TEACHER TRAINING SCHOOL OF THE UNIVERSITY OF LAPLAND

Lic.Ed. Jari Kuru
Principal
Training of prospective teachers takes place at universities.
There are 13 teacher training schools.
Schools are administratively part of the faculties of education.
Schools enjoy total independence.
Their operations are governed and financed by the Ministry of Education.
DUTIES OF TEACHER TRAINING SCHOOLS

- Providing teaching for comprehensive and upper secondary levels
- Supervision of teacher trainees
- Teaching experiments
- Research
- Continuing education
TEACHER TRAINING SCHOOL
OF THE UNIVERSITY OF LAPLAND

WELCOME TO
Two old buildings from the years 1948 and 1952

7126 m² in three buildings

One new wing from the year 2000

Teacher Training School of the University of Lapland
TEACHER TRAINING SCHOOL

- 18 classes
- 370 pupils
- 28 teachers
- 6 of other staff
- 1 – 6 grades
- from 7 to 12 years old
- principal + classroom and subject teachers
- secretary, IT- and AV-specialist, assistants
  librarian-department janitor
The pupils will grow to be citizens who respect
- themselves
- their environment
- their society.

The pupils will acquire the knowledge and skills to build their own lives in an increasingly international world.
During the first six school years it is important to learn more skills than knowledge = learning to learn.

Such skills are

- initiative
- tolerance
- interactive skills
- respect for one’s own environment
- respect for other cultures.
SPECIAL EMPHASIZES

- music classes
- environmental studies including outdoor activities
- physical education classes
- media-education
MUSIC CLASSES

- From the third grade on
- 4-5 lessons of music per week
- Instrumental learning
- School choir
- Performing experiences
Experiences of nature
Knowledge of nature
Taking care of the nature
Outdoor activities that get more challenging the older the children get
  - Exploring the neighborhood woods
  - Camping out in the woods
  - Canoeing trips
  - Hiking in the wilderness
PHYSICAL EDUCATION CLASSES

- Gives the pupils possibility to learn to enjoy different kind of sports by having time to really learn the skills
- Gives student teachers possibility to concentrate on physical education lessons
- Enables experimental studies in the class
MEDIA-EDUCATION

- Improves one’s skills for knowledge searching
- Enables pupils to
  + learn to handle different kind of learning environments
  + learn to understand different kind of media
  + learn to evaluate media and information
  + learn to express oneself
  + knowledge the meaning of media
TEACHING PRACTICE IN THE UNIVERSITY OF LAPLAND
Structure

- Orientation to Teacherhood
- Part of the 1st year studies
- Duration 3 weeks
- 3 study credits

Aims

- Recognizing individual learners and learning styles
- Distinguishing social structure of the class
- Recognizing one's own beliefs of teacherhood
- Ethnography as a method

Contents

- Participative observation of individual pupils and of group dynamics
- Planning of learning and teaching
- Individual and co-operative teaching (6-8 lessons)
- Active participation on reflection sessions

Connection to theoretical studies

- Orientation to studies and teacherhood
- Basics of studies of education
- Psychology of education and development of child
- Pedagogical seminar
# Practice of Didactics

<table>
<thead>
<tr>
<th>Structure</th>
<th>Aims</th>
<th>Contents</th>
<th>Connection to theoretical studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td></td>
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<tr>
<td>Part of the 2nd year studies</td>
<td>Learning didactics of different subjects taught in basic education</td>
<td>Planning sequence of lessons according to curriculum</td>
<td>Didactic and pedagogical studies of subjects taught in Basic education</td>
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<tr>
<td>Duration 6 weeks</td>
<td>Conducting evaluation of learning</td>
<td>Participating experiments and developmental activities</td>
<td>Inclusive education</td>
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<tr>
<td>8 study credits</td>
<td>Comprehension of research based learning</td>
<td>Teaching and evaluating 24-27 lessons</td>
<td>Alternative pedagogics</td>
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<td>Acknowledging the meaning of curriculum</td>
<td>Active participation on planning and feedback sessions</td>
<td>Pedagogical seminar</td>
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<td></td>
<td>Case study</td>
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<td></td>
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</tbody>
</table>
## Field Practice

<table>
<thead>
<tr>
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<th>Connection to theoretical studies</th>
</tr>
</thead>
</table>
| • Teacher in the school society    | • Implementing the skills and knowledge of education in different learning environments | • Practice in various learning environments  
• Part of the 3rd year studies  
• Duration 4 weeks  
• 6 study credits | • School administration  
• Curriculum, evaluation and school development  
• Practice and feedback seminars |
| • Implementing the skills and knowledge of education in different learning environments  
• Gathering experience of school administration, co-operation with parents and other stakeholders | • Teaching 25 lessons  
• Taking part of school’s activities concerning surrounding society, parents and multiprofessional co-operation |
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<tr>
<td>Expanding and developing teacherhood</td>
<td>Profounding professional aspects and ethics of teacherhood</td>
<td>Creating one’s own practical theory in teaching and education</td>
<td>Studies of teacher’s personal and professional development</td>
</tr>
<tr>
<td>Part of the 4th or 5th year studies</td>
<td>Taking comprehensive responsibility of pupils, class and learning process</td>
<td>Planning in co-operation with a student colleague</td>
<td>Administration on education</td>
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<td>Duration 5 weeks</td>
<td>Grounded theory – teacher researching one’ own work</td>
<td>Teaching 35 lessons</td>
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<tr>
<td>9 study credits</td>
<td></td>
<td>Active participation on guidance sessions</td>
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TEACHING PRACTICES IN THE UNIVERSITY OF LAPLAND

1st year
- Orientation practice
  - 3 weeks
  - 3 study credits
  - Conducted in Teacher training school

2nd year
- Practice of didactics
  - 6 weeks
  - 8 study credits
  - Conducted in Teacher training school

3rd year
- Field practice
  - 4 weeks
  - 6 study credits
  - Conducted in schools in Lapland, special education, abroad

4th (5th) year
- Advanced practice
  - 5 weeks
  - 9 study credits
  - Conducted in Teacher training school