

New strategy

EDUCATIONAL and TEACHER COMPETENCES IN FINLAND

CONCEPTUAL CHANGE

Collaboration, sharing
and capacity building

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THE COMPREHENSIVE SCHOOL grades 1th to 9th

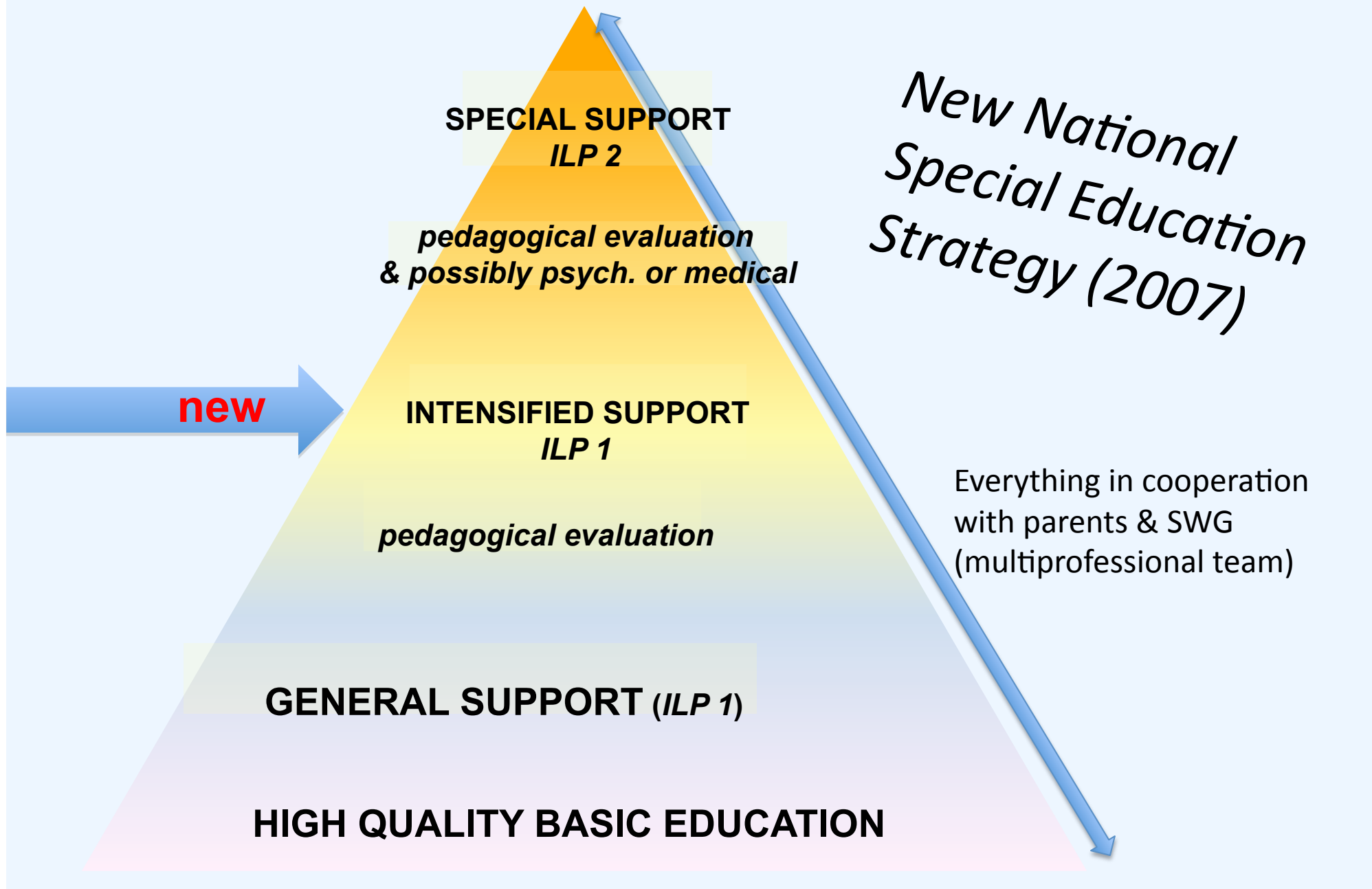
Grades 1.-6.:

