



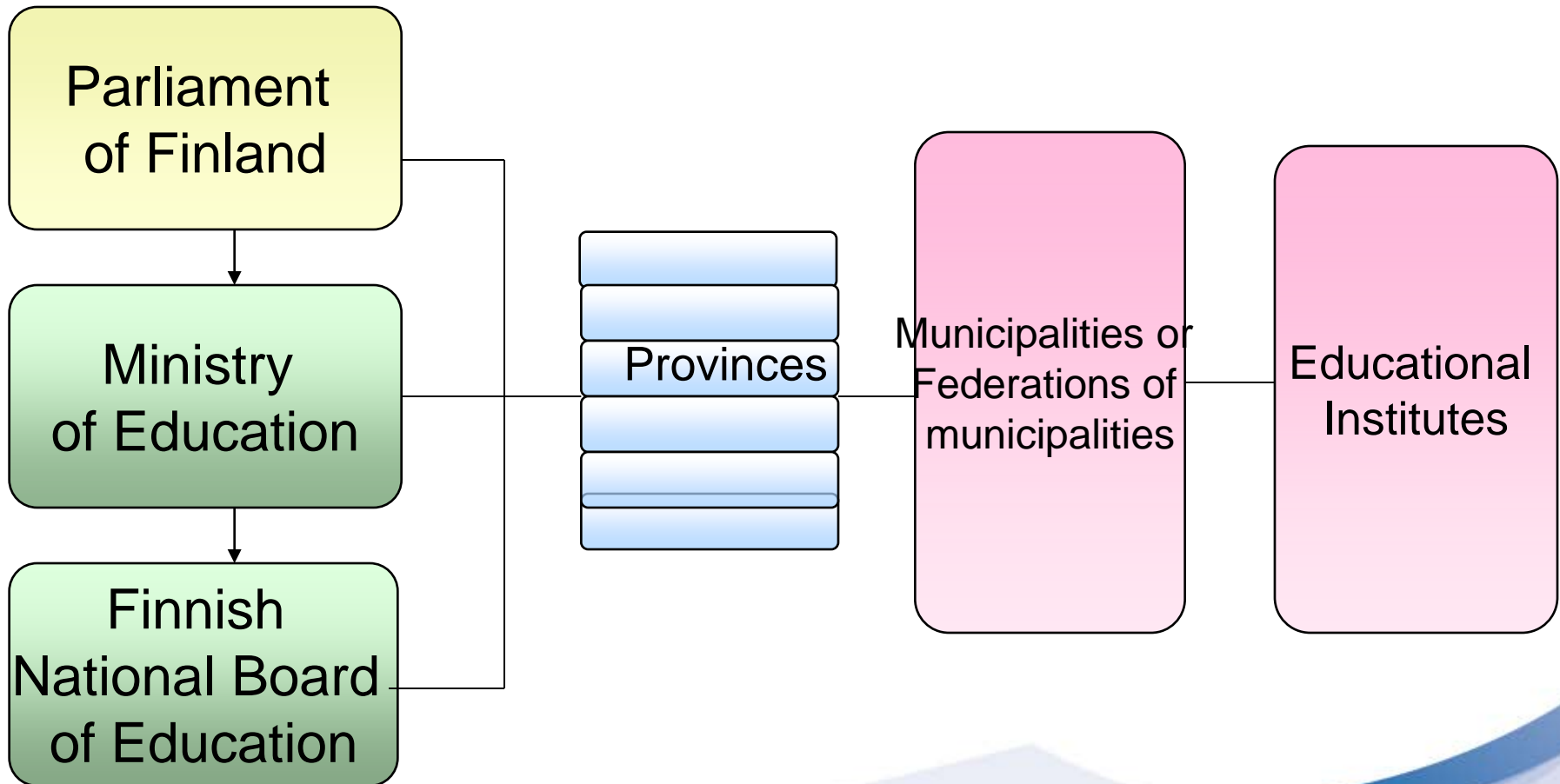
OPETUSHALLITUS

The Finnish Comprehensive and Upper Secondary Education and Inclusive Education in Finland

