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Teacher Education at the University of Helsinki

August 2017

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HELSINGIN YLIOPISTO
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Faculty of Education, University of Helsinki

- n 40 years of experience in research-based teacher education
- n 300 staff members and 3000 degree students:
- n 7 Master level degree programs in various fields from kindergarten to secondary school level
- n international Secondary Teacher Education Program
- n **400 Masters and 20 PhDs yearly.**

- n 25 research centres, focusing on, for example, research in teaching and learning, use of technology in education and **playful learning**, ...
- n **top-ranked in international comparisons:** in average 50th in the world list (QS ranking was based on academic reputation, and research impact).

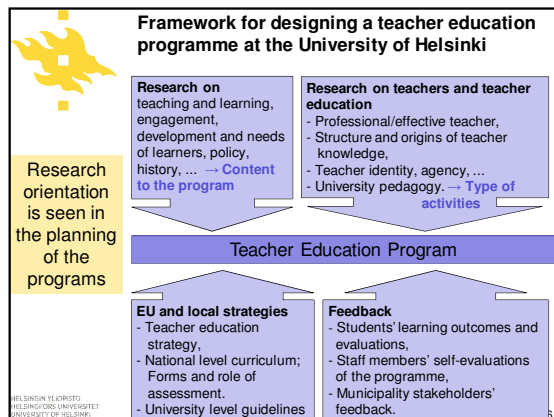
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Characteristics of Finnish Education
 Laukkanen (2008), Niemi et al. (2012), Sahlberg (2011)

1. **Educational equity and equality**
 - education is free (books, meals, health care, ...)
 - well-organised special education and counselling
2. **Quality through decentralisation**
 - leadership, management and quality work at school level
 - **teachers** are responsible for local curriculum and assessment

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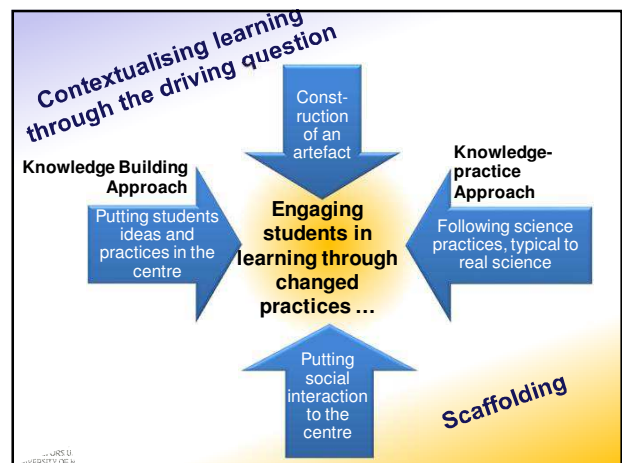
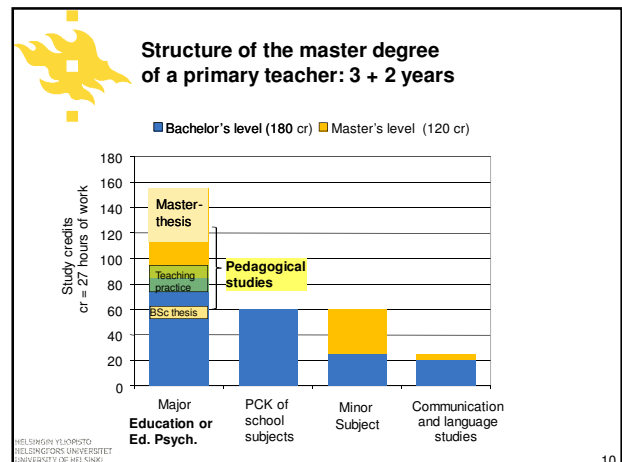
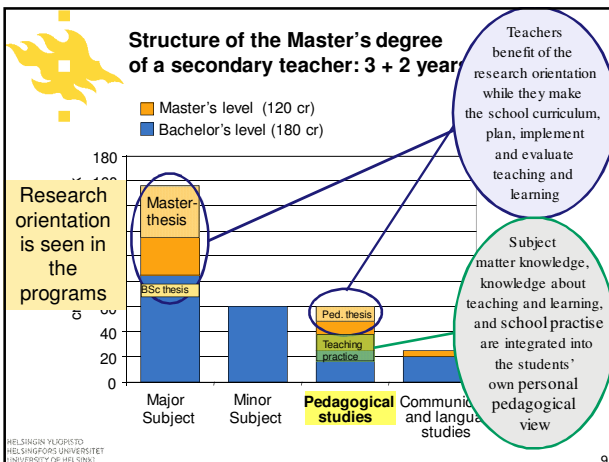
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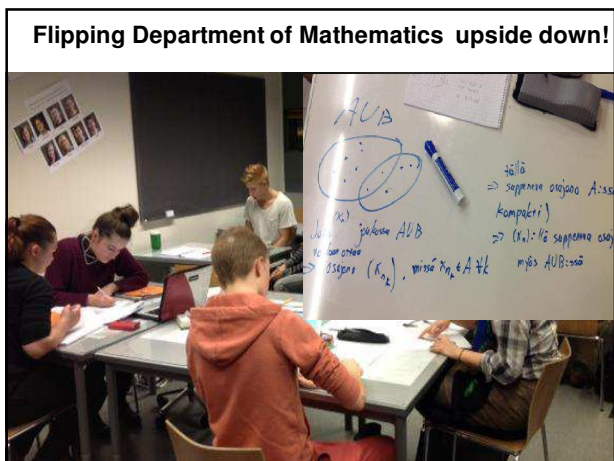
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Secondary teacher education: **pedagogical studies + subject studies**