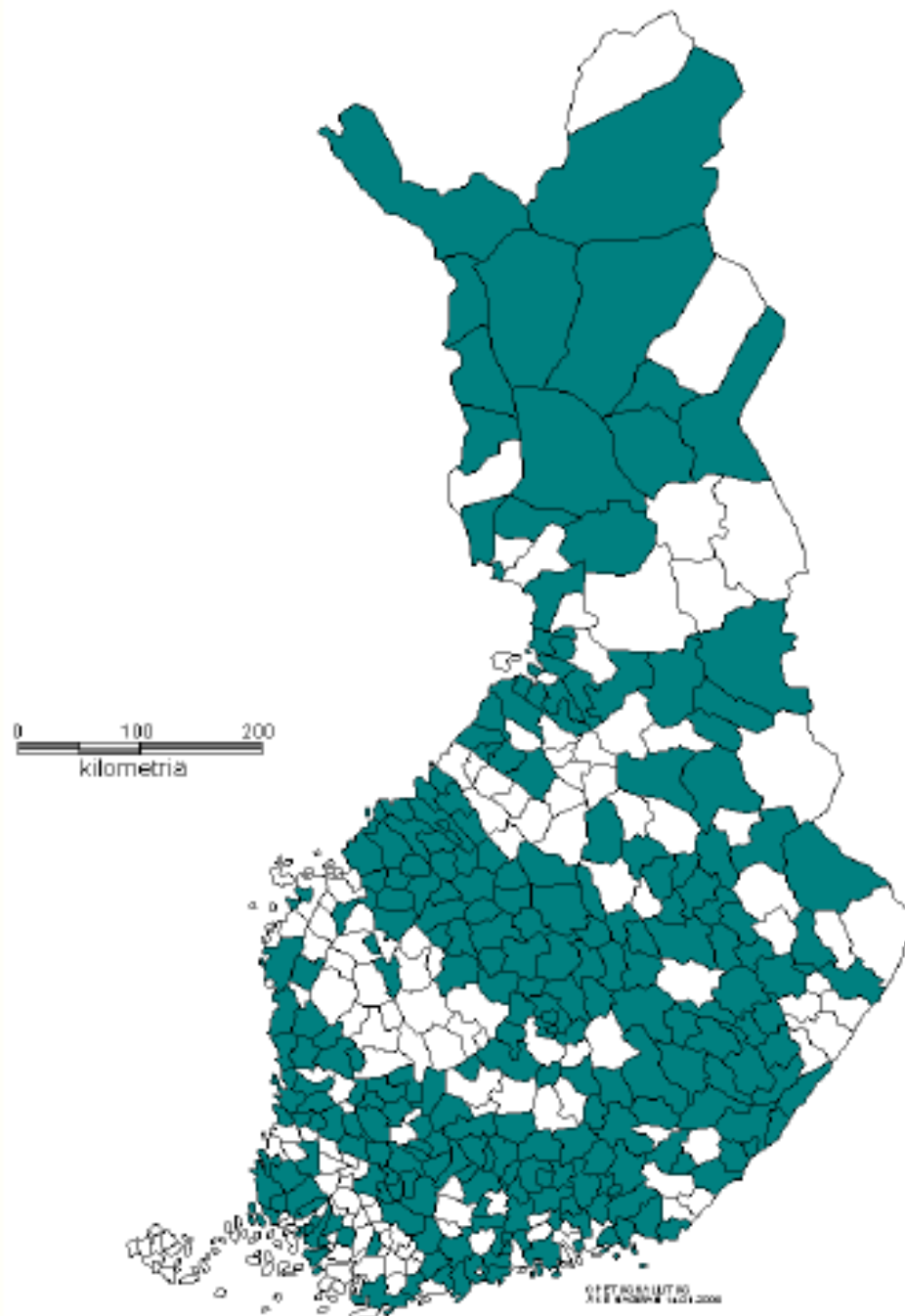
- School begins at age of 7
- Class teachers: Master's in education
- Teach all the subjects of elementary school
- At least two subjects they are specialized in
- The focus: up bringing, learning to learn, meta cognitive skills

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





The
participating
municipalities
2008-09
(= dark color)
+30 new
municipalities in
2009-11