Pirjo Koivula
Counsellor of Education
Finnish National Board of Education



Administration





THE ADMINISTRATION OF EDUCATION GOVERNMENT

Ministry of Education

- educational policy
- legislation



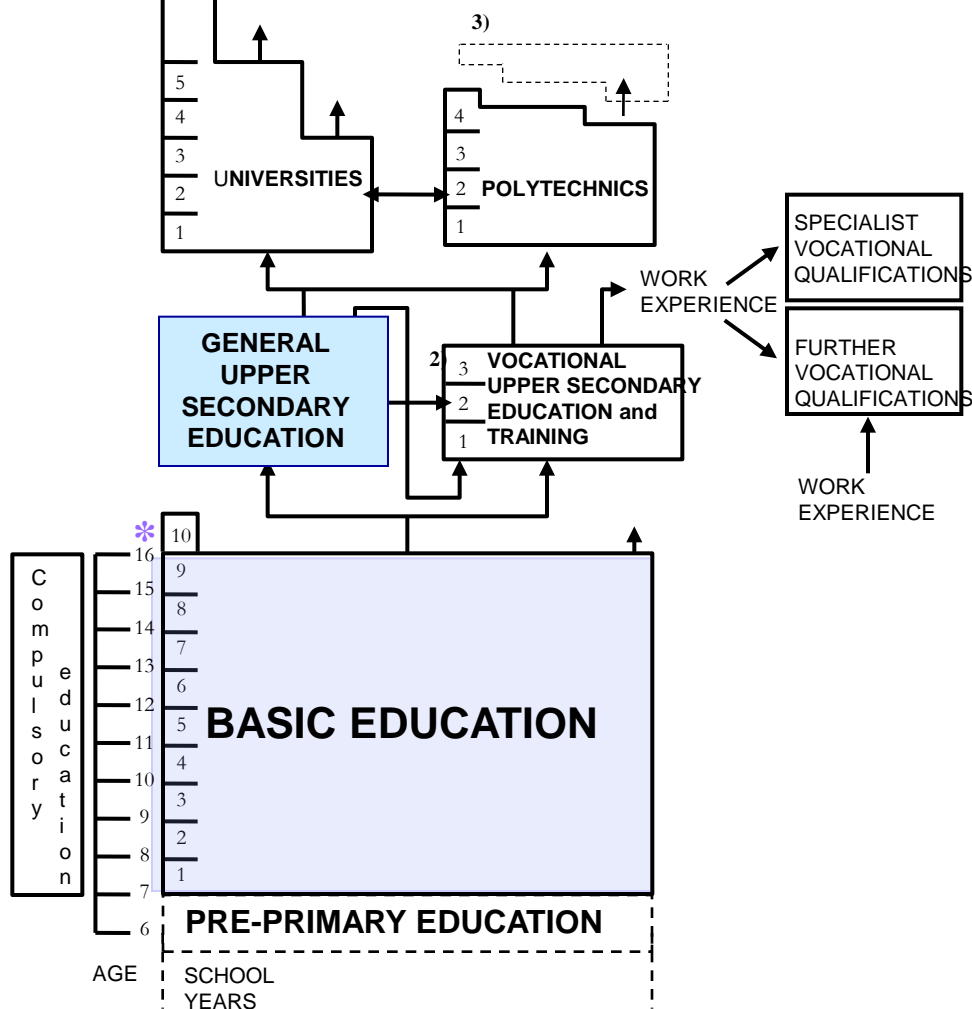
Finnish National Board of
Education

- development of education
 - national core curricula
 - national evaluation
- information services



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THE EDUCATION SYSTEM OF FINLAND



* An additional 10th year is voluntary giving pupils an opportunity to improve their grades and clarify their career plans (3 %)



EDUCATION IN FINLAND

Early childhood education (for 0-5 year-olds)

Pre-school education (for 6 year-olds)

Comprehensive **basic** education (9 years, for 7-16 year-olds)

Voluntary 10th grade, 2 % of basic school graduates

Upper secondary **general** education (3 years)

50.2 % of basic school graduates

Upper secondary **vocational** (3 years)