Primary teacher education

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Teacher education is one of the most attractive training programs at the Finnish universities

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Three pre-conditions in order to have success in decentralised education (personal view)

- n 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;
- n **Quality work**, student assessment, continuous improvement of learning environments and practices at the local level **collaboratively**;
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National teacher education reform program

- nomination of a national forum of 100 experts
- literature review
- benchmarking
- national brainstorming

Strategy

Resources for the implementation of the strategy


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Some outcomes of the research on teachers and teacher education in various contexts
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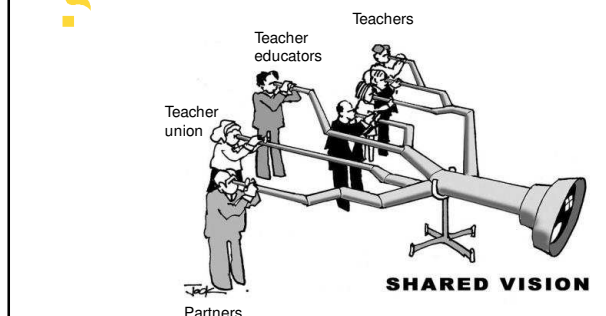
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Finnish teachers' challenges (according to TALIS and PISA surveys)



- n **Student-level**
 - n Support students' well-being and engagement in learning
 - n Guiding active learning processes
 - n Responding to the needs of individual learners
 - n Integrating formative and summative assessment
- n **Classroom level**
 - n Teaching in a heterogeneous (inclusion) and multicultural classrooms
 - n Emphasising the learning of 21st century competencies
 - n The design and the use of various learning environments
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 - n Evaluating practices, planning and implementing improvements or education reforms
 - n Using digital tools for teaching and administration, etc.

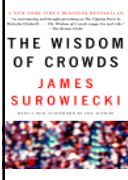
Renewal of teacher education as a part of national reform program




Teacher education should be based on a clear, shared vision

Wisdom of Crowds

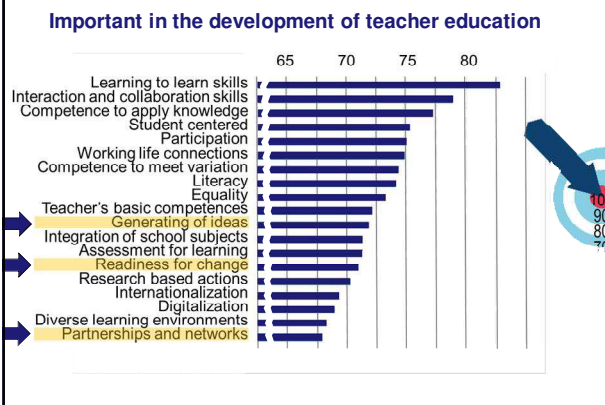
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 1. **Diversity of opinions**
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 4. **Implementation:** from ideas into a collective decision.



