

Government's Key Projects in Knowledge and Education

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Content

1 Finnish Education system

**2 New Finnish National
Core Curriculum**

**3 Government's Key Project
in Knowledge and Education**

4 Summary

1 Finnish Education System



FINLAND IS A SMALL COUNTRY

Finland is a small country on a global scale. Measured by its population, Finland is around the 115th biggest country, by its area the 64th. The population of Finland makes up just 0.07 per cent of the world's population and its total area as much of the total world area.



EDUCATION IS THE BEST IN THE WORLD

Finns can expect to go through close to ***19.8 years of education between the ages of 5 and 39***, more than the OECD average of 17.5 years and the highest level across OECD countries. Additionally Finland's primary education is ***the best in the world*** according to

[The Global Competitiveness Report 2016-2017.](#)



FINLAND RANKS AS THE TOP OECD COUNTRY IN EDUCATION

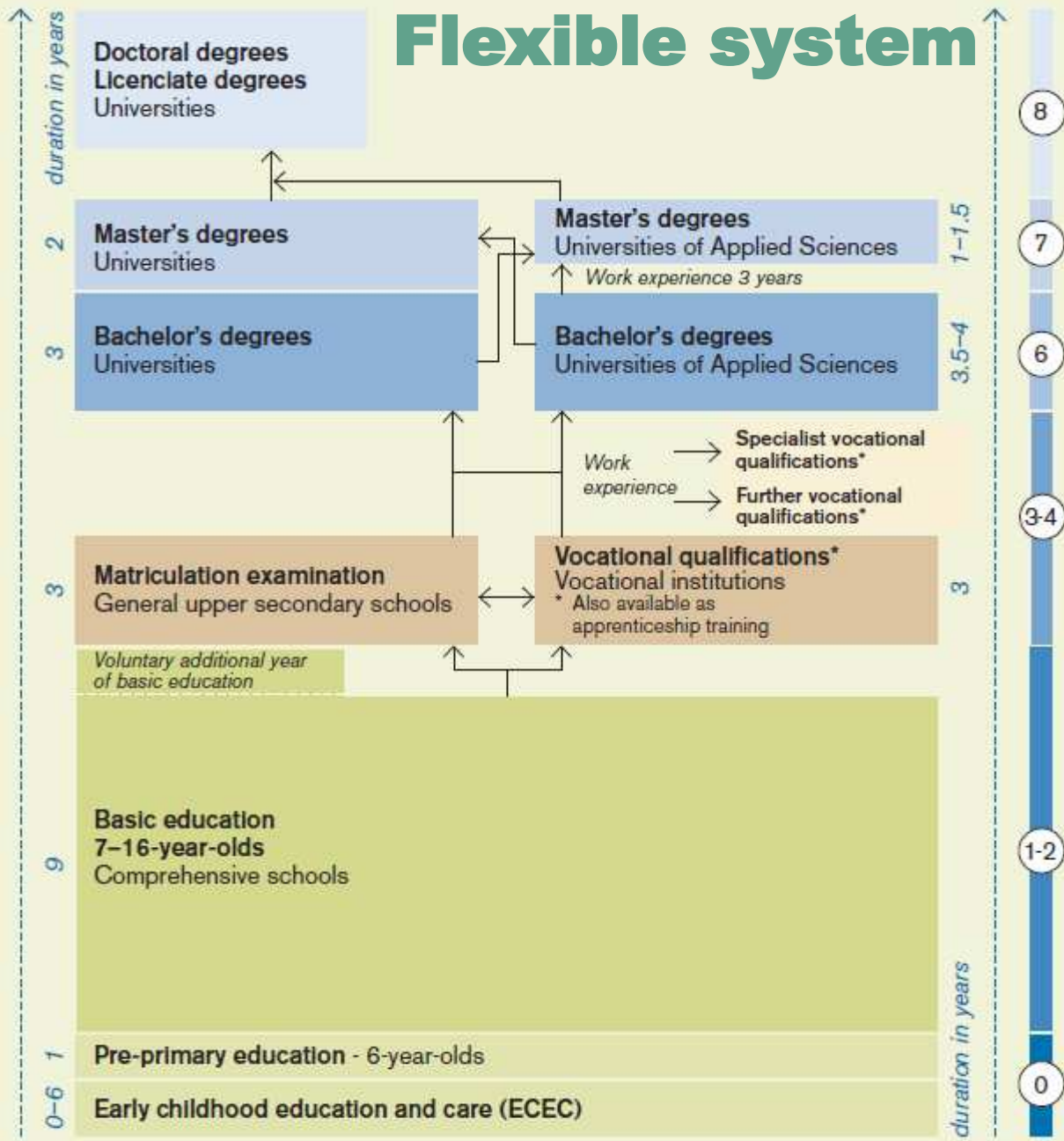
Education plays a key role in providing individuals with the knowledge, skills and competences needed to participate effectively in society and in the economy. Finland ranks first in education in the [*Better Life Index: Education*](#).