(Source: Board of Education)

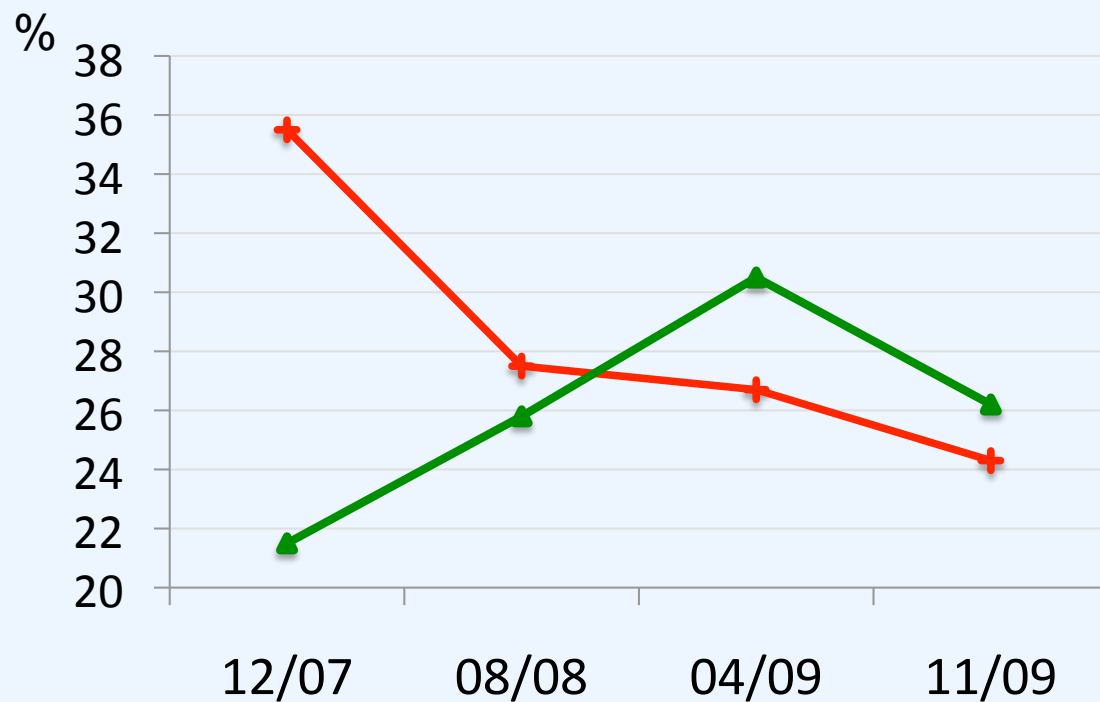


Figure 3. The changes in frequencies (%) of special and strategy terms in four sets of municipal documents

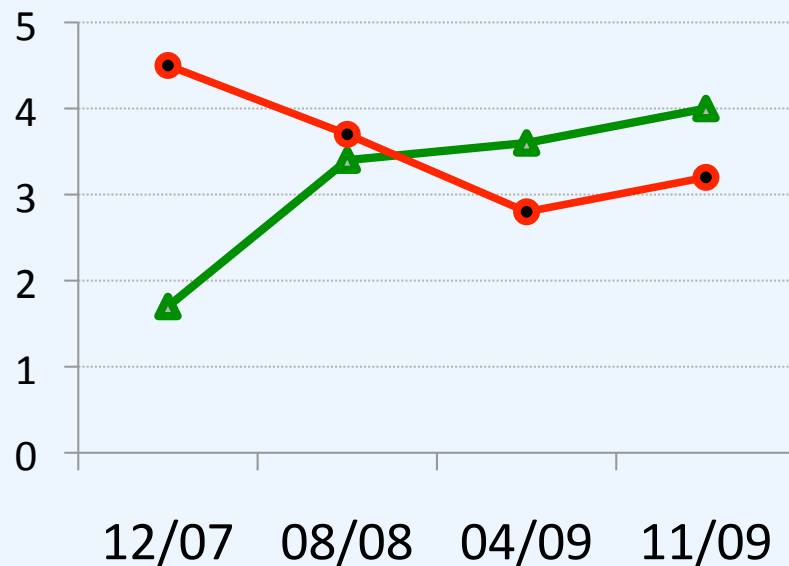


Figure 4. The changes in frequencies (%) of pedagogical and therapeutic terms in four sets of municipal documents

