



FINNISH NATIONAL  
AGENCY FOR EDUCATION

# The Finnish Curriculum system

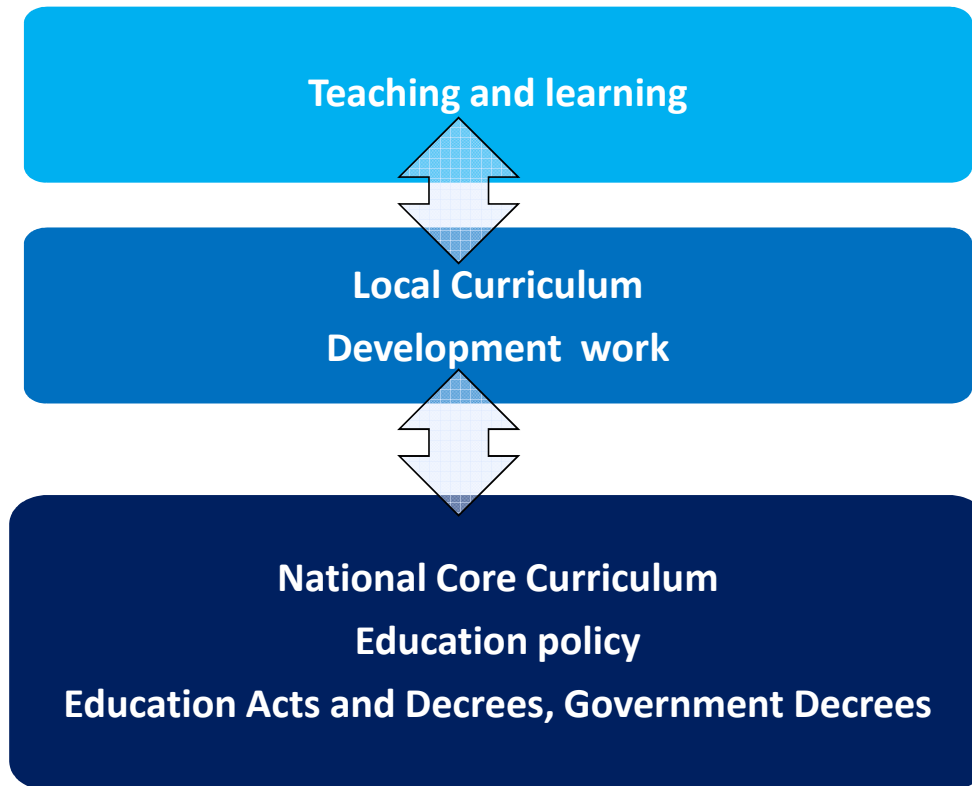
## An overview with focus on the 2014 Core Curriculum of Basic Education

Visit of the Danish Parliamentary Delegation  
Helsinki 29 August, 2017

Presentation compiled by Paula Mattila, Counsellor of Education



# The three levels of the Finnish curriculum system



All parts of the system aim at supporting teaching and learning.

The Core Curricula are norms.

The education providers draw up their own curricula based on the norm curricula.



# Core curricula are renewed every 10 years or so.

The present round has been more complete and coherent than ever.

- Early childhood education and care 2016
- Pre-primary education 2014
- **Basic education 2014**
- Upper secondary general education 2015
- Basic education for adults 2015 and 2017
- Preparatory education for basic education 2015
- Preparatory education for upper secondary general education 2015