FINLAND IS THE MOST LITERATE COUNTRY IN THE WORLD

The World's Most Literate Nations (WMLN) is a descriptive study of rank orders created from a collection of variables of two kinds: those related to tested literacy achievement and those representing examples of literate behaviors. [World's Most Literate Nations: Rank Breakdown](#)

Flexible system



LIBERAL ADULT EDUCATION

- Open University education
- Open Universities of Applied Sciences education
- Adult education centres
- Folk high schools
- Summer universities
- Study centres
- Sports institutes

- The education system gives each student great flexibility.
- Binding decisions are not expected to be made at an early stage.
- The road all the way to tertiary education is untracked, with none of the paths leading to a dead end.

ISCED-classification 2011

- 0 Early childhood education
- 1 Primary education
- 2 Lower secondary education
- 3 Upper secondary education
- 4 Post-secondary non-tertiary education
- 6 Bachelor's or equivalent
- 7 Master's or equivalent
- 8 Doctoral or equivalent

Educational rights

- The Constitution of Finland:
“Everyone has the right to basic education free of charge.”
- “The public authorities shall guarantee for everyone equal opportunity to receive other educational services in accordance with their ability and special needs, as well as the opportunity to develop themselves without being prevented by economic hardship.”
- “The freedom of science, the arts and higher education is guaranteed.”
- The Universities Act: Free education
- “Education leading to an university degree and entrance examinations relating to student admission shall be free of charge for the student.”



Characteristics of the Finnish Education System

- **Finnish culture: trust for education**
- **Education policy**
 - Educational equality and equity
 - Delegating decision power and responsibility from central administration to the local levels
- **Comprehensive school (= basic education)**
 - Core curriculum
 - Headteachers as pedagogical directors
 - School practices: several subjects, free warm lunches, small groups, high quality equipment
- **Teacher education**
 - Teaching seen as an academic profession
 - Highly-qualified teachers
 - Excellent students

and other...



School meals



15 minute break - after every 45 minutes



Emphasis on collaboration,



Equal opportunities and equality



All children go to publicly funded schools


KEEP CALM AND ENJOY YOUR EXAM

No standardized tests in basic education



Early support

2 New Finnish National Core Curriculum

What has changed?