41.2 % of basic school graduates

Polytechnics and Universities

Open adult education



SECONDARY EDUCATION

Lower secondary

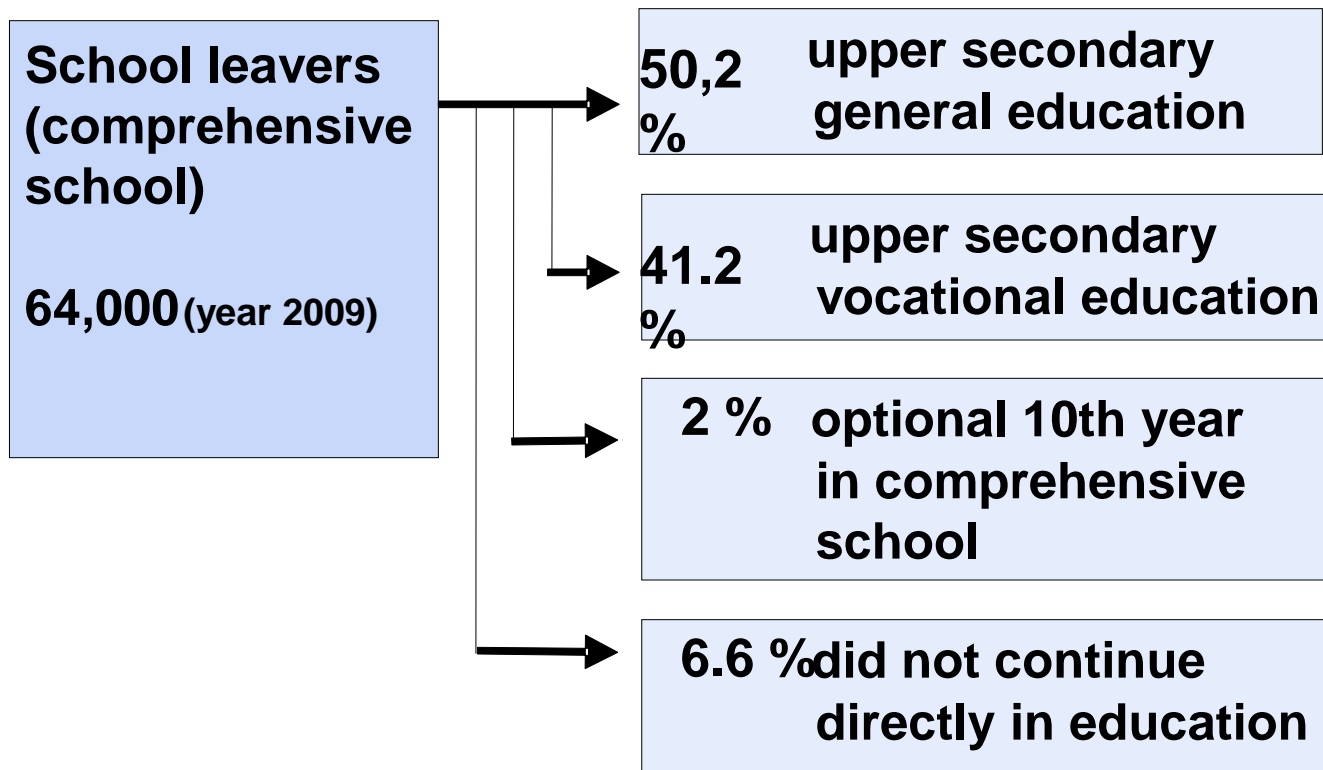
1. grades 7-9 of the basic education
2. voluntary 10th grade

Upper secondary

- general (academic) upper secondary
- vocational upper secondary



DIVISION OF STUDENTS AFTER COMPULSORY EDUCATION IN 2009





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CENTRAL FEATURES OF THE FINNISH EDUCATION POLICY



Equal opportunities for education irrespective of age, domicile, sex, economic situation or mother tongue

Instruction free of charge

Education system almost entirely publicly funded

National core curriculum as a common base for all schools



CENTRAL FEATURES OF THE FINNISH EDUCATION POLICY

Flexibility

1. Flexible administration
2. Good interaction between national and municipal authorities and schools
3. Opportunities to build individual learning programmes
 - ◆ **Possibility to choose the school**
 - ◆ **Optional subjects in basic education**
 - ◆ **Totally individual learning plan in upper secondary education**



CENTRAL FEATURES OF THE FINNISH EDUCATION POLICY

Central guidelines and steering - local implementation

Supportive administration – spirit of trust

Development-oriented evaluation and pupil
assessment

- no inspection system
- in basic education sample-based national testing of learning outcome, no ranking lists
- national matriculation examination at the end of the upper secondary education



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CENTRAL FEATURES OF THE FINNISH EDUCATION POLICY

Individual support for learning and welfare of pupils – effort to minimise low achievement through early intervention