09/10/2017 Finnish National Agency for Education

NATIONAL CORE CURRICULA OF FINLAND

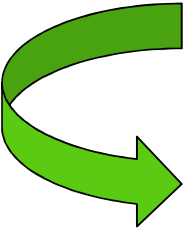
 <p>NATIONAL CORE CURRICULUM FOR BASIC EDUCATION 2014</p>	 <p>NATIONAL CORE CURRICULUM FOR PRE-PRIMARY EDUCATION 2014</p>	 <p>NATIONAL CORE CURRICULUM FOR GENERAL UPPER SECONDARY SCHOOLS 2015</p>
National Core Curriculum for Basic Education 2014 37.00 €	National Core Curriculum for Pre-primary Education 2014 20.00 €	National Core Curriculum for General Upper Secondary Schools 2015 32.00 €
 <p>NATIONAL CORE CURRICULUM FOR EARLY CHILDHOOD EDUCATION AND CARE 2016</p>	 <p>NATIONAL CORE CURRICULUM FOR BASIC EDUCATION 2014, digital publication</p>	 <p>NATIONAL CORE CURRICULUM FOR PRE-PRIMARY EDUCATION 2014, digital publication</p>
National Core Curriculum for Early Childhood Education and Care 2016	National Core Curriculum for Basic Education 2014, digital publication	National Core Curriculum for Pre-primary Education 2014, digital publication

# Key Aspects of Curriculum Development

The National Core Curriculum is:

- the expression of the insight and will of key education stakeholders and it gives **common direction to the processes and development** of teaching and learning
- **holistic and compact** – it covers all areas of learning and school life, not only different subjects
- **inclusive** – it covers education for all students
- sets more weight on goals for learning and prerequisites for a **successful learning process** than on subject content
- looks for a **balance between academic achievement and student welfare**
- is based on a **futures orientation and competence-based thinking**

# Why was the 2014 basic education curriculum reform needed?



The world surrounding school has changed essentially since the beginning of the 21st century – the effects of globalisation and the challenges of a sustainable future needed to be taken onboard. (Growing threats, of segregation, insecurity, selective truths... and of a sedentary lifestyle, to name a few)



Competences required in society and the world of work have changed (e.g. digitalisation, cultural and linguistic diversity)

It is necessary to examine educational contents, pedagogy and schools' working practices in order to reform these in so much as is needed, in relation to changes in the operating environment and competences.

# The targets of the curriculum reform in basic education

## Pedagogical reform

- Transforming from WHAT to learn to HOW to learn

## A holistic approach to basic education

- Generic competences, school culture, connections and collaboration between subjects

## Changing school culture

- Renewal of pedagogical thinking, learning environments, working approaches and assessment

## Curriculum as a digital tool

- producing web-based eCurriculum with more functions

## National Core Curriculum for Basic Education 2014

# Conception of learning

**The student has an active role** in her/his learning, and she/he learns to set goals and to solve problems both independently and together with others.

Learning takes place through interaction with other students, adults, and the different communities.

**Positive emotional experiences**, the joy of learning and creative meaningful (authentic) activities promote learning and inspire the students to develop their competences.