Stage of implementation (see Hall & Loucks, 1977)

Data : The plan of education of the municipalities after 1 ½ years of the strategy implementation

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

Stages:

of the municipalities
at the 1st level:

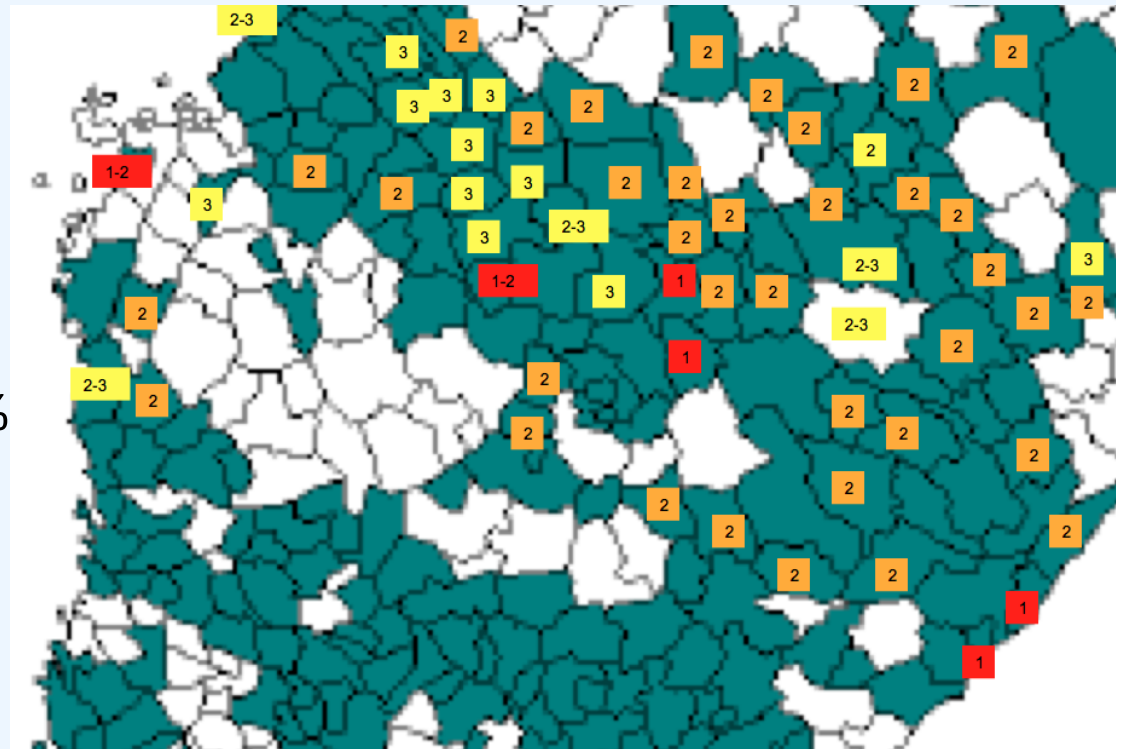
non use, orientation, preparation, 22%

at the 2nd level:

mechanical use, routine, 60%

at the 3rd level:

refinement, integration and renewal, 18%





THE PRINCIPLES IN NATIONAL TEACHER EDUCATION

- 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

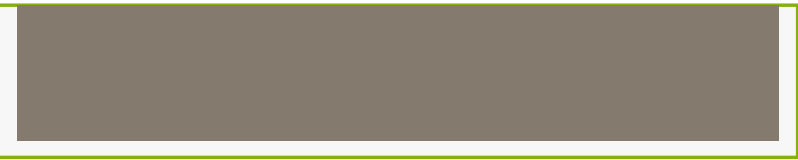
- ◉ In service training disintegrated and unsystematic
- ◉ The lack of induction training
- ◉ More knowledge and skills –and will- to teach diverse children (especially having social, emotional and behavioral needs)
- ◉ More special education teachers
- ◉ Multicultural challenges – lack of knowledge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

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- 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