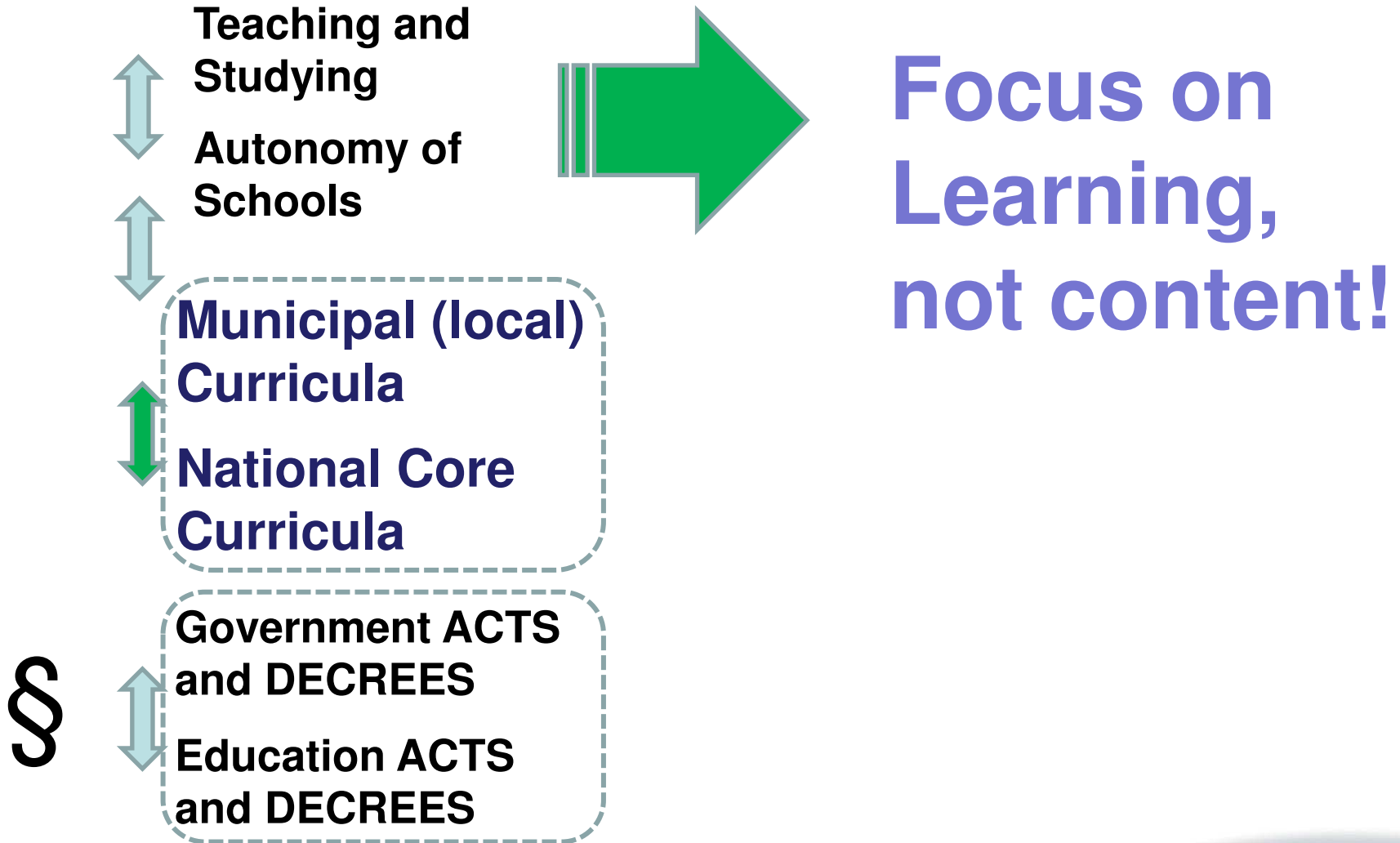


- **Focus on Teaching**



- **Focus on Learning**

New National Core Curriculum



Why?

- The world in which schools operate has undergone major changes since the previous curricula

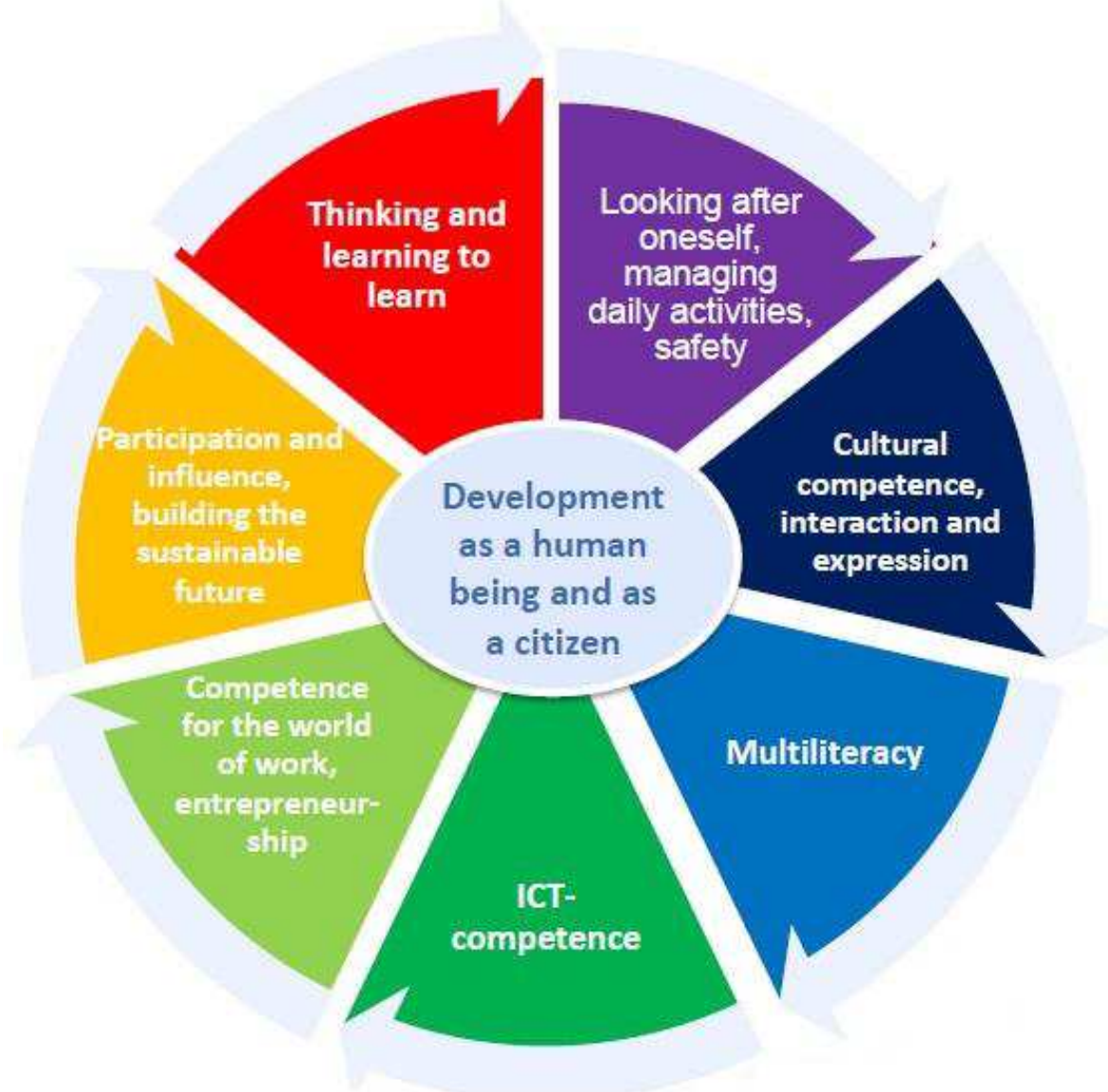
What?

