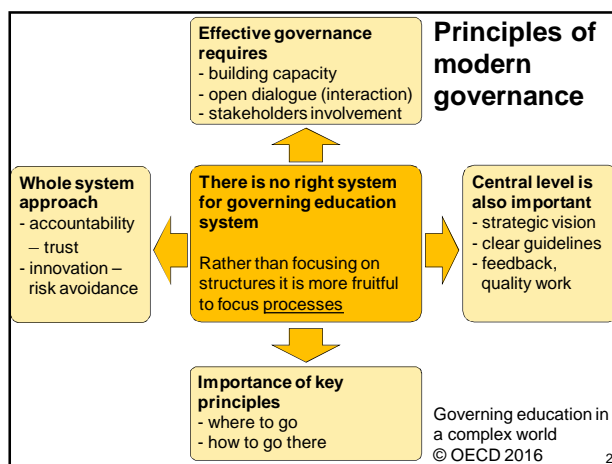





Finnish school system and lessons that could be learned

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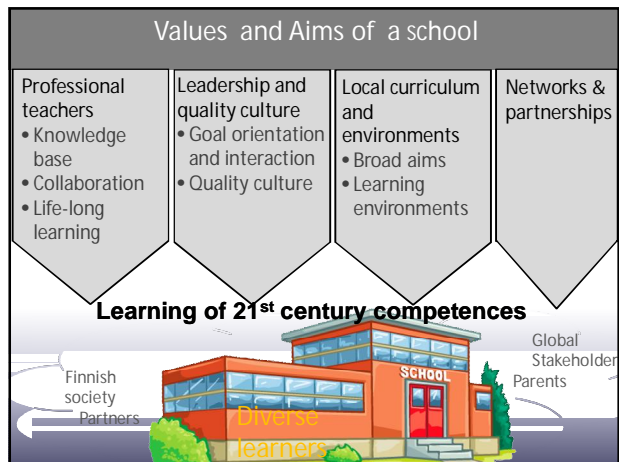




Characteristics of Finnish Education

Laukkanen (2008), Niemi et al. (2012), Sahlberg (2011)

- Educational equality
 - minimize the influence of socio/economic background
 - education is free (books, meals, health care, ...)
 - well-organised special education (inclusion) and counselling
- Devolution of decision power to the local level
 - leadership and management at school level
 - the role of school principal is important
 - teachers are responsible for local curriculum and assessment

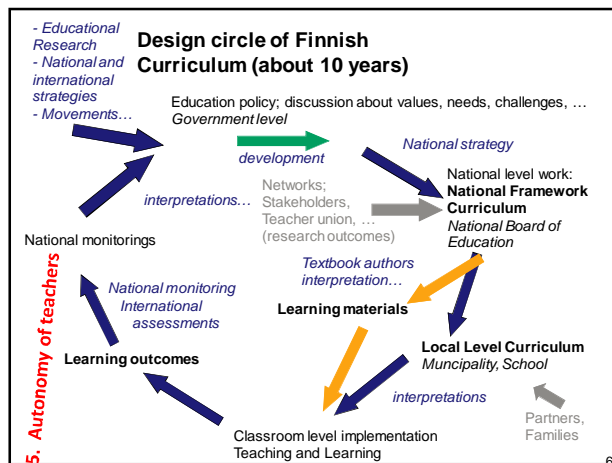
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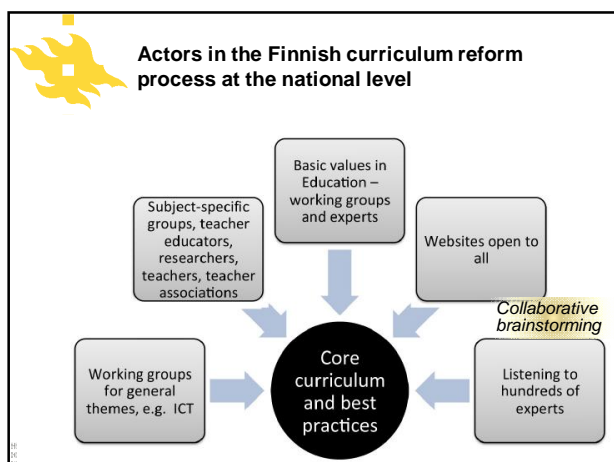



Successful reform implementation (TALIS)

- Strive for consensus
- Engage stakeholders
- Careful piloting
- Sustainable resources
- Careful timing
- Partnership with unions

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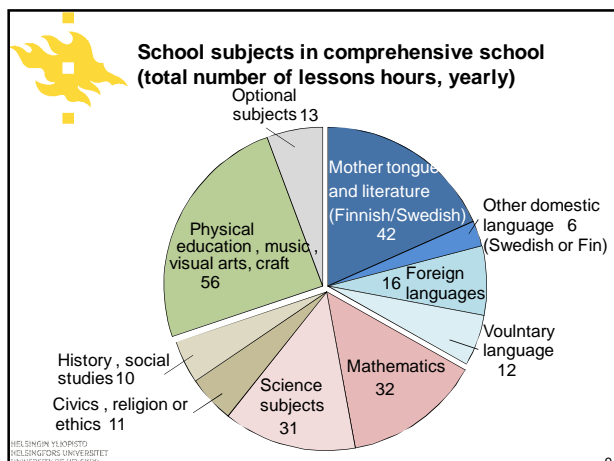





Comparison of 21st century competences and Finnish border-crossing wide-ranging areas of competences introduced in the curriculum

