



Turun yliopisto
University of Turku

High quality teacher education and teacher's competences in Finland

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Turku International School/Turun Teacher Training School

TURKU TEACHER TRAINING SCHOOL, UNIVERSITY OF TURKU



- **The school of the Faculty of Education,
University of Turku**
- **The largest teacher training school in one locality**
- **There are all levels of basic education (grades 1-9)
and upper secondary school**

THE SCHOOL BELONGS TO THE UNIVERSITY OF TURKU

125
years in
2017

Founded in 1892/2003

Teachers 110

Students 1150

In TIS 290



Turku Teacher Training School after the renovation



INTERNATIONAL CENTRE FOR LEARNING

- About 50 nationalities and home languages
- In gr 1-9 about 60% of students speaks other language at home than Finnish



International Teacher Trainees

- Teacher students from many countries:
United Kingdom, Spain, Belgium, The Netherlands,
Austria, Germany, Denmark, Hungary, Russia, China,
South Korea, Australia
- 3 months programme including lectures, seminars,
classroom observation, teaching in the classroom,
study visits and special events



What makes an educational system successful?

- In all countries which have successful educational systems, there has been a strong and long lasting political intention to develop high quality education
- Successful educational system is a long lasting project which should be based on **evidence**
- High level of **teacher education**, teachers' high professional status and autonomy

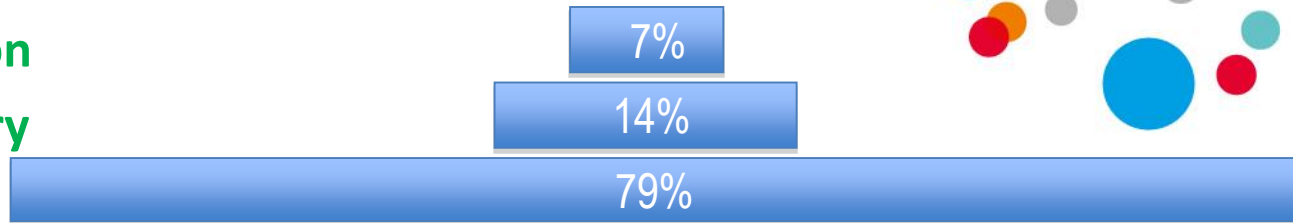
Finnish comprehensive school reform in 1970's

- Relatively large political agreement of the general aims of the reform
- Conscious attempt to combine equality and quality
- Decision about 9-year comprehensive school for all children (6-year primary and 3-year lower secondary level)
- Gradually developed teacher training model
- Carefully conducted **curriculum development**

ADULTS' LEVEL OF EDUCATION (25-64 years old)