- Competences needed in society and working life have changed

How?

- **Content of teaching, pedagogy and school practices** must be reviewed and renewed in relation to these changes

National Goals for Basic Education and



Rethinking School Culture



<https://www.youtube.com/watch?v=oZkPgsGLnP4&t=7s>





Academically
qualified professional

TEACHERS

at all levels of education
support and encourage
students to succeed
in school.

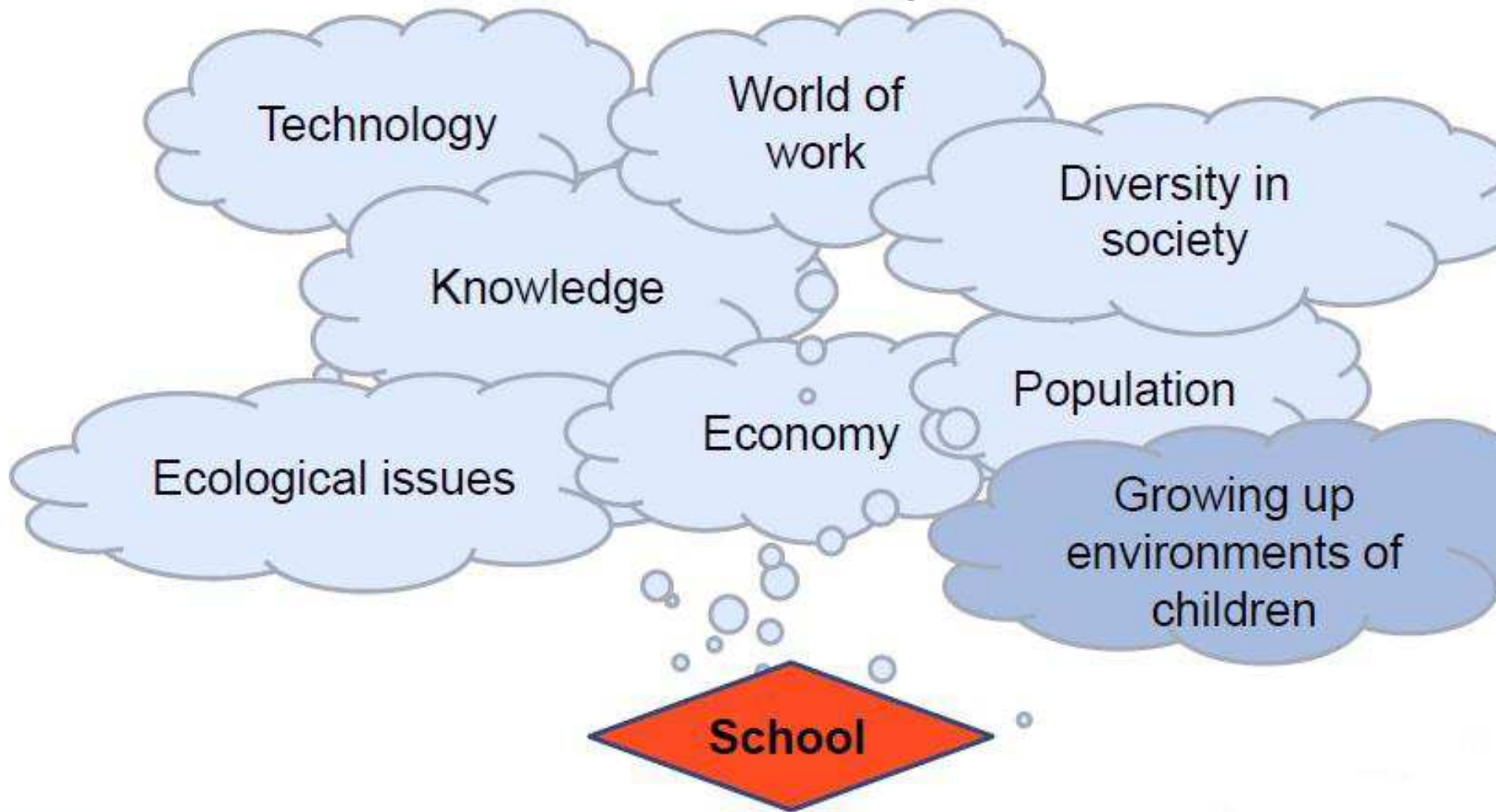
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GOOD GOVERNANCE

School is surrounded by a world of change

WHAT has changed?