Individual guidance and counselling for building individual learning programmes

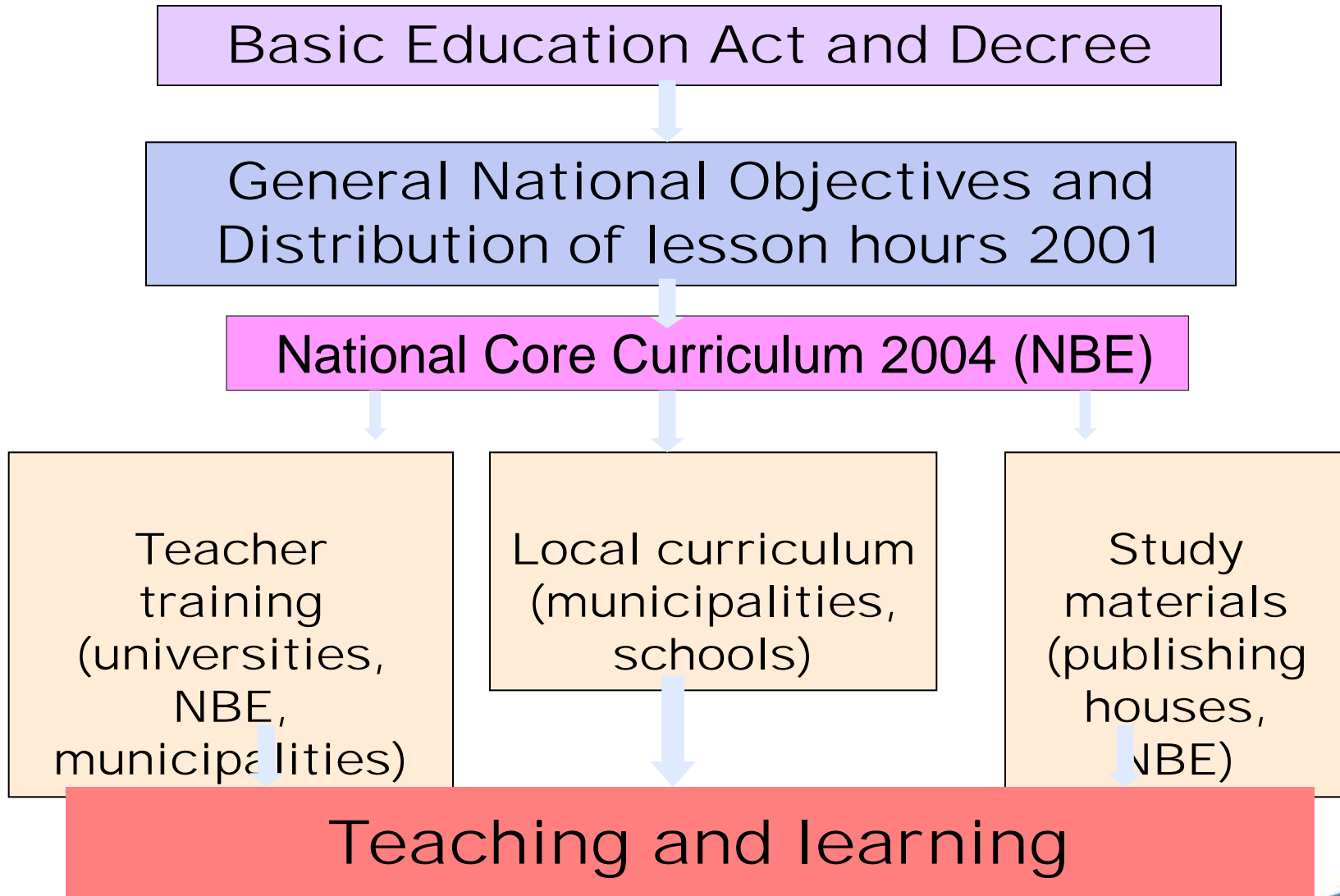
Teachers are highly qualified experts

1. all teachers have Master's Degree from university

Active role of a student



THE STEERING SYSTEM OF BASIC EDUCATION





STEERING SYSTEM OF THE GENERAL UPPER SECONDARY EDUCATION

**General Upper Secondary Education
Act and Decree 1998**

**General objectives and distribution of lesson hours
(Government Decree 2002)**

National Core Curriculum (NBE 2003)