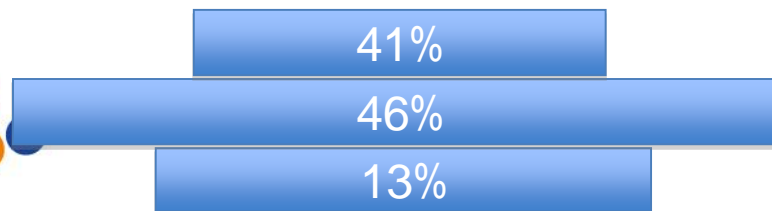
Adults' level of education 1970

Higher education
Upper secondary
Basic education

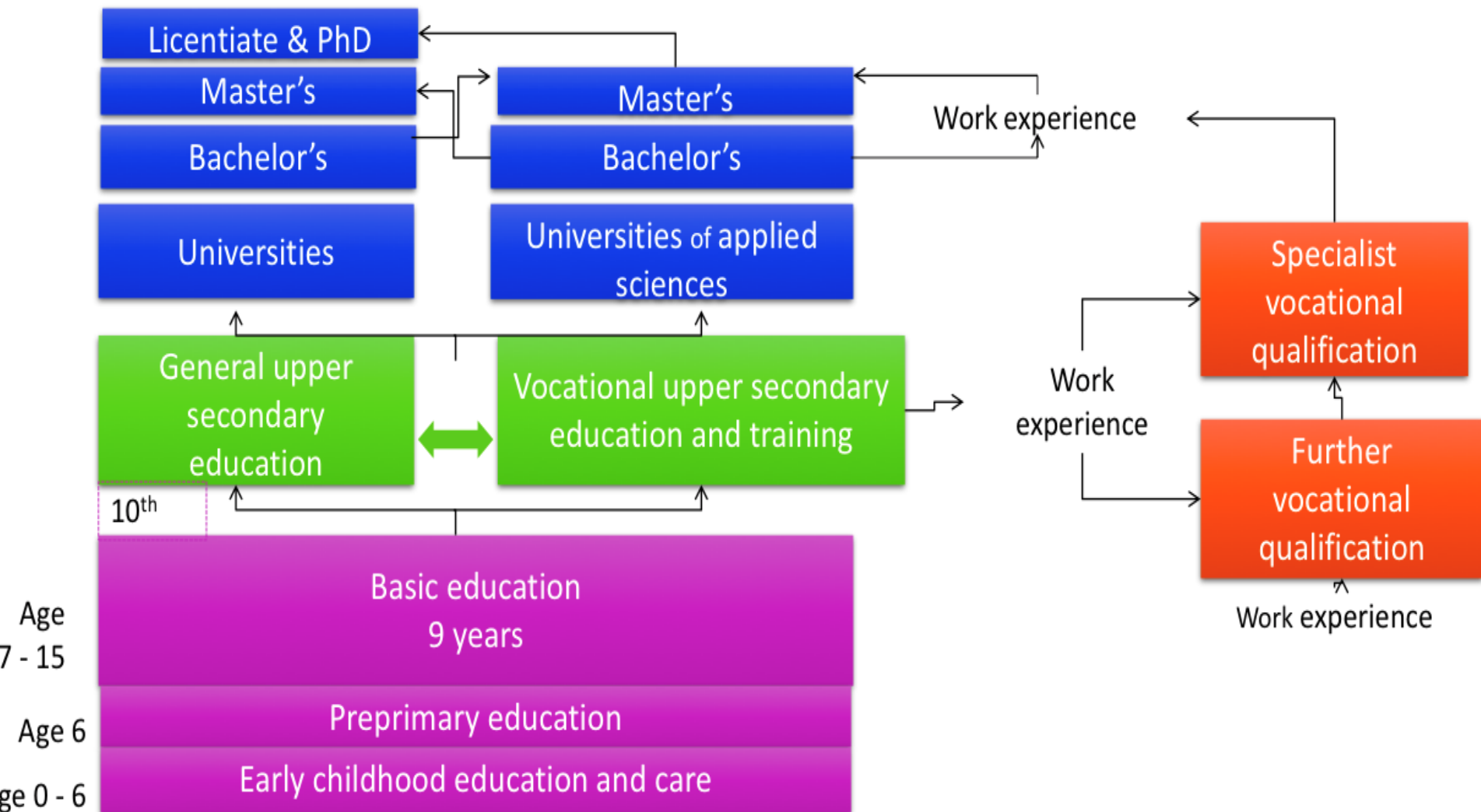


Adults' level of education 2017

Higher education
Upper secondary
Basic education



No dead-ends in the education system



FINNISH EXCELLENCE IN TEACHER EDUCATION



TEACHERS BY SCHOOL LEVELS

-**Kindergarten teachers** (applicants in 2016: 3000, admission rate 16%)

- Bachelor's degree in Education

-**Class teachers** (6800 applicants, admission rate 11%)

- Master's degree in Education

- Generalists (grades 1-6)

-**Subject teachers** (admission rate 10-53%)

- Master's Degree in the teaching subject

- Subject specialists (grades 7-9 and high school years 10-12)

- At least 60 credit points of teacher's pedagogical studies.

APPLICATION PROCESS TO THE CLASS TEACHER EDUCATION

- An applicant may apply to 3 departments of teacher education nationwide
- National entrance exam based on literature published in internet (1st phase)
Usually approx. 6-8 scientific articles on different aspects of education
Exam is a multiple choice exam based on the literature
- Based on the results of the national exam the best applicants are invited for the 2nd phase
2nd phase includes a functional group assignment and individual interviews

The 2nd phase in Turku (2016):