**Developing learning-to-learn skills** lays the foundation for goal-oriented and lifelong learning.

**Students who are aware of and responsible for their learning processes** will increasingly learn self-regulation.

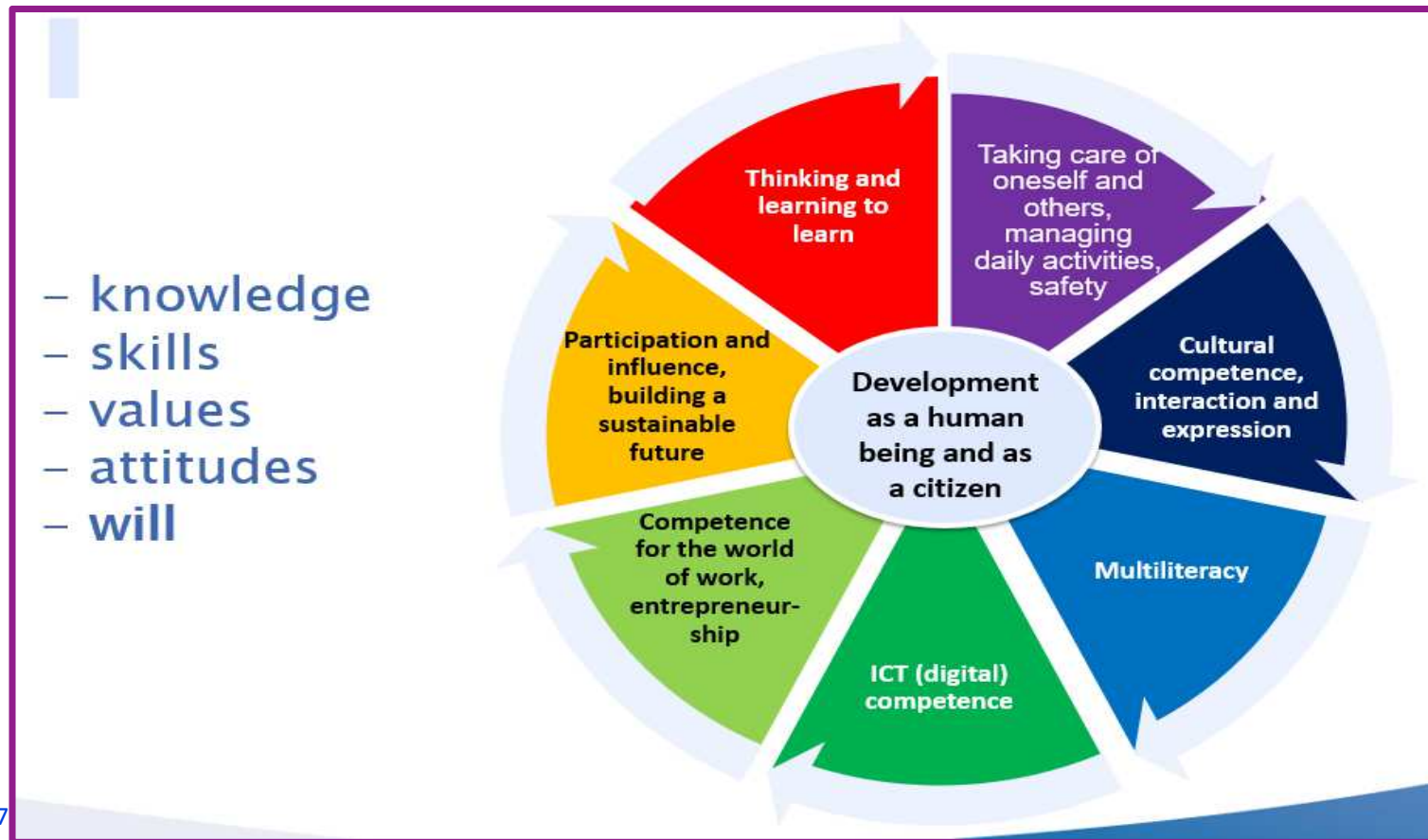
# National Core Curriculum for Basic Education 2014

## Rethinking School Culture





# Transversal Competences at the core of the new Basic Education Curriculum



# Three aspects (from among many) that make the new Finnish Core Curricula special

- Equity and equality
- Focus on languages – language education
- Promoting the UN Agenda 2030– global education

# 1/3 The Basic Education Core Curriculum of 2014 stipulates that,

**teaching must be gender-sensitive**

**equal support to be provided for girls and boys, each one an individual**

**schooling will add on information and understanding about the diversity of gender**

**equality and equity key principles of school culture – zero tolerance to discrimination**

**all subjects to promote equality and equity in their own ways**

**gender sensitive selection of methods, materials, learning environments, partners**

## 2/3 A few words on language education - one more key principle of new Core

**Curriculum** *To make this happen, every teacher must be a language teacher.*

Language education (språkpedagogik) aims at making all students increasingly aware of the impact language has on all of us in  
building our identity (identities)  
being humane, being members of  
communities, of society  
learning to learn.

## 3/3 Promoting sustainability and introducing global education in the core curricula.


Crucial role of understanding and appreciating human rights

Appreciation of cultural and linguistic diversity Language education

Orientation towards an eco-social education and culture

<https://www.slideshare.net/aosalone/ecosocial-approach-to-education>



The background features two large, wavy, overlapping shapes. The top shape is green and curves from the top right towards the center. The bottom shape is blue and curves from the bottom left towards the center, overlapping the green shape. Both shapes have a soft, blurred edge.

**Thank you!**  
Your questions and  
comments, please?

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