3 New Comprehensive School and Teacher Education Forum

Government Programme 2015-2019

PM Sipilä's Government Programme May 27, 2015

- **Finland of Solutions – A strategic government programme**
- Vision: Finland 2025 – Built together
- Finland as a part of Europe
- Finland of sustainable economy
- Renewing Finland
- Safe Finland



“Finland is a country that encourages people to continuously learn something new.

Skills and education levels in Finland have risen, promoting the renewal of Finnish society and equal opportunities.

Finland is in the vanguard of education, skills and modern learning techniques.”

PM Sipilä's Government Programme May 27, 2015

Government programme 2015-2019

Key projects of MoEC

1. **New learning environments and digital materials to comprehensive schools – New Comprehensive School Program**
2. **Reform of vocational upper secondary education**
3. **Acceleration of transition to working life in higher education**
4. **Access to art and culture will be facilitated**
5. **Cooperation between higher education institutions and business life will be strengthened to bring innovations to the market**
6. **Youth guarantee towards community guarantee**

List of on-going reforms in education sector in Finland

- Compulsory Pre-school Education since Aug. 1, 2015. (6-year olds)
- New National Core Curriculum for pre-school education, basic education and upper secondary education since Aug 1, 2016
- New learning environments and digital resources together with new pedagogies
- *Schools on the move* – aiming to establish more physical activity among pupils
- Enhancing language learning and language competences in basic education (1st grade onwards)
- Development program for general upper secondary education
- Reform of vocational upper secondary education.
- Reforms in our higher education and research sectors too.

A light blue world map is centered in the background of the slide. The map shows the continents in a slightly darker shade of blue against a lighter blue background.

2016-2018

TOWARDS NEW COMPREHENSIVE SCHOOL

Update the comprehensive school system to the 2020 requirements to make Finland the number one country of inspiring learning and education

- The goal is to **improve learning results, respond to future skills and competence needs, renew pedagogy** through experimental schemes and inspire lifelong learning.
- This key project will be implemented by **making full use of teachers' skills and experiences while giving them extensive pedagogic latitude.**
- **Local solutions, creativity and experimentation will be encouraged.** The objective is to make Finland into a world-class laboratory of new pedagogy and digital learning.



1. Pre- and in-service teacher education will be reformed.

The introduction of digital materials and new learning environments will be facilitated through digital-pedagogic training. Every Finnish teacher will be offered access to online learning starting from one's own level.

2. Experimental schemes and workshops on pedagogy, digital learning and new learning environments will be instituted.

3. The National Agency of Education has established a **'Centre for Innovations'** to coordinate the experiments and to ensure the efficient dissemination of best practices.

The objective is to make Finland a leading country of future learning and inspiring education.

- **New pedagogy and new learning environments**
- **Teachers' competence development**
- **The digitalization of education**





Student agency

- Students are allowed and encouraged to make decisions on their own learning

The best teachers in the world

- Life-long professional development
- Teacher profession in broad sense, including society connections
- Collaboration, interaction, quality work
- Supporting students to learn 21st century skills
- Networking inside and outside school



Innovations

- Evidence-informed
- Empirical study with universities
- Partners & Internationality
- Accountability (in a sense of better learning processes and renewed school culture)