200 applicants are invited

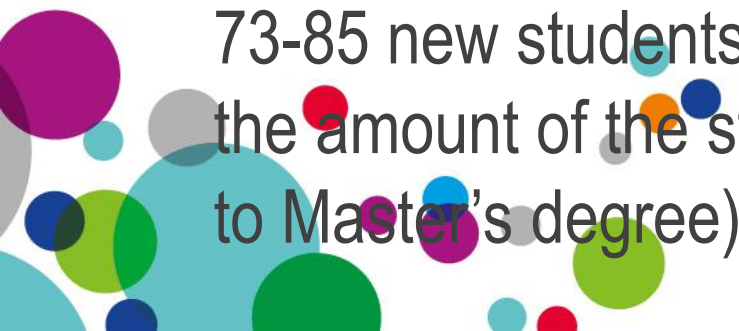
Group task

Evaluation of the reasoning abilities in mathematics and natural sciences

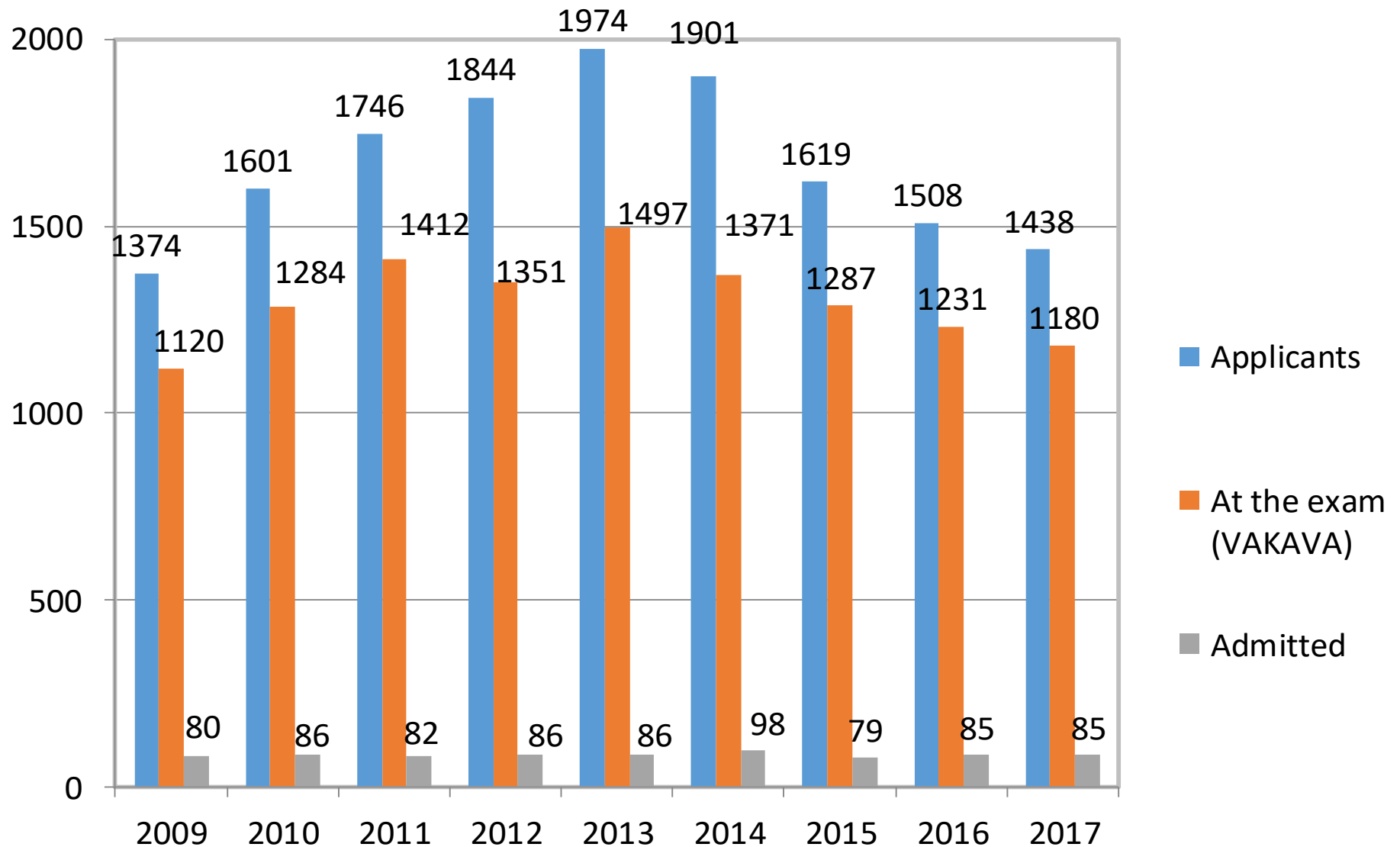
Points from the national entrance exam

Possible extra points from the General Upper Secondary School studies

73-85 new students will be accepted (number depends on the amount of the students who are accepted directly only to Master's degree)



CLASS TEACHER EDUCATION IN TURKU



Teacher's profession is very popular

- Over 6800 applicants, but only 660 available study places in primary school teacher education
- All in all, 8000 student teachers in Finnish teacher training schools
- Every year around 3000 student teachers complete their teaching practice at these institutions
- Teaching force is ageing: in basic education 39% of teachers are over 50 and 60% of principals
- In basic education, 77% of teachers are female and 49% of principals



DEGREE STRUCTURE: CLASS TEACHER EDUCATION

BA 180 ECTS

- Language & Communication Studies 20 ECTS
- Basic 25 ECTS* & Intermediate Studies 35 ECTS in Education (incl. Thesis)
- Studies in Subjects Taught in Comprehensive School 60 ECTS
- Minor Subject Studies or Electives 40 ECTS

MA 120 ECTS

- Advanced Studies in Education 80 ECTS* (incl. Teacher's Pedagogical Studies 35 ECTS and Thesis 30 ECTS)
- Minor Subject Studies and Electives 40 ECTS (Class Teacher Education in Rauma: Minor Subject Studies and Electives 35 ECTS + Language Studies 5 ECTS)

*** Teacher's Pedagogical Studies 60 ECT**

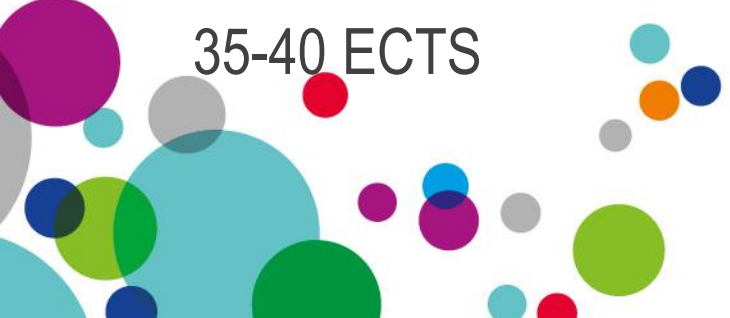
IN DETAIL AT <http://www.edu.utu.fi/en/studying/undergraduate/>