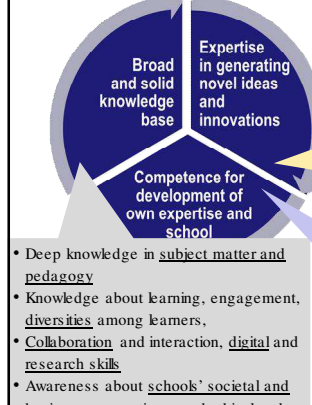
Virtual brainstorming



Important in the development of teacher education



Skill	Score (approx.)
Learning to learn skills	80
Interaction and collaboration skills	78
Competence to apply knowledge	76
Student centered	74
Participation	72
Working life connections	70
Competence to meet variation	68
Literacy	66
Equality	65
Teacher's basic competences	78
Generating of ideas	76
Integration of school subjects	74
Assessment for learning	72
Readiness for change	70
Research based actions	68
Internationalization	66
Digitalization	65
Diverse learning environments	65
Partnerships and networks	65




- Curriculum knowledge and skills
- Creativity, curiosity, risk-taking, and innovative ways of thinking, collaboration and networking
- Design and adoption of innovations
- Entrepreneurship type of thinking
- 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

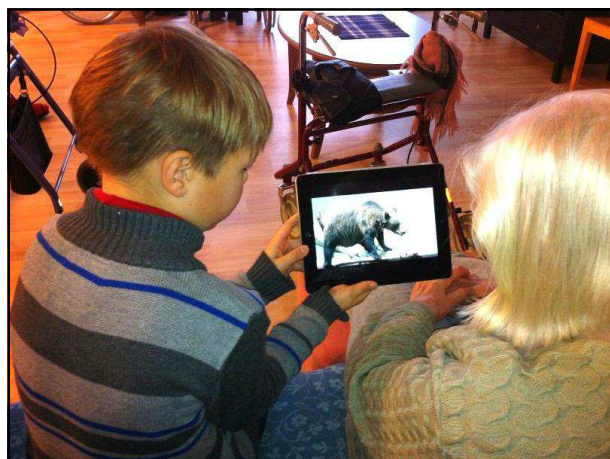
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- Awareness about schools' societal and business connections, and ethical code
- Ethics in teacher profession

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Main actions for the development of teacher education

1. Holistic view to teacher education

- what is common in teachers' pedagogical competence from kindergarten to vocational training
- pre- and in-service education and induction phase
- development plans for teachers, schools and districts based on the aims and the analysis of the needs

2. Selection and anticipation

- development of the selection of teachers
- recognizing of competencies already acquired
- balance in number of teachers needed and educated in all areas

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Main actions for the development of teacher education

3. Supporting the development of competences needed in generating novel ideas and innovations

- renew of teacher education programs and the teaching and learning activities
- leadership, networks and operations at the school site

4. Collaboration culture and networks

- subject department – department of teacher education
- practice school
- kindergarten – primary – secondary – vocational teacher education
- ...

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Main actions for the development of teacher education

5. Supportive leadership

- leadership: goal orientation and interaction
- strategic planning and quality culture
- schools as learning communities

6. Research based teacher education

- training programs and teaching/learning practices are based on research
- student teachers learn
 - 1) research skills and research orientation,
 - 2) assess their practices,
 - 3) reflect alone and in a group

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Finnish education context

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Research on teaching and learning, engagement, development and needs of learners, policy, history, ... → Content to the program

Research on teachers and teacher education

- Professional/effective teacher,
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- University pedagogy. → **Type of activities**