FINNISH SCHOOL REFORM INVOLVES

1. Forming a vision
2. Teachers' competence development
3. Developing school culture
4. Internationalization of schools

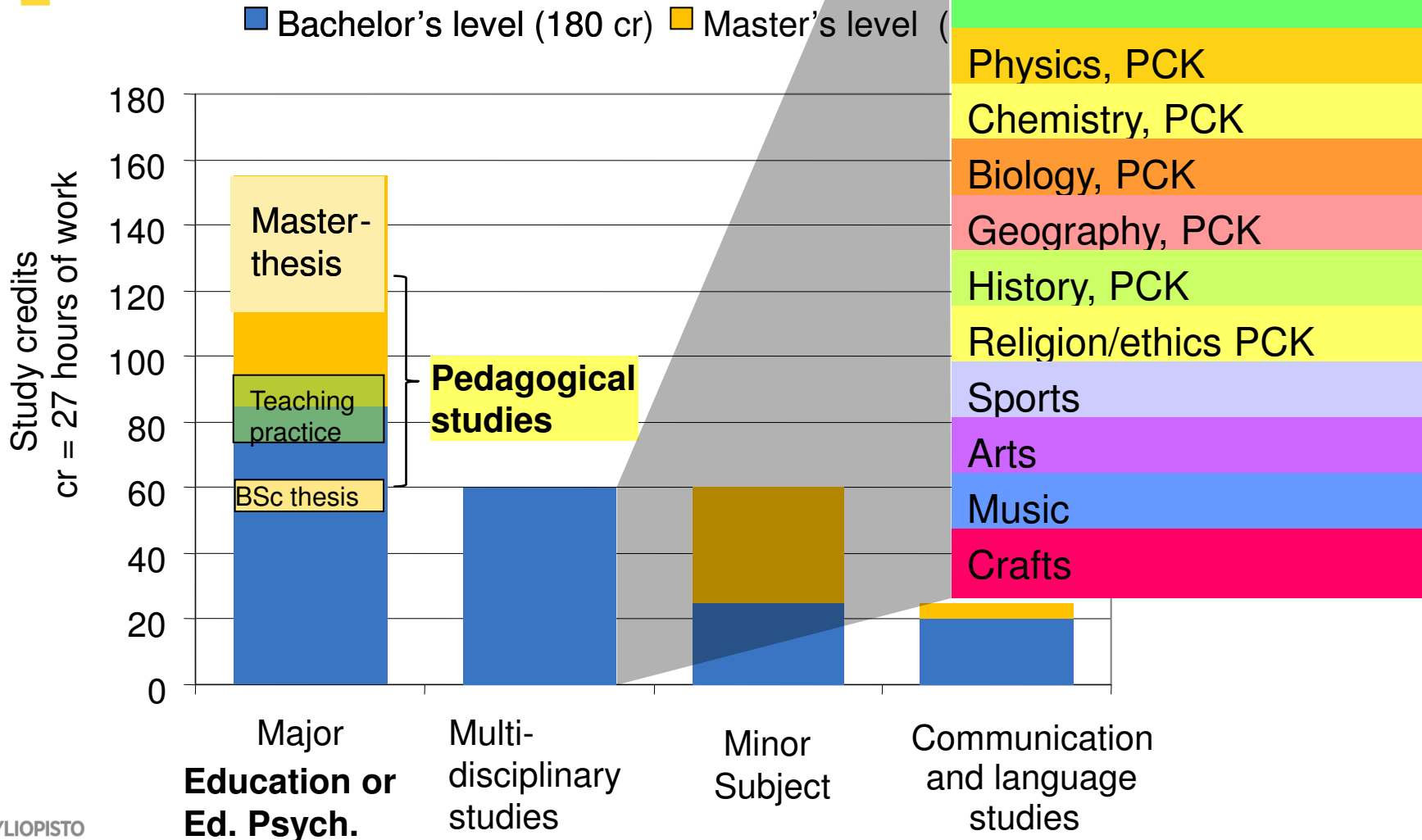


The World's Most Competent Teachers

- Finland has competent teachers. Teacher education is of high quality and attractive.
- However, future challenges and rapid changes in the society have presented the competent teachers and the teacher education with new challenges.
- The Teacher Education Development Programme responds to these challenges
- The programme outlines the objectives and measures that ensure that Finnish teacher education will remain strong, attractive and internationally appreciated.
- Valuing the teacher education and teachers as well as a teacher identity that creates new outcomes are important for the future of Finland.



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



OECD TALIS – Teacher “Professionalism index”