5 years of study	Teaching practice	ECTS credits	Location
1st year	I. As a Teacher and an Educator I	4 ECTS (108 hrs)	Teacher Training School, Turku
2nd year	II. As a Teacher and an Educator II	9 ECTS (243 hrs)	Teacher Training School Turku
3rd year	-	-	-
4th year	III. In-depth Subject Training & Weekly Practise	10 ECTS (270 hrs)	Teacher Training School Turku
5th year	IV. Optional Thematic Teaching	10 ECTS (270 hrs)	Almost anywhere

SUBJECT TEACHERS' STUDIES



BACHELOR 180 ECTS

- Major Subject Studies
60 ECTS (incl. Thesis)
 - Minor Subject Studies
25-60 ECTS
 - Teacher's Pedagogical Studies
25-30 ECTS
 - Other Studies
35-40 ECTS
- 

MASTER 120 ECTS

- Major Subject Studies
60-90 ECTS (incl. Thesis)
- Minor Subject Studies
0-30 ECTS
- Teacher's Pedagogical Studies
30-35 ECTS
- Other Studies
0-30 ECTS

TEACHER TRAINING SCHOOLS in Finland

University of Turku

University of Helsinki

University of Tampere

University of Jyväskylä

University of Eastern Finland (Joensuu)

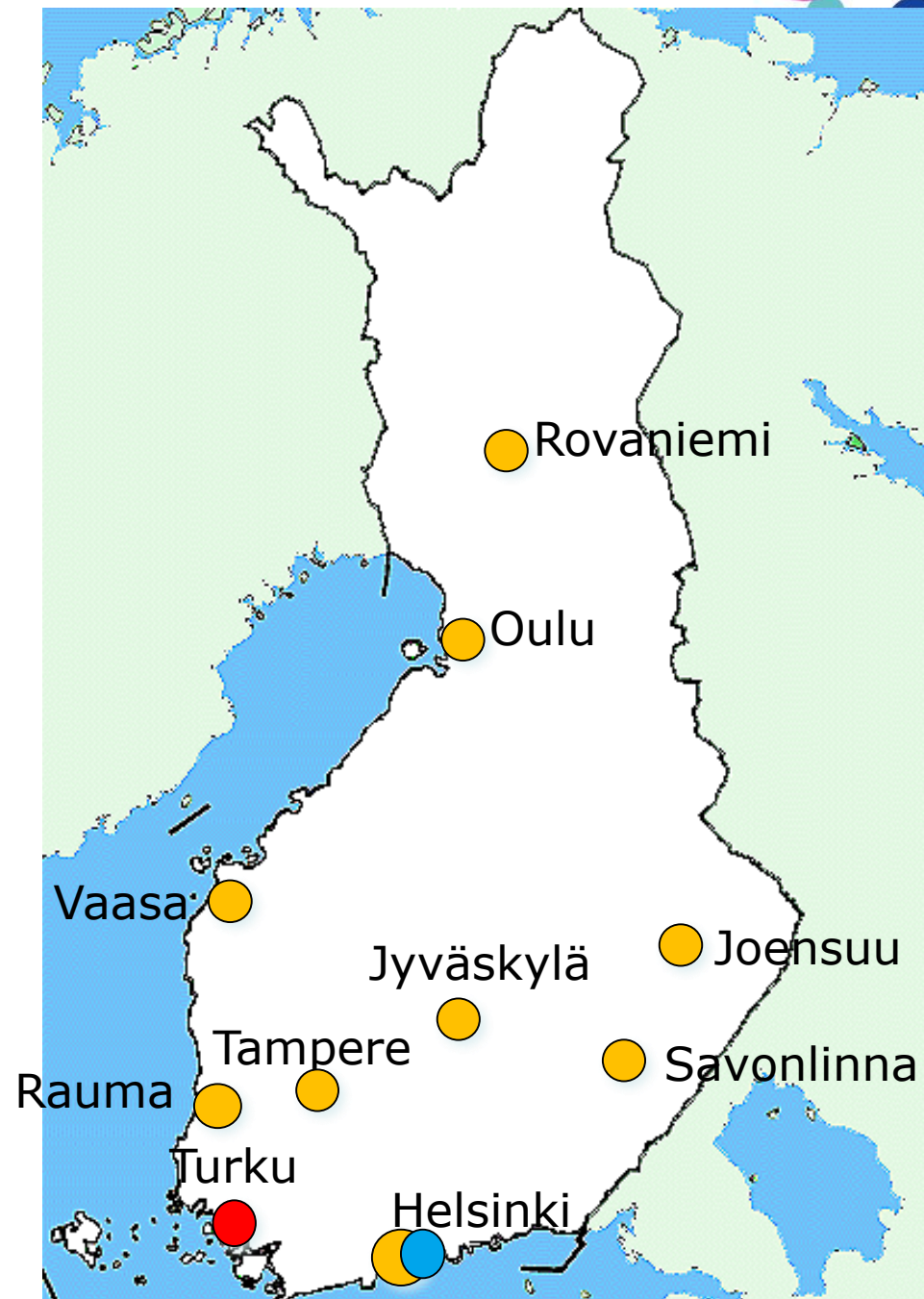
University of Oulu

University of Lapland (Rovaniemi)

Åbo Akademi

Aalto University (arts)

 Departments of Teacher Education &
Teacher Training School



Unique Way of Organizing Teacher education

- Every university organizing teacher education has a teacher training school.
- There are 11 teacher training schools, which are administratively part of the faculties of education.
- Operations of the schools are governed and financed by the Ministry of Education and Culture.

