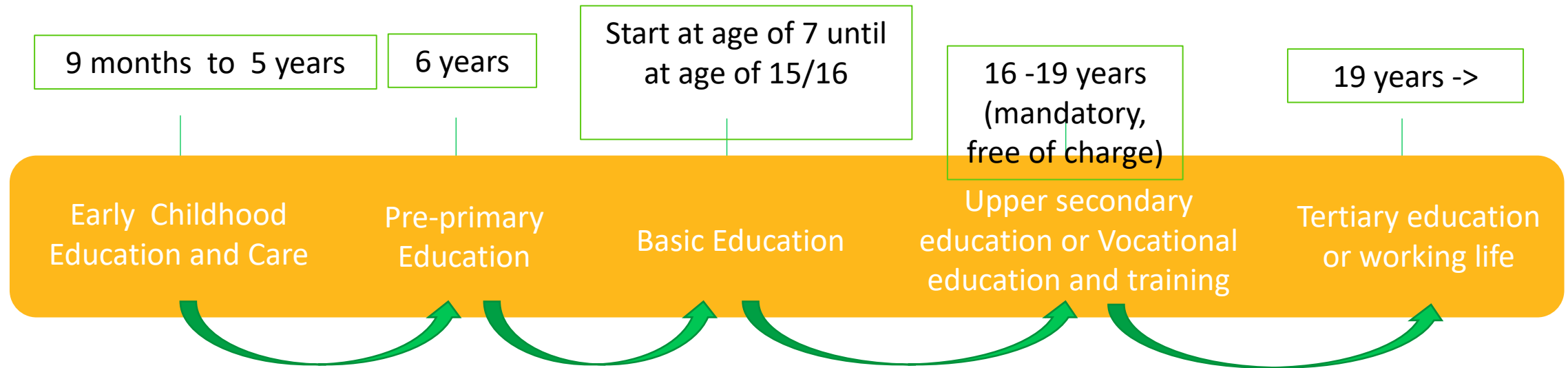
**at 15.15-16.00**

**Structure of education system and initial teacher  
education in Finland**

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# Path of growing and learning in Finland- transition



- Each child's learning path from early childhood education and care to tertiary education and working life is a flexible continuum based on individual needs
- Focus on life-long learning
- Personalized education paths, students' own choices, no dead ends
- Importance of cooperation, planning and processes between children/pupils, parents, teachers and organizations

• Research on student transitions (Finnish Education Evaluation Center) in 2016 - 2019

# Steering of basic education in Finland

Parliament of Finland



Council of State



Ministry of Education and Culture



Finnish National Agency for Education (EDUFI)



Regional Agencies / Municipalities



**Comprehensive Schools**

# Higher Education in Finland

There are 13 **Universities** and 22 **University of Applied Sciences** in Finland.

These universities operate in **the Ministry of Education and Culture's** administrative branch.

Universities focus on scientific research and education based on it.

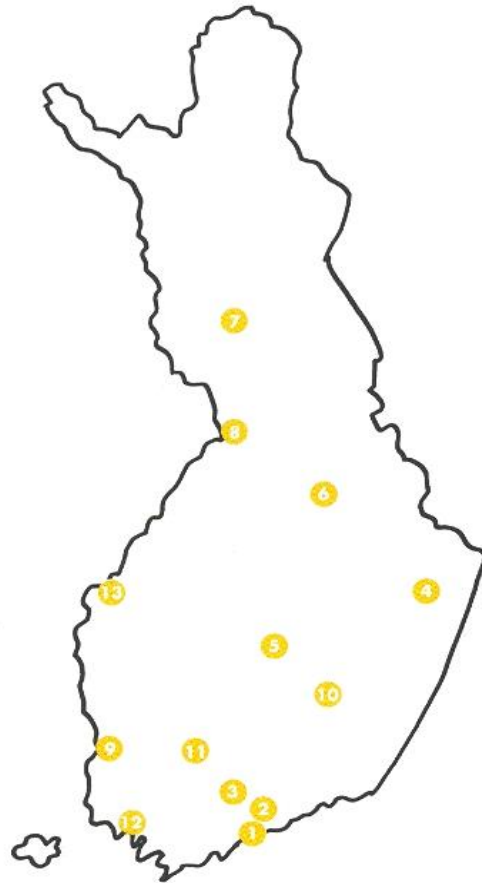
Universities of applied sciences are mainly multidisciplinary and regional higher education institutions whose activities highlight their connection to working life and regional development.