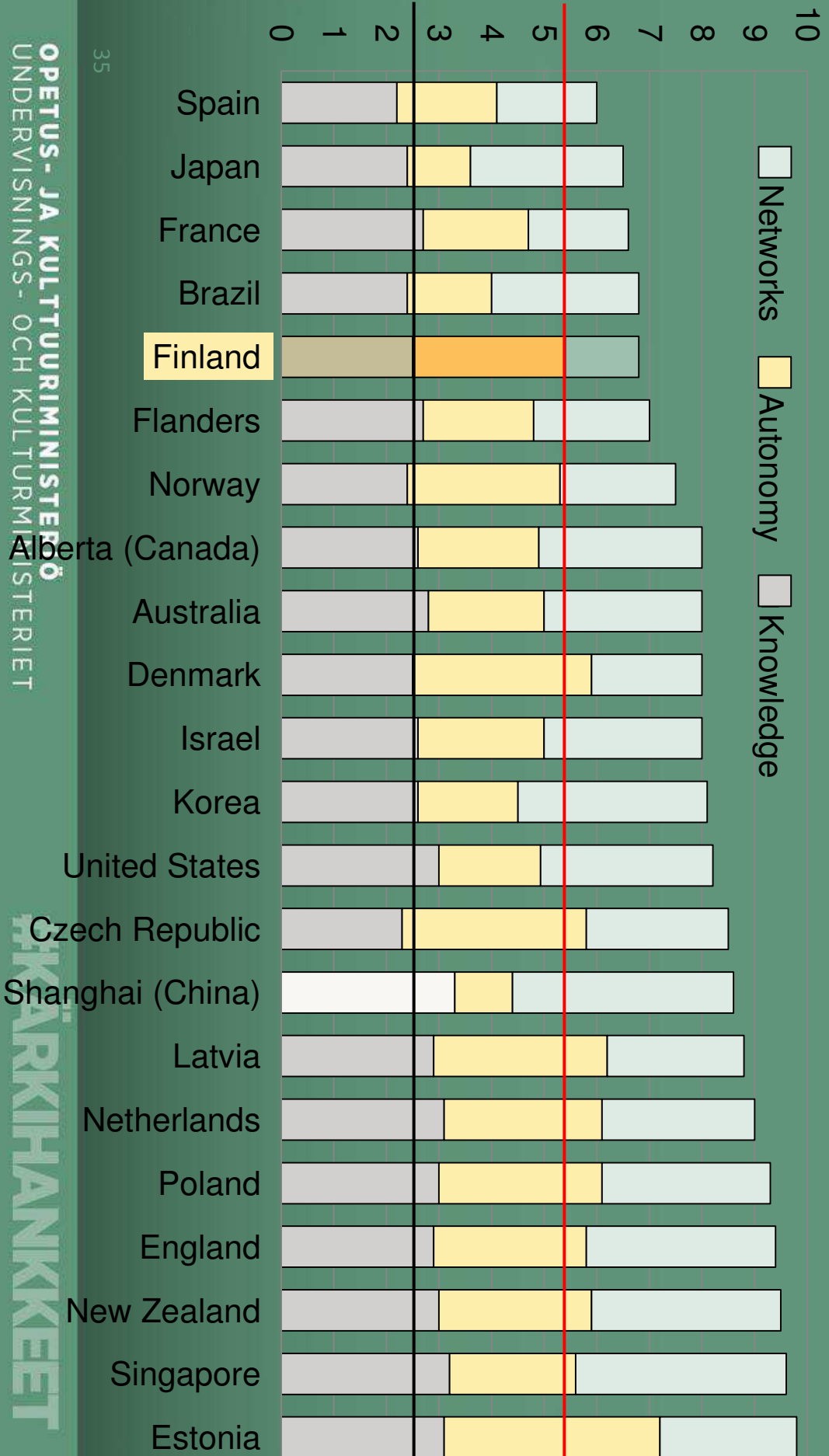
Knowledge base for teaching (competences learned during initial education and in life-long professional development)


Teacher professionalism

Peer networks:
Opportunities for exchange and support needed to maintain high standards of teaching

Autonomy: Teachers’ decision-making power over their work

TALIS Teacher professionalism index (based on teachers' self-evaluations)





Finnish Teacher Education Forum

**Renewal of teacher education as a part
of national reform program**



Teacher Education Forum

- In January 2016, the Ministry of Education and Culture appointed the **Teacher Education Forum to reform** the pre-service, introductory and in-service **teacher training**
- Nearly 100 members and experts of the TEF and its divisions have participated in working on **the Teacher Education Development Programme (TEDP)**
- In addition, nearly two thousand experts in the education sector, as well as students and teachers participated in preparing the development programme through an online think tank
- The results of the forum and the think tank, expert consultations as well as topical research on teachers and teacher education were utilized in preparing the development programme

TEACHER COMPETENCE DEVELOPMENT

- Development programme for teachers' pre- and in-service education and its implementation (Teacher Education Forum)
- Online in-service education starting at each teacher's current competence level (MOOC, *massive open online course*, for all teachers in Finland)
- Speeding up development activities at the local level in those areas with low attendance in developments projects
- Towards in-service education driven by needs of teachers, schools and regional authorities
- Expanding the Model of Tutor Teachers – the teacher guides other teachers to utilize ICTs in education

VISION

**”Creating the Best Competence
for the World Together!”**



Key elements at the level of a vision (online think tank)

IMPORTANT IN EDUCATION OF THE FUTURE

1. **Digitality in education**
2. **Teachers' expertise**
3. **Learner-oriented approach**
4. **Interaction and teamwork**
5. **Processing and applying information**
6. **Collaboration and networks**
7. **Inclusion and participation**
8. **Diverse learning environments**