Close relationship between theory and practice

- The quality of supervision in teacher training schools is considered to be particularly high
- Evaluation of teaching practice and supervision
- The functional connection between teacher training schools, departments of teacher education and the other university departments
- Educational and didactical theory is applied in practice



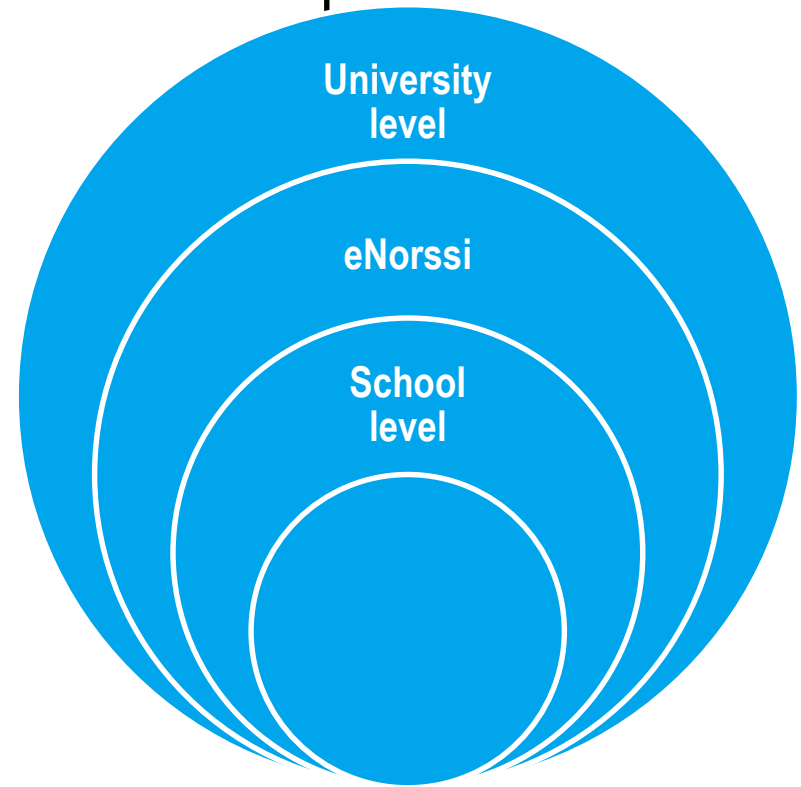
Teacher training schools' cooperation

- Teacher training schools share the best practices with each other in annual principals' and trainers' seminars and workshops
- The cooperation includes development of teaching methods and results are presented in the publication series
- Common strategy about the use and development of ICT: Schools equip both teachers and students with tablets and laptops, wireless network, e-learning materials, modern learning environment



Research, do experiments and develop! (TutKoKe group)

- Teacher trainers' own working group, which has representatives from every teacher training school
- Research, experimentation and development work on 3 different levels
- A web-page
- Regular meetings
- Magazine called SIRIUS
- Publications



Cooperation between the school and the university

- The TutKoKe group enhance cooperation between faculty and school in its home university
- “Edu Develop”: a networking event that aims to create opportunities for scientific research
- “Edu Growth”: joint research seminars for faculty members, post graduate students and master students
- Science Day for parents and students organized together with the university
- TutKoKe blog
- Children’s university

eNorssi – network and public portal service of Teacher training schools

- A resource centre for all schools
- It includes materials about new virtual working methods and equipment
- It offers new tools and create new methods and models for modern teacher training
- It gives a lot of information about teacher training both in Finnish and in English

www.enorssi.fi



As a teacher in Finland

Role of Educational Administration

* Until 1990's, quality assurance meant school inspectors, regular check-ups whose purpose was to ensure the proper observation of nationally set of norms and regulations

* Today the system has been decentralized, quality assurance is done both at the school level and local level

- School administration
= principals and vice-principals
- * In Finland school administration's role is to help, facilitate and support, not to govern (or supervise)
- * Shift from external control to self-evaluation individually and in groups
→ *Teachers and administration = mutual cooperation*



Principal is the leader of the experts



- *In the school we all have the same rules, but do I have to follow them because I would like to...?*
- *In Finland, teachers have a lot of autonomy and they are trusted professionals!*



Employment of teachers

- Employment rate is good for teachers, but somewhat dependent on the expertise area.
 - For example, there is higher need for kindergarten teachers, special education teachers, mathematics teacher and rare languages teachers.
- Teachers have the freedom to choose where they apply
 - No governmental regulation of where teachers are employed
- Schools are in charge of their own recruitment processes (together with the educational division of the city)

Teachers' wages in 2015

- **There are large differences** between teachers' wages. Both years of service and the level where the teacher teaches affect the wages. Principals have the best starting wages and the class teachers the lowest.
- Class teachers have a minimum of 24 teaching a week, but almost all teachers have extra hours which increase their salary.
- Subject teachers teaching at lower secondary school have different minimum weekly hours depending on the teaching subject.