**Universities are autonomous actors.**

The Ministry of Education and Culture as part of the Government steers and finances the activities of higher education institutions.

<https://okm.fi/en/heis-and-science-agencies>

**13 Universities in Finland: eight have teacher training, eight teacher practice (training) schools**



# Teacher education in Finland (in 10 places)

Early childhood educators

(BA)

180 ECTS

(3 years)

Primary school teachers (MA)

300 ECTS

(5 years)

Subject teachers (MA)

300 ECTS

(5–6 years)

Guidance counsellors (MA) :

class or subject teacher + 60

ECTS guidance counselling

studies

**Teachers  
of vocational  
studies:**

Master's Bachelor's  
+ 3 years work  
experience+ pedagogical  
studies  
of 60 ECTS

**Principals:**

teacher education  
+ e.g. certificate  
in educational  
administration

# Higher Education in Finland/ teacher education

- Higher education institutions decide independently on the contents of teacher education.
- Higher education institutions decide on student admissions and admission criteria independently.
- Entrance tests of universities are used to assess aspects such as academic studying skills and aptitude for the profession.
- In the admissions process for professional teacher education, the areas assessed include competence and expertise in the specific field of teaching, to be demonstrated through work experience and qualifications

# The Finnish Teachers

## Teachers

- are considered as experts in education, teaching curriculum and learning.
- plan and implement their local/school curriculum which is based on the national core curriculum.
- are responsible for their in-service professional development (three days compulsory in-service education organized by local school authorities).
- can choose the teaching methods they use and how they implement the curriculum – pedagogical autonomy.
- use formative (developing, guiding, supporting) and summative assessment based on curriculum – teachers have autonomy to choose assessment methods.
- participate in the development of school culture
- collaborate with parents and networks.





# Objectives to teacher education in Finland

- Finnish teachers are future oriented and broad-based experts who create new pedagogical innovations and diversely utilise new learning environments.
- They are constantly developing their own competence and their working community.
- Teachers have in-depth knowledge of their field, pedagogical aptitude and knowledge of values.
- Teachers have courage to develop and experiment with things. They have the ability to apply new teaching innovations and skill to change their own actions.
- **Teachers use the latest research and evaluations in developing themselves, their working community and their educational institution.**
- Teachers' work is supported by an extensive network, which the teachers can use to seek help from others as well as share and combine their competence at the national and international level.

# ● ● Key elements to develop teacher education in Finland

1. Learning to learn skills
2. Teacher 's professionalism - what does it mean and include.
3. Pupils centered teaching and learning
4. Different learners: support, inclusive education
5. Interaction and collaboration, networks: in the school, school-home cooperation, society
6. Understanding and using knowledge and information