**Teacher
Education
(Universities,
FNBE,
municipalities)**

**Local Curriculum
(providers of
education,
schools)**

**Matriculation
examination**

**Study materials
(Publishing
companies, NBE)**

TEACHING AND LEARNING

TEACHING AND LEARNING

SCHOOL CURRICULUM

MUNICIPAL CURRICULUM

Teacher training

Municipal

guidelines

Study material

National Core Curriculum

Government Decree on the General

National
hours

Objectives and Distribution of lesson

Education Act and Decree



Conception of the Curriculum

Continuum across the education system

Goals are more important than contents

Curriculum covers all areas of school life

Strong future orientation – competence-based thinking

Integration

Co-operation with parents, with other authorities and sectors of life

Curriculum as a tool for development



Conception of Learning

Socio-constructivism, students' active role

Learning is situational - importance of school culture and learning environment

Inclusive pedagogy

Balance between academic achievement and student welfare



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Features of the Finnish education system

Strong individual support



All students have the same objectives and possibilities

The good quality of educational performance of the whole age group

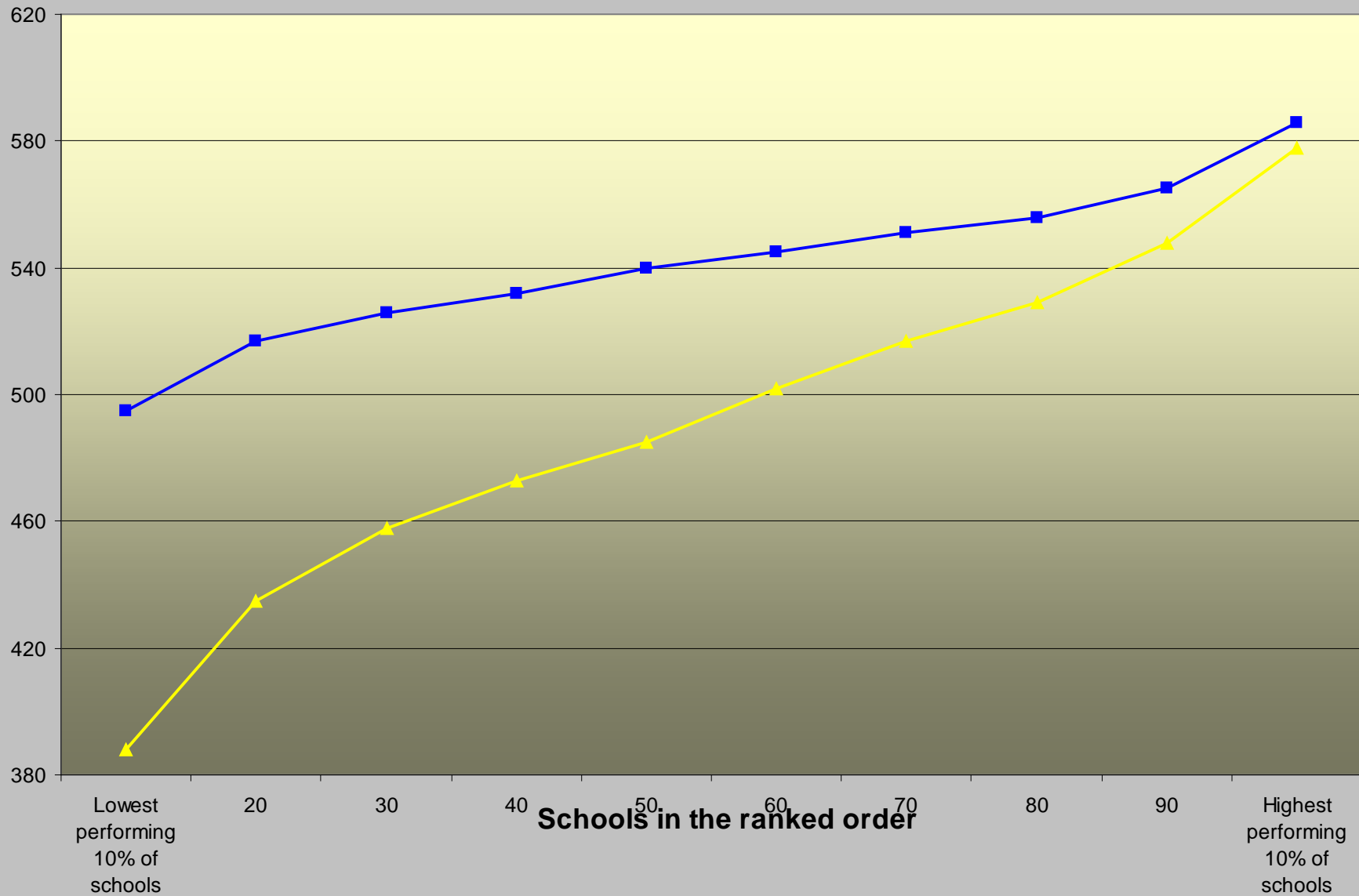
Slow learners drop away from the pace of others without extra support