Teachers' salaries in 2016

Teachers

- ☐ Rector of lower secondary school (big school)
- ☐ Class teacher / master degree and studies certifying basic and upper secondary school teaching
- ☐ Lector in basic education /master degree and studies certifying basic and upper secondary school teaching
- ☐ Lector in upper secondary school and studies certifying basic and upper secondary school teaching
- ☐ Lector in vocational education
- ☐ Lector in University of Applied Sciences

*) public sector 2014, private sector 2013

Starting wage	Final wage
4 500	5 800
2 800	3 500
3 000	3 900
3 500	4 500
2 800	3 700
3 300	4 700

Quality assurance

- There is no external quality control system for teachers in Finland
 - Schools have their own internal systems for evaluation and Q&A
- Teachers do not need to renew their teaching credentials/certifications
- Lifelong learning practices are very common among teachers (in-service training, min. 3 days per year)
 - Offered by municipalities, schools, universities, companies

Future challenges in basic education and teacher education

Schools are becoming more multicultural

- In a very short time Finland got about 22 000 asylum seekers. The challenge is how we could quickly integrate them into the society

→ challenges also to Finnish educational system

- How to expand the amount of classes of a preparatory year at school for basic education aged (7-16 year olds) children with immigrant background?
- Great need for more qualified teachers e.g. for preparatory year
(pre-primary education)



Challenges in Education at schools creates challenges to Teacher Education

• The following aspects should be taken into consideration in teacher education :

- Working in large pupil groups (now max. 25)
- Dealing with problem situations at the work place
- Recognising exclusion situations and special problems of pupils and the different action options
- Questions regarding well-being at work of teachers
- Knowledge of the culture of the classroom and its dynamics
- Abilities to face an anti-school subcultures
- Acknowledgment of the societal educational responsibility of schools

Teacher's job is much more than just teaching

- School life is more open, visible than earlier: school has to show how they are operating
→ **the new curriculum**
- Cooperation with parents is more challenging → Communication and interaction skills, problem-solving skills
- Student welfare (psycho-social development and growth of the child)
- Cooperation partners in problem and crisis situations
- Abilities to face and handle crisis situations

The new Finnish National Core Curriculum and Inspiring learning environment



THE FINNISH NATIONAL CORE CURRICULUM 2016

- The previous version of our National Core Curriculum is from 2004, published by the National Board of Education
- The new version has been introduced in **2016**
- It is based on the Decree on *national objectives and distribution of teaching hours* given by the Finnish Government in 2012.

WHAT WILL BE DIFFERENT?

- The new curriculum is based on the strengths of the previous curriculum, but it will be developed in relation to changing needs
- It updates **skills** to meet future requirements
- It defines objectives based on future needs of **competences** and it strengthens the cooperation between different subjects,
- Focus is on the essential:

Every child is unique



THREE KEY AIMS

- Seven transversal (generic) competences
- Collaborative classroom practices (phenomena-based multi-disciplinary studies)
- Formative assessment to help students to learn more about their own learning processes



SUBJECT KNOWLEDGE AND SKILLS

- The traditional school subjects will live on, but ...
- *More emphasis will be on the learning goals of the transversal competences*
- *There are seven competence areas*
- *Every school subject should enhance the development of all seven competence areas*



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VALUATION

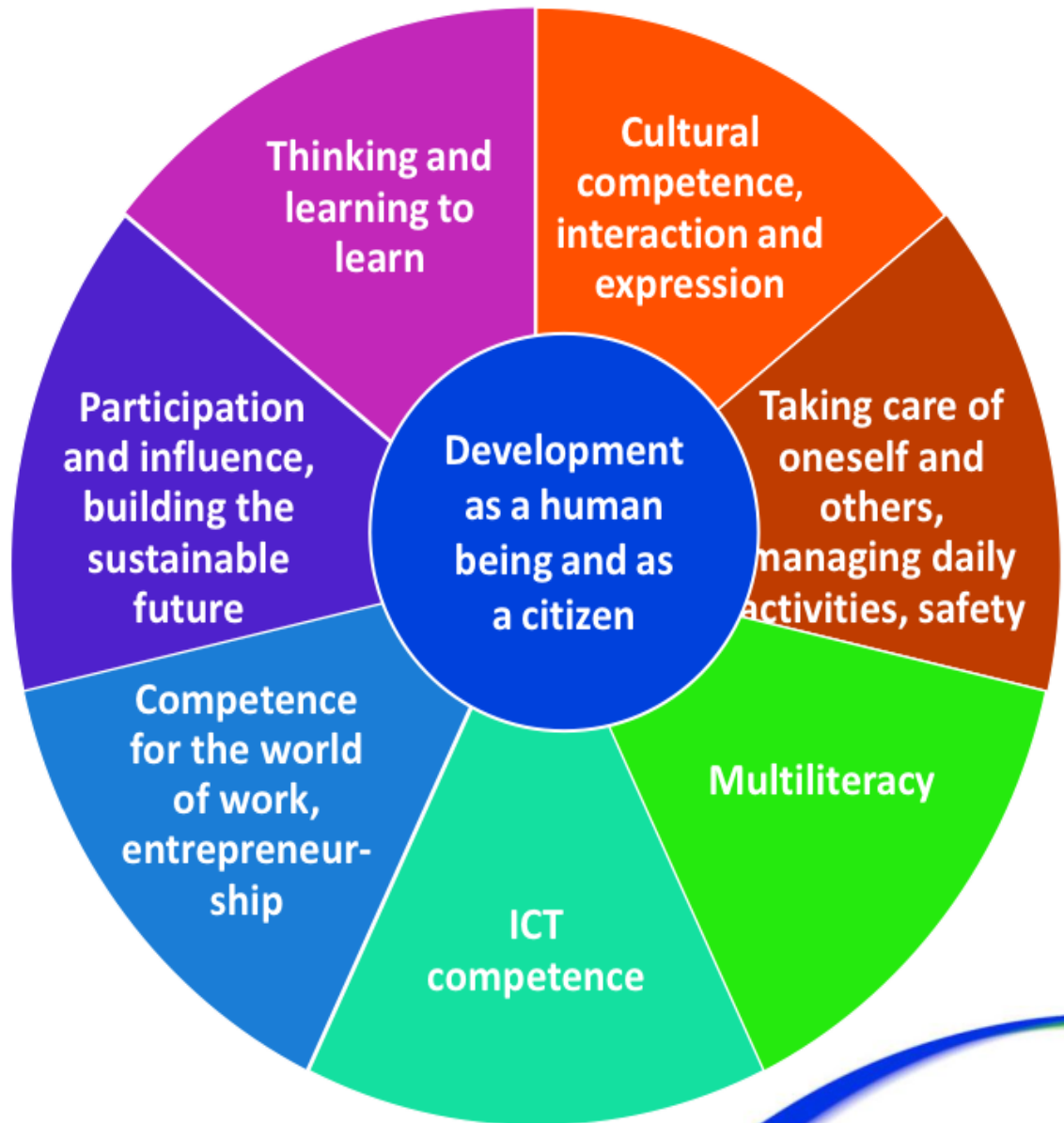
1. estimating worth or
2. acting on estimating th