# ● ● Key elements to develop teacher education

7. Participation and involvement: each teacher, professional learning communities, pupils', parents'

8. ICT- competencies: to teach ICT-skills, to use ICT skills as tools in teaching

9. Different learning environments

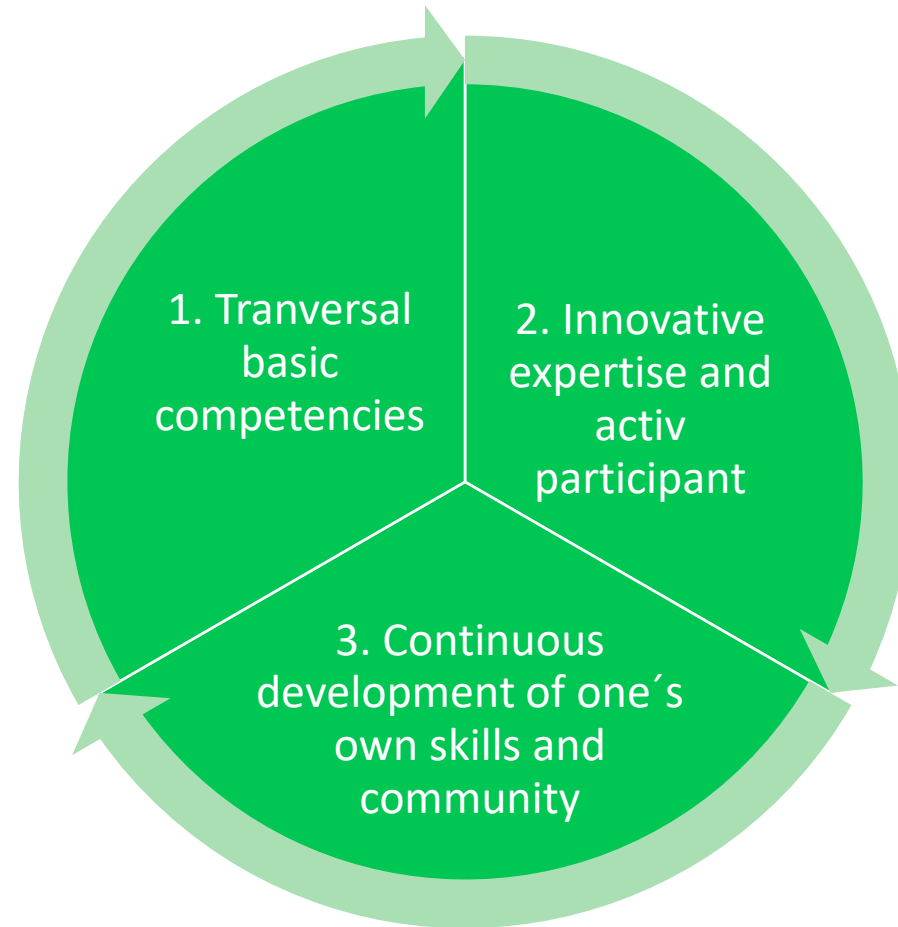
10. Working life connection

11. Humanity and general education

(MINEDU. 2016. Teacher education development guidelines. Teacher training forum ideas and suggestions. Publications of the Ministry of Education and Culture 2016: 34.)

# Teacher education development: goals for teacher's competencies in future

(MINEDU. 2016. Teacher education development guidelines. Teacher training forum ideas and suggestions. Publications of the Ministry of Education and Culture 2016: 34.)



# Teacher education development: goals for teacher's competencies in future

## 1. Transversal basic competencies

- Deep competencies in one's own teaching area, subject.
- Good skills in pedagogy
- Social, global and ethical issues – understand the situation where the pupils come from
- Value competence
- Emotion, interaction and collaboration skills
- Enterprising
- Skills and competencies to understand and act in changes

# Teacher education development: goals for teacher´s competencies in future

## 2. Innovative expertise and activity

- Competence of curriculum
- Creativity, curiosity and courage in experimentation and development
- Ability to create together and introduce new teaching innovations (for example digital literacy: new ways of working and learning together, new learning environments)
- Ability to reflect and evaluate own work
- Self efficacy and activity

# Teacher education development: goals for teacher´s

## competencies in future

### 3. Continuous development of one´s own skills and community

- Developing school culture and collaborating in networks.
- Developing one´s own skills based on self-assessments and research.
- Own development plan and own in-service education plan
- Development of school´s values, vision and strategy in cooperation

(MINEDU. 2016. Teacher education development guidelines. Teacher training forum ideas and suggestions. Publications of the Ministry of Education and Culture 2016: 34.)

# Teacher education in Helsinki University, Department of Education

- This year (2021) 1635 students applied and 120 was taken to education (about 7 %) in Helsinki
- Entrance examination: student certificate from the high school (upper secondary school), a written exam based on an educational book (articles) and aptitude test (=interview and interactive discussion in the group based on the article)
- Universities can decide themselves what kind of entrance examination they have.
- The primary school teacher education lasts 5-6 years
- There are two main subjects to choose: education or psychology of education
- Studies are divided into four periods of the year