Teacher Education Program


EU and local strategies

- Teacher education strategy,
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- Students' learning outcomes and evaluations,
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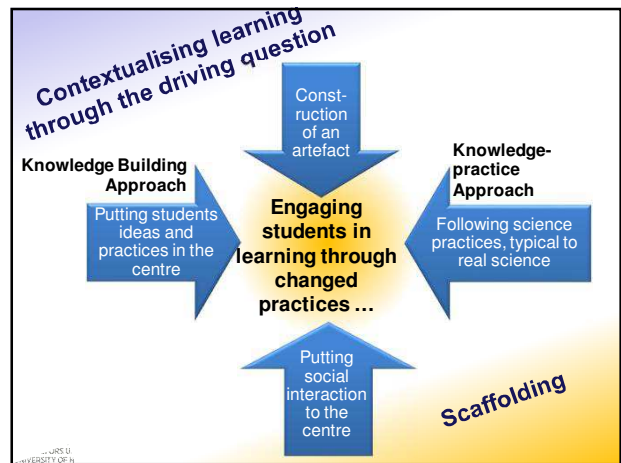
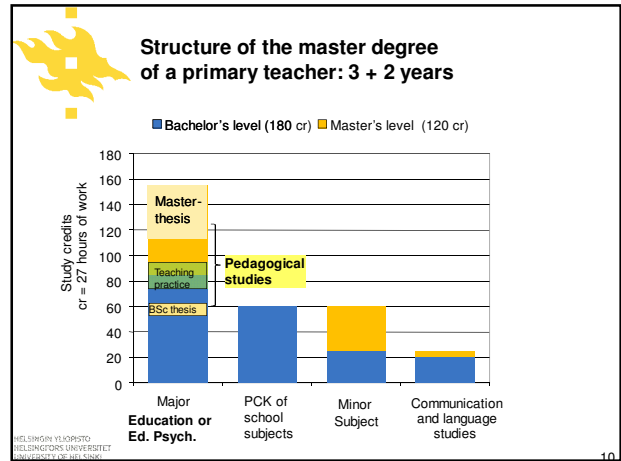
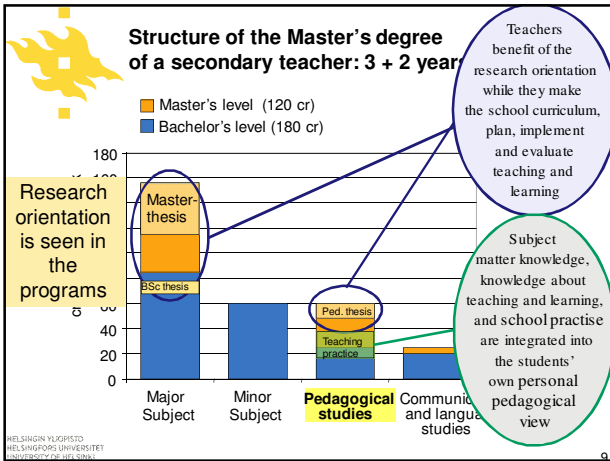
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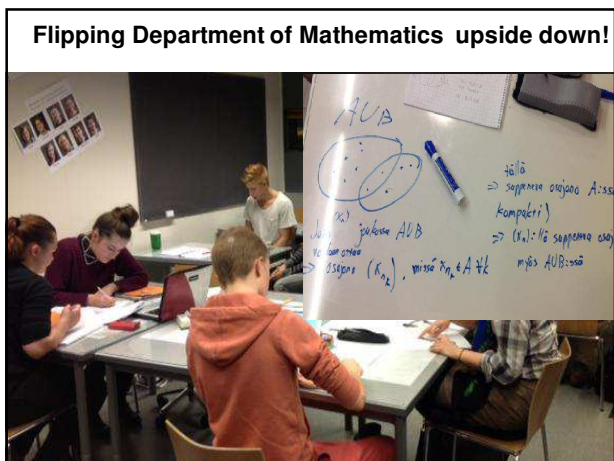
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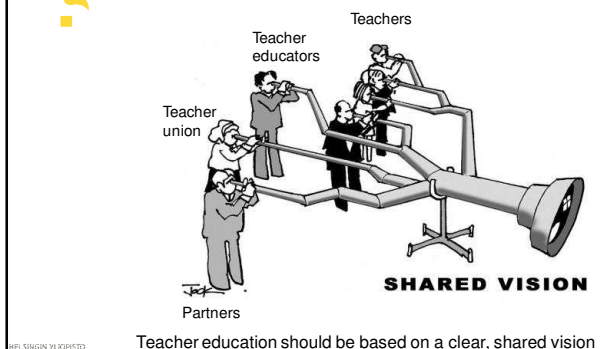
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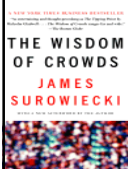