VALUE worth of all the
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Rethinking competences

National Goals for Basic Education and Transversal Competences

- knowledge
- skills
- values
- attitudes
- will



SUBJECTS INCLUDES COMPETENCES

- Learning objectives of different subjects include competence goals
- The competences will also be assessed as a part of subject assessment
- This is a new way of combining competence-based and subject-based teaching and learning

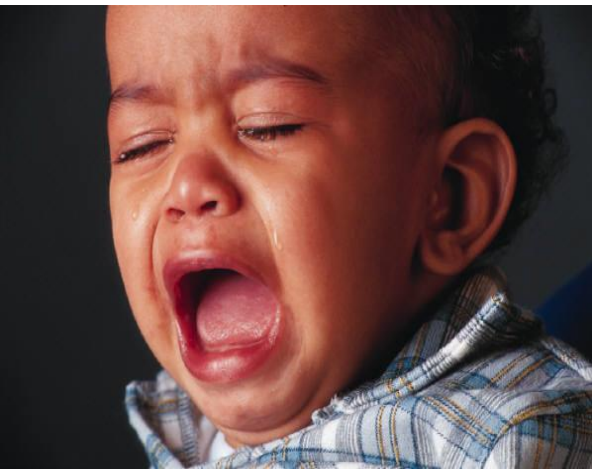


COLLABORATIVE CLASSROOM PRACTICES

- To study phenomena or topics that are of special interest for students, and ties together the content learnt in different subjects during the year (multi-disciplinary learning modules)
- Project-based studies where several teachers may work with students studying the same topic
- At least one such study period per school year for all students
- Students participate in the planning process

COLLABORATIVE PRACTICES AND MOTIVATION

- Student's active role in planning gives positive emotional experiences and promotes motivation for learning
- Studying becomes more inspiring and meaningful
- It emphasizes the joy of learning



SCHOOLS AS LEARNING COMMUNITIES

- If you want to increase curiosity, *allow questioning*
- If you want to develop problem-solving skills, *link school knowledge to real-life problems and encourage pupils to work together to seek solutions*
- If you want to increase understanding, *combine knowledge and skills from different subjects*

(Source: Irmeli Halinen / www.opf.fi)

The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality.

Too short and
not enough
leaves. C-





- In the end of basic education, 9th grade
- Summative assessment: scale 4-10
- is based on criteria given by the National Agency of Education: final assessment criteria for good knowledge and skills (numerical grade 8)



ESIMERKKILÄ

Esimerkkilän yläaste

Oppilaan nimi
Halttula Hemppa

PERUSOPETUKSEN PÄÄTTÖTODISTUS

04.06.XXXX

Henkilötunnus
110293-XXXX

Yhteinen oppiaine	Valinnainen aine	Voimakkaiden tulos	Arvosana	
Äidinkieli ja kirjallisuus			kiitettävä	9
Suomen kieli	Ilmaisu	4	erinomainen	10
Toinen kotimainen kieli				
Ruotsi B1-kieli	valinnaiset opinnot	1	hyvä	*8
Englannin kieli, A1-kieli			hyvä	*8
Uskonto			erinomainen	10
Historia			hyvä	8
Yhteiskuntaoppi			erinomainen	10
Matematiikka			kiitettävä	9
Kemia			tyydyttävä	7
Fysiikka			kiitettävä	9
Biologia			kiitettävä	9
Maantiede			kiitettävä	9
Musiikki			tyydyttävä	7
Kuvataide			hyvä	8
Kotitalous			hyvä	8
	valinnaiset opinnot	1	hyväksytty	
Terveystieto			hyvä	8
Tekninen työ			kiitettävä	9
Liikunta			kiitettävä	9
	valinnaiset opinnot	0,5	hyväksytty	
Muut valinnaisaineet				
	Konekirjoitus	1,5	osallistunut	
	Saksan kieli, B2-kieli	4	kiitettävä	9

Oppilaan opinto-ohjelmaan on kuulunut oppilaanohjausta ja työelämään tutustumista.