# Primary teacher education programs in the University of Helsinki

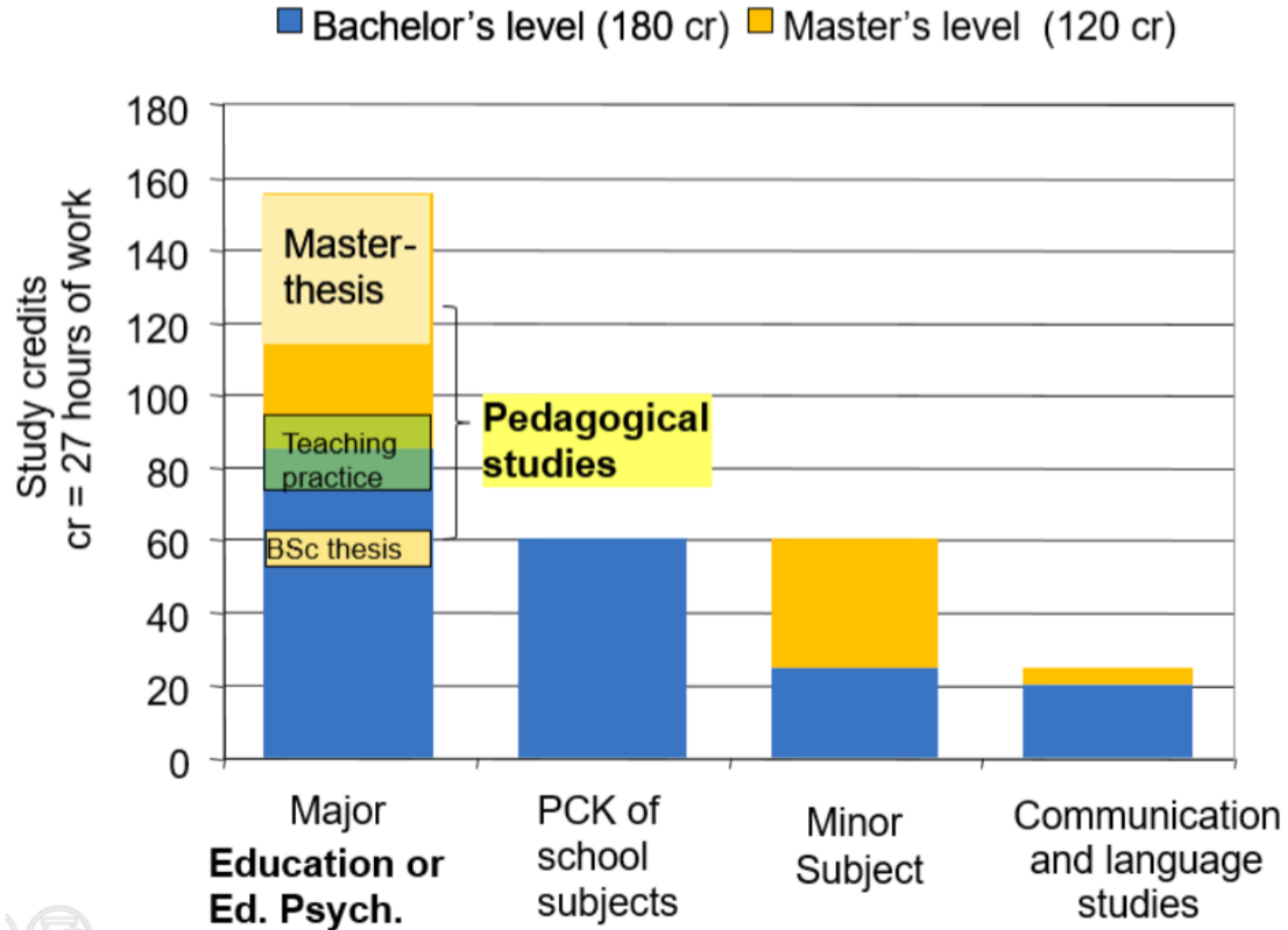
## MA (Education)

- Communication and language studies
- Cognitive and psychological development of children
- Curriculum studies
- Didactics
- Methodological studies
- Teaching practices
- Minor studies

## MA (Educational Psychology)

- Communication and language studies
- Cognitive and psychological development of children
- Curriculum studies
- Didactics
- Methodological studies
- Teaching practices
- Minor studies

# Structure of the master degree of a primary teacher: 3 + 2 years



# Structure of primary teacher education in Helsinki University

## Primary school teacher, class teacher education, Masters of Arts degree:

- 180 credits (BA), 3 years + 120 credits (MA), 2 years = 5 years
- The student become acquainted with scientific theories of education, learning and teaching and can use them in teacher practices in schools when planning and implementing teaching
- If a classteacher completes his/her studies in one subject (35 credits) he/she will have the qualification to be a subject teacher in secondary school
- Subject teacher can be a classteacher if he/she makes multidisclipnary studies (60 credits)

# Structure of primary teacher education in Helsinki University

**Word document 1.**

**Primary school teacher, classteacher curriculum**

**Word document 2.**

**Primary school teacher, classteacher, Study path, Division of studies in periods**

<https://www.youtube.com/watch?v=WQ01PXechgM&t=50s>

