Finnish Education System: teachers matter



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Outline of the presentation

- Teachers matter in the Finnish school system
- Teacher Education in Finland

Teachers matter in the Finnish school system

Main cornerstones of the Finnish education policy

A. Common, consistent and long-term policy

- basic models for teacher education and compulsory education are about 40 years old
- National curriculum reform every 10 years (1985, 1994, 2004, 2014/2016)

B. Educational equality

- compulsory education organised mainly in public schools: free of charge to all students including e.g. books, meals
- two official languages (Finnish, Swedish)
- In practice, no streaming, no selection, no magnet schools with a special curriculum to draw students from wider areas

Main cornerstones of the Finnish education policy

C. Devolution of decision power to the local level

- local authorities (together with schools and teachers) plan local curricula, outline assessment based on the national curriculum and allocate resources for schools
- Teachers choose learning materials, design and organise assessment, are also involved with curriculum process

D. The culture of trust

 no school inspectors, no national exams, only sample-based monitoring...

Assessment as part of everyday school work

- Teachers are seen as autonomous academic professionals, who are able to plan, implement, and assess teaching and learning
- Assessment data is used in the classroom for improving teaching and learning
 - Internal assessment including all assessment forms is carried out mainly by teachers themselves

NOTE: no national level examination of the whole age group before the end of upper secondary school (grade 12)

• only sample-based monitoring in the core subjects
US Finnish Workshop on Mathematics Education

Finnish assessment system

- Devolution of decision power and responsibility at the local level
- No school inspections, national exams or pre-evaluation of learning materials
- Assessment data is used within the classroom

Teachers autonomous academic professionals

Some key facts and figures

- Total amount of lesson hours in compulsory education is 5,750 (cf. OECD average 6,500; Italy 8,300)
- Mathematics lesson hours (a' 45 minutes): 6 (Grades 1-2), 15 (Grades 3-6), 11 (Grades 7-9) in all 32 lesson hours (Grades 1-9)
- Schools are various size and rather small
 - About 44% of all schools < 100 pupils (12% of all pupils)
 - About 22% of all schools > 300 pupils (54% of all pupils)
 - Average class size: primary 19.8 (OECD 21.4) and secondary 20.1 (OECD 23.7)

Teacher Education in Finland

Teachers in Finnish school system

A primary school teacher

- teaches grades 1 to 6 (ages 7 to 13)
- is typically qualified to teach all school subjects at primary school level

A subject teacher

- typically teaches grades 7 to 12 (ages 13 to 19)
- is qualified to teach only in his/her major or minor subject
- typically teaches two school subjects (e.g., math and physics)

Primary and subject teachers

Primary school teacher

- 5 year program(3 BA + 2 MA)
- Majoring in education
- Minoring in school subjects (Finnish, math, biology, geography etc)
- Minoring also in one or two other subjects
- E.g. primary school teacher minoring in mathematics

Subject teacher

- 5 year program(3 BA + 2 MA)
- Majoring in one subject
- Minoring in one or two other subjects
- Minoring in education (= teacher's pedagogical studies)
- E.g. Math major, chemistry + physic minor

University level pre-service TE

Primary teacher education

- provided by nine university units
- Swedish Programme in Vaasa and Helsinki (starting autumn 2016)

Subject teacher education

- Pedagogical course is provided also by some polytechnics
- Swedish Programme organised by Åbo Akademi University and UH



Teacher Training Schools

- university teacher training schools belong to the universities' faculties of education: altogether 11 schools in Finland
- play a central role in the training of prospective teachers
- combining theory and practice closely during initial teacher education
- The duties of teacher training schools
 - Provision of teaching for comprehensive and upper secondary levels
 - Supervision and tutoring of student teachers
 - Teaching experiments and research
 - Provision of in -service education

Research-based teacher education

- All teaching is to be based on research
 - Teacher educators are required to research
 - teaching is based on one's own or others' research
- Activities are organized so as to give students the opportunity to practise argumentation, decision making and justification when inquiring into and solving pedagogical problems.
- Students learn formal research skills during their studies when they move up to the M.A. thesis level.

Admission to the teacher education programmes: UH as an example

Primary teacher education: *Master's of education*

- 1564 (1807) applicants,
 120 study places
 (7.7% [6.6%], 2015)
- Two-phase entrance exam:
 1) book exam,
 based on which 25 % are invited to
 2) an interview.
- The applicants need to have upper secondary education.

Subject teacher education: Pedagogical course module

- 605 (755) applicants and 434 accepted (72% [57%], 2015)
- Acceptance rate varies between subjects
- Entrance exam consists of an interview.
- The applicants need to have a study place in a subject faculty and certain amount of studies OR a completed Master's degree including studies in a school subject.

Future prospects

 Critical issues to be addressed in Finnish mathematics education in the future

- pupils' declining interest and skills in mathematics
- rather low school well-being
- addressing the 21st century skills
- declining interest in studying mathematics at the university level

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Some further information

Finnish National Board of Education www.oph.fi/english

Ministry of Education and Culture http://www.minedu.fi/OPM/?lang=en

Department of Teacher Education, University of Helsinki http://www.helsinki.fi/teachereducation/

Teacher Training Schools
http://www.enorssi.fi/ftts/about-us-1