Lisätietoja

Oppilas on opiskellut tässä (*) merkityt oppiaineet henkilökohtaisessa opettajan järjestämässä lisäopetuksessa suomenkielisen oppiaineen osuutta.

Koulun leima

Reino Rantanen

Arvosanat: 10 (erinomainen), 9 (kiitettävä), 8 (hyvä), 7 (tyydyttävä), 6 (kohtalainen), 5 (vähäinen), 4 (tyytymättä).

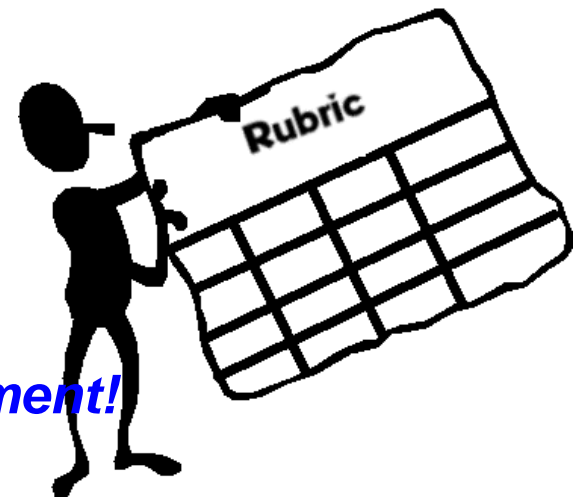
A1-kieli = 1-4 vuosiluokalla alkuva yhteinen kieli
A2-kieli = 1-4 vuosiluokalla alkuva vapaaehtoinen kieli
B1-kieli = 5-9 vuosiluokalla alkuva yhteinen kieli
B2-kieli = 5-9 vuosiluokalla alkuva valinnainen kieli

Principles of assessment

- Assessment is based on a *diversity of evidence* (observation, formative assessment, summative tests etc.)
- It address the pupil's learning and progress, his or her strengths, as well as areas in learning that need improvement. It should also *motivate* the pupil.
- It guides and helps the pupils to understand what they are learning



Give encouragement!



Rohkaise ja kannusta.

Cooperation between home and school

- Both the students themselves and their guardians are informed sufficiently frequent intervals of the students' progress, working skills and behaviour
- The students and guardians are entitled to be informed of the assessment criteria and their application to the student's assessment
- Joint discussions promote mutual trust and communicate information about the student's situation (this is particularly vital if student gets special support)


Conclusions

- According to PISA, the Finnish education system is strong because of educational equality
- A comprehensive school with high national standards
- Highly qualified teachers
- A well-functioning student support
- The gradual development of the system is research-based, but it also needs continuous evaluation and development





Usasto / Henkilön nimi /
Eiityksen nimi

Créé sur  Québec memo

Classroom in the past

School 1930



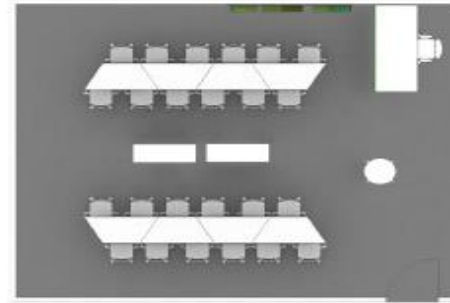
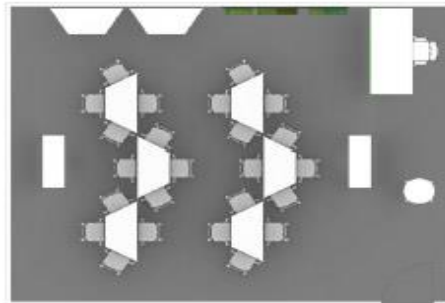
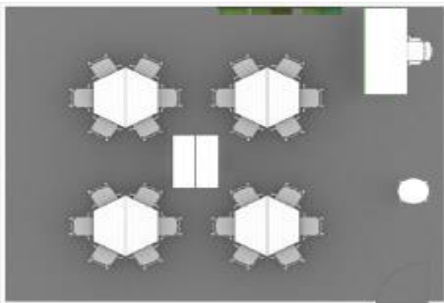
School 2015



Summa GR



Size of example classroom: 60 m²



STUDENTS' OPINIONS

- *Good atmosphere, encouragement* are needed, and a variety of tasks
- *Learning from others and looking after others* could be highlighted more
- Truly listen to us: we want to *make a difference* in our own lives!

(Sources: Irmeli Halinen /
www.opph.fi)
2.6.2018





Dank u wel!