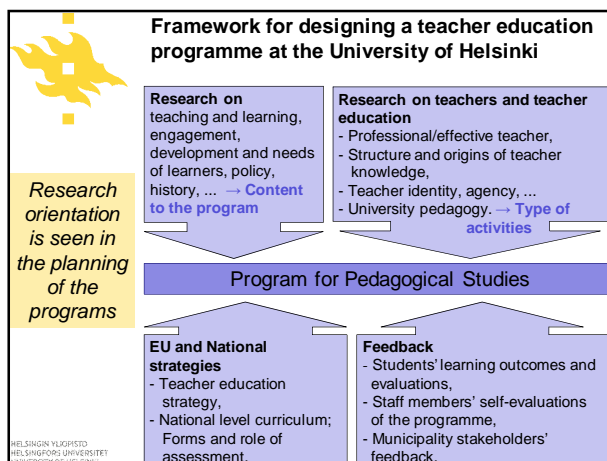
21 st century competences	Finnish border-crossing wide-ranging areas of competences
Ways of thinking - Critical and creative thinking - Learning to learn Ways of working - Inquiring and problem-solving - Communication and collaboration Tools for working - Broad literacy - Technological skills Acting in the world/contexts - Global and local citizenship - Cultural awareness and social responsibility	- Thinking (critical and <u>creative</u>) and learning to learn - Inquiry orientation, - Interaction and communication - Multi-literacy - ICT competence - Taking care of your-self, everyday life skills, safety - Working life skills and entrepreneurship - Participation and influence, responsibility for sustainable future

Binkley, M., Enslin, D., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M. & Rumble, M. (2012). Defining twenty-first century skills. In P. Griffin, B. McGaw & E. Caro (Eds.) Assessment and teaching of 21st century skills (pp. 17–66). Dordrecht: Springer



- ### Official view to assessment in Finland
- Teachers are **autonomous academic professionals**, who are able to plan, implement, and assess teaching and learning
 - Assessment data is used in for improving teaching and learning: **Assessment for improvements**
 - Self-assessment in all levels:** student self-assessment, teacher self assessment and school self-assessment

- ### Summing up the Finnish assessment
- 
- Teachers are **autonomous academic professionals**, who are able to plan, implement, and assess teaching and learning
 - Assessment data is used in for improving teaching and learning: **Assessment for improvements**
 - Self-assessment in all levels:** student self-assessment, teacher self assessment and school self-assessment
 - Devolution of decision power and responsibility at the local level
 - No school inspections, national exams or pre-evaluation of learning materials
- Assessment for learning**



The pedagogical studies helps the students ...

- to learn and integrate different knowledge, ...;
- to become aware of the different dimensions of the teacher profession;
- to act as autonomous professional in planning, implementing and assessing;
- to design and use digital tools and blended learning environments;
- to be able to collaborate in different networks and partnerships;
- to be able to reflect (reflection for, in and on action);
- to develop potentials and willingness for lifelong professional development through research orientation.

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Technology-mediated collaborative learning (Kai Hakkarainen, 2009)

The diagram illustrates a cycle where 'Use of technology could enhance learning through changed practices in blended learning environments' is at the center. This central concept is supported by four surrounding elements:

- Top:** Construction of an artefact
- Left:** Knowledge Building Approach (Putting students ideas and practices in the centre)
- Right:** Knowledge-practice Approach (Following knowledge practices, typical to subject)
- Bottom:** Putting social interaction to the centre

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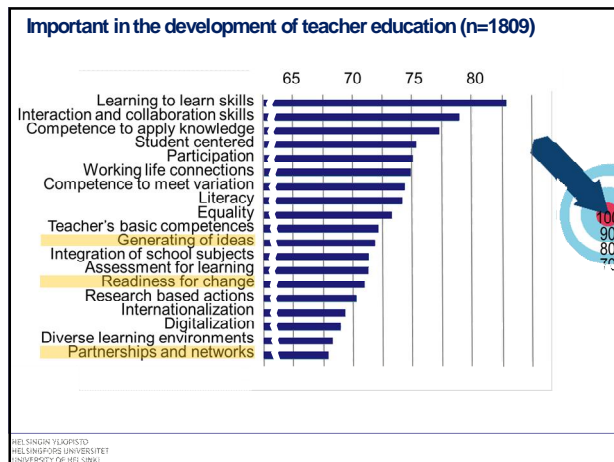
Renewal of teacher education as a part of national reform program

The illustration shows a large telescope labeled 'SHARED VISION'. Several people are looking through the telescope from different angles, representing various stakeholders in teacher education:

- Teacher educators
- Teachers
- Teacher union
- Partners

Teacher education should be based on a clear, shared vision

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The diagram is divided into three main segments:

- Top Segment:** Broad and solid knowledge base; Expertise in generating novel ideas and innovations.
- Bottom Segment:** Competence for development of own expertise and school.
- Right Segment:** Curriculum knowledge and skills; Creativity, curiosity, risk-taking, and innovative ways of thinking, collaboration and networking; Design and adoption of innovations; Entrepreneurship education.

Additional points include:

- Deep knowledge in subject matter and pedagogy
- Knowledge about learning, diversities among learners,
- Collaboration and interaction, digital and research skills
- Awareness about schools' societal connections and ethical code
- Research knowledge
- Development of the school culture in different networks and partnerships with students, parents, other experts, and stakeholders.
- Willingness and competence for the development of own expertise through reflective activities and research-based knowledge

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Three pre-conditions in order to have success in decentralised educatio

- Common, national level, long term strategic aims and preparation of local level plans collaboratively (in interaction), like curriculum and equity plan, and implementation of the plans;
- Quality work, student assessment, continuous improvement of learning environments and practices at the local level collaboratively;
- Professional teachers who are able to collaborate, able for broad planning and assessment of own teaching and students' learning outcomes.

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