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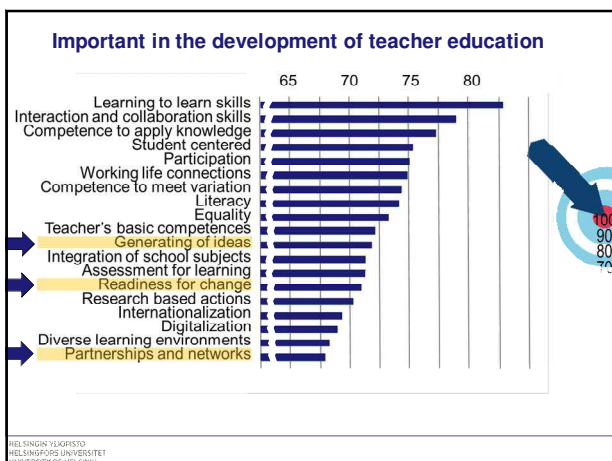
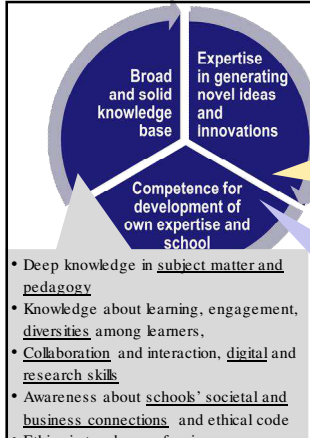
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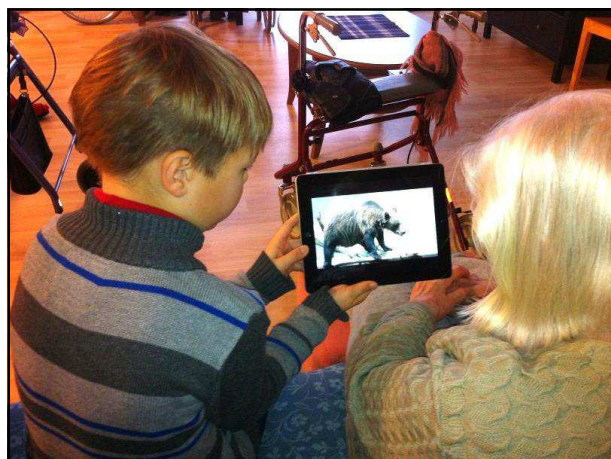
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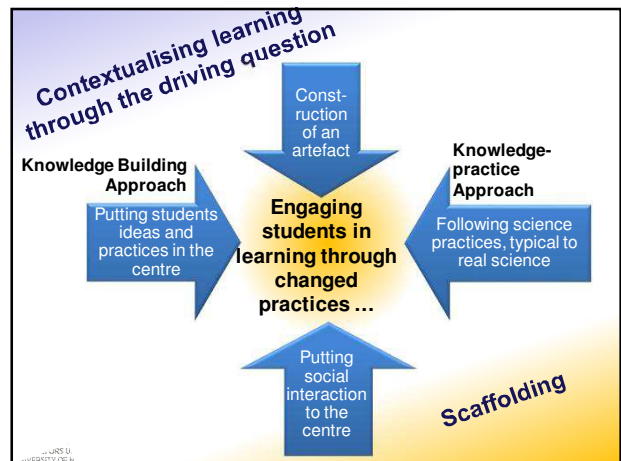
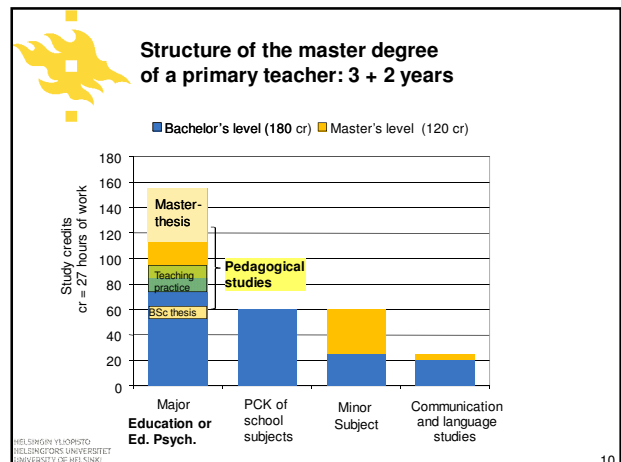
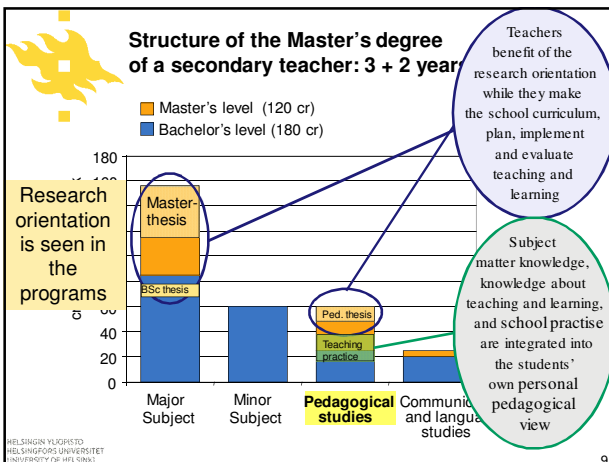
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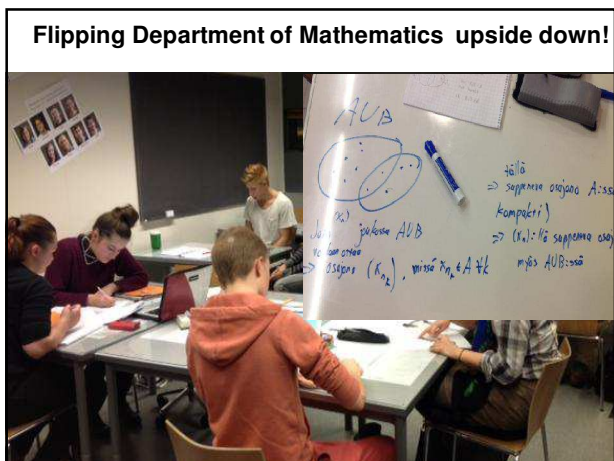
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National teacher education reform program

