EDUCATIONAL and TEACHER COMPETENCES IN FINLAND

CONCEPTUAL CHANGE
Collaboration, sharing and capacity building

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THE COMPREHENSIVE SCHOOL grades 1th to 9th

Grades 1.-6.:
- School begins at age of 7
- Class teachers: Master’s in education
- Teach all the subjects of elementary school
- At least two subjects they are specialized in
- The focus: up bringing, learning to learn, meta cognitive skills

Grades 7.-9.:
- Subject teacher system
- Master’s in their own subject(s) & pedagogical studies
- Special education teachers: one year in service training after two years working experience (minimum), or spec. pedagogy as a major
- NOTE! two types: 1. spec. ed. teachers work in general classrooms (co-teaching) and teaching also small groups flexibly during the school day, 2. in special classes
observe, discuss, decide, do something in a different way

- **GENERAL SUPPORT (ILP 1)**
  - pedagogical evaluation

- **INTENSIFIED SUPPORT (ILP 1)**
  - pedagogical evaluation & possibly psych. or medical

- **SPECIAL SUPPORT (ILP 2)**
  - pedagogical evaluation & possibly psych. or medical

- **HIGH QUALITY BASIC EDUCATION**

**New National Special Education Strategy (2007)**

Everything in cooperation with parents & SWG (multiprofessional team)
The participating municipalities 2008-09
(= dark color )
+30 new municipalities in 2009-11

(Source: Board of Education)
Figure 3. The changes in frequencies (%) of special and strategy terms in four sets of municipal documents

- **Special**
- **Strategy**

Figure 4. The changes in frequencies (%) of pedagogical and therapeutic terms in four sets of municipal documents

- **Pedag**
- **Therapy**
Stage of implementation (see Hall & Loucks, 1977)

Data: The plan of education of the municipalities after 1½ years of the strategy implementation

Indicator: *intensified support*, because it was a new concept

Stages:
of the municipalities
at the 1\textsuperscript{st} level:  
*non use, orientation, preparation, 22%*

at the 2\textsuperscript{nd} level:  
*mechanical use, routine, 60%*

at the 3\textsuperscript{rd} level:  
*refinement, integration and renewal, 18%*
Educational sciences establish the basis to teacher education

Educational sciences must be closely linked to subject didactics

Integration of theory and practice is the cornerstone for “a teacher as a researcher”
CHALLENGES IN NATIONAL TEACHER EDUCATION

- In service training disintegrated and unsystematic
- The lack of induction training
- More knowledge and skills – and will – to teach diverse children (especially having social, emotional and behavioral needs)
- More special education teachers
- Multicultural challenges – lack of knowledge and good support practices
The university of Lapland:

THE GOALS OF CLASS TEACHER EDUCATION

- The student teacher knows the features of children’s physical and learning development
- Understands them as a starting point of teaching and inclusive education
- Can implement the theory and research of learning, education and teaching
- Can implement and adapt the curricula
- Can co-operate with educational network and other interest groups
- Knows the mechanisms of the developing society
- Acknowledges and reflects his/her own pedagogical thinking critically
- Can renew and develop his/her professional skills and identity
- Can act as a teacher researcher