IMPORTANT IN DEVELOPING TEACHER EDUCATION

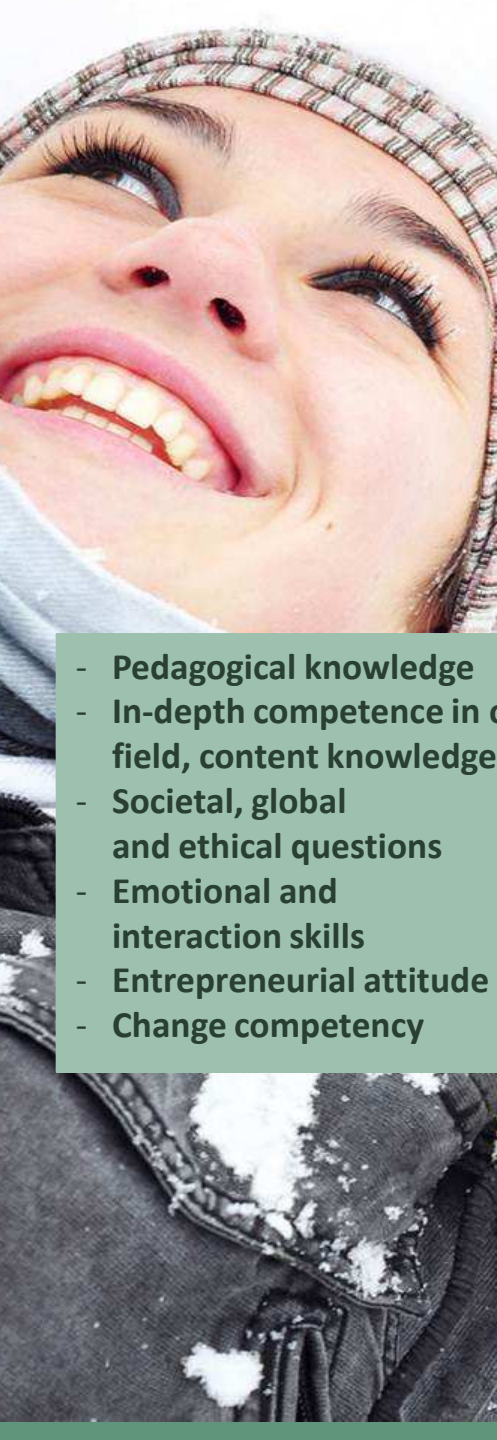
1. **Learning-to-learn skills**
2. **Interaction and teamwork**
3. **Processing and applying information**
4. **Learner-oriented approach**
5. **Inclusion and participation**
6. **Link with working life**
7. **Diverse learners**
8. **Humanity and general knowledge and ability**



New objectives of Finnish Teacher Education

**“Teachers should be future oriented
and able to create new
pedagogical innovations.”**

Objectives



- Pedagogical knowledge
- In-depth competence in one's field, content knowledge
- Societal, global and ethical questions
- Emotional and interaction skills
- Entrepreneurial attitude
- Change competency

**Extensive
basic
competence**

**Expertise
and agency
to create
new
innovations**

**Continuous
development of
personal
competence and
community**

- Knowledge about curriculum
- Creativity, curiosity, risk-taking
- Ability to create and apply new innovations on teaching (e.g. digital competence)
- Ability to reflect and evaluate
- Teacher's agency

- Developing school culture
- Developing personal competence based on research
- Networking and community competence

TUTOR TEACHER MODEL

- A teacher instructing other teachers to utilize e.g. digital material and educational use of ICTs
- Tutor teacher to every Finnish school
- Tutor teachers build networks
- Pupils are involved in the tutor activities

4 Summary

Values and Aims of Finnish School

Professional teachers

- Knowledge base
- Collaboration
- Life-long learning

Local curriculum and environments

- Broad aims
- Learning environments

Leadership and quality culture

- Goal orientation and interaction
- Quality culture

Networks & partnerships

Finnish society

Partners



Diverse learners

A Finnish school

Global Stakeholders

Parents

Jari Lavonen, UH, 2015

Conclusion

1. Extensive school network
2. Free education, learning materials and meals
3. Emphasis on special need education and individual support
4. Masters' degree for all teachers, pedagogical studies and teaching practice
5. School autonomy
6. Gap between top and bottom is narrow
7. National core curriculum
8. Relaxed and casual school culture
9. Real life experiences and activating and collaborative working methods



NEW COMPREHENSIVE SCHOOL KEY PROJECT

1. Pre-service and in-service teacher education will be reformed and integrated.
2. Innovations on pedagogy, digital learning and new learning environments.
3. The National Agency for Education hosting a 'Centre for Innovations' to coordinate the experiments and to ensure the efficient dissemination of best practices.

Future
education and
learning
environments
are made by us!

The most
important
thing is how
do we see
ourselves.