- nomination of a national forum of 100 experts
- literature review
- benchmarking
- national brainstorming

Strategy

Resources for the implementation of the strategy


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Some outcomes of the research on teachers and teacher education in various contexts
 (Cochran-Smith & Villagas, 2015)

- Good teaching/teachers have an impact to learning and well-being of students economic growth ... (e.g., Furlong, & al. 2009; McKinsey & Company, 2007; OECD, 2005; World Bank, 2010).
- Outcomes of research on
 - role of education in a society
 - teaching and learning, engagement and individual differences
 - the use of education technology in teaching and learning
 - teachers and teacher educationshould have an impact to continuous improvement of teacher education. (Cochran-Smith et al., 2015).
- Teachers should be willing and able to learn continuously new competences, e.g. for inclusion, preventing drop-outs, entrepreneurship, networking and co-teaching, coming from the needs of the society (Paine et al., 2015).

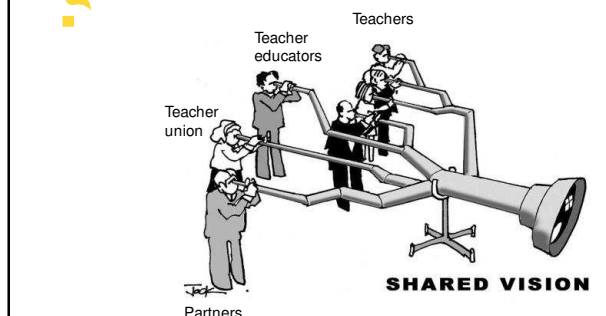
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Finnish teachers' challenges (according to TALIS and PISA surveys)



- n **Student-level**
 - n Support students' well-being and engagement in learning
 - n Guiding active learning processes
 - n Responding to the needs of individual learners
 - n Integrating formative and summative assessment
- n **Classroom level**
 - n Teaching in a heterogeneous (inclusion) and multicultural classrooms
 - n Emphasising the learning of 21st century competencies
 - n The design and the use of various learning environments
- n **School level**
 - n Working and planning curriculum in teams and networking
 - n Evaluating practices, planning and implementing improvements or education reforms
 - n Using digital tools for teaching and administration, etc.

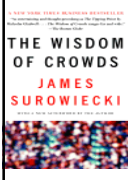
Renewal of teacher education as a part of national reform program




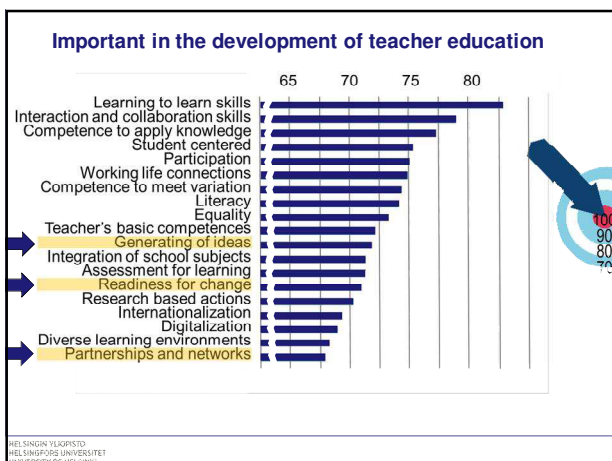
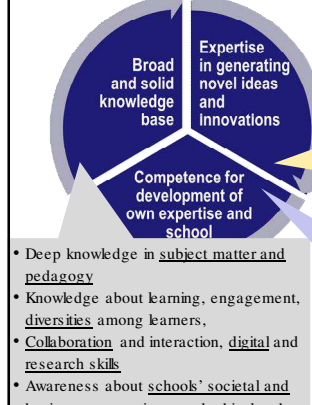
Teacher education should be based on a clear, shared vision

Wisdom of Crowds

- n **Large groups of people are smarter than few elite!** Better at coming to wise decisions.
- n Four elements required to form a wise crowd:
 1. **Diversity of opinions**
 2. **Independence:** People's opinions aren't determined by the opinions of those around them.
 3. **Decentralization:** People are able to specialize and draw on **local knowledge**.
 4. **Implementation:** from ideas into a collective decision.



Virtual brainstorming






- Curriculum knowledge and skills
- Creativity, curiosity, risk-taking, and innovative ways of thinking, collaboration and networking
- Design and adoption of innovations
- Entrepreneurship type of thinking
- 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


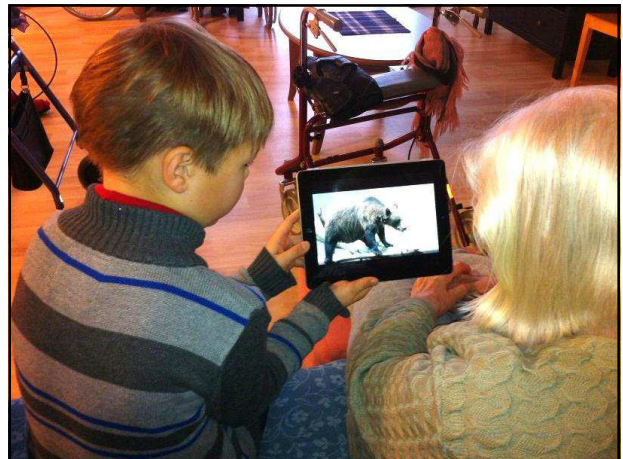
- Deep knowledge in subject matter and pedagogy
- Knowledge about learning, engagement, diversities among learners,
- Collaboration and interaction, digital and research skills
- Awareness about schools' societal and business connections, and ethical code
- Ethics in teacher profession

• I have designed with other teachers, pupils and out-of-school collaborators a new model for School-Community Collaboration (SCC) that engage primary pupils in SCC.

• SSC creates learning environments for creative use of ICT.



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Main actions for the development of teacher education

- 1. Holistic view to teacher education**
 - what is common in teachers' pedagogical competence from kindergarten to vocational training
 - pre- and in-service education and induction phase
 - development plans for teachers, schools and districts based on the aims and the analysis of the needs
- 2. Selection and anticipation**
 - development of the selection of teachers
 - recognizing of competencies already acquired
 - balance in number of teachers needed and educated in all areas

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Main actions for the development of teacher education

- 3. Supporting the development of competences needed in generating novel ideas and innovations**
 - renew of teacher education programs and the teaching and learning activities
 - leadership, networks and operations at the school site
- 4. Collaboration culture and networks**
 - subject department – department of teacher education
 - practice school
 - kindergarten – primary – secondary – vocational teacher education
 - ...

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Main actions for the development of teacher education

- 5. Supportive leadership**
 - leadership: goal orientation and interaction
 - strategic planning and quality culture
 - schools as learning communities
- 6. Research based teacher education**
 - training programs and teaching/learning practices are based on research
 - student teachers learn
 - 1) research skills and research orientation,
 - 2) assess their practices,
 - 3) reflect alone and in a group

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