Every student has a right to be supported in learning and in personal development and welfare

The variation between schools is small

Small variation between students

Mean scores of the schools on the mathematic scale

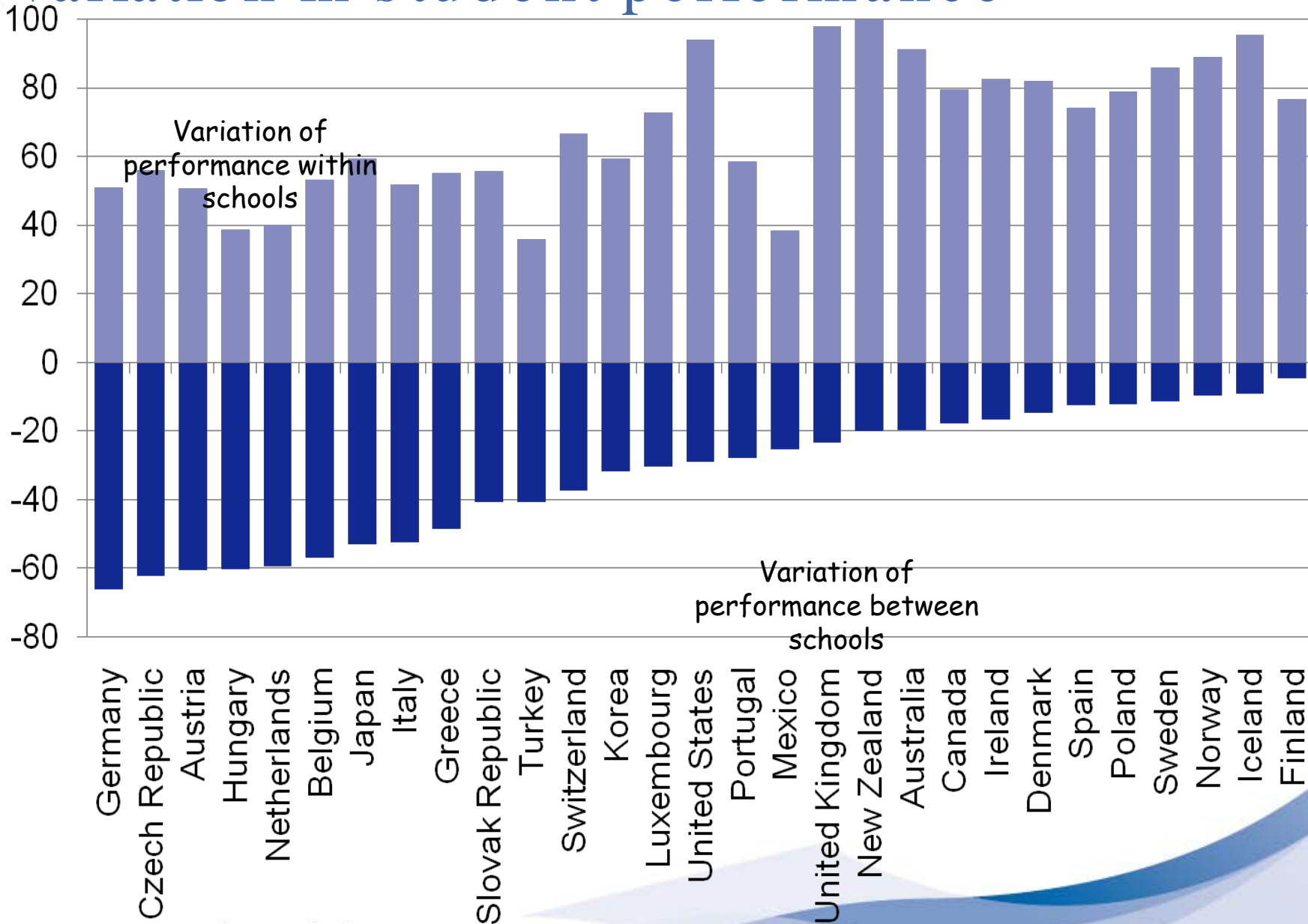


Source: Sèvres 20 May, 2005

—◆— Finland —▲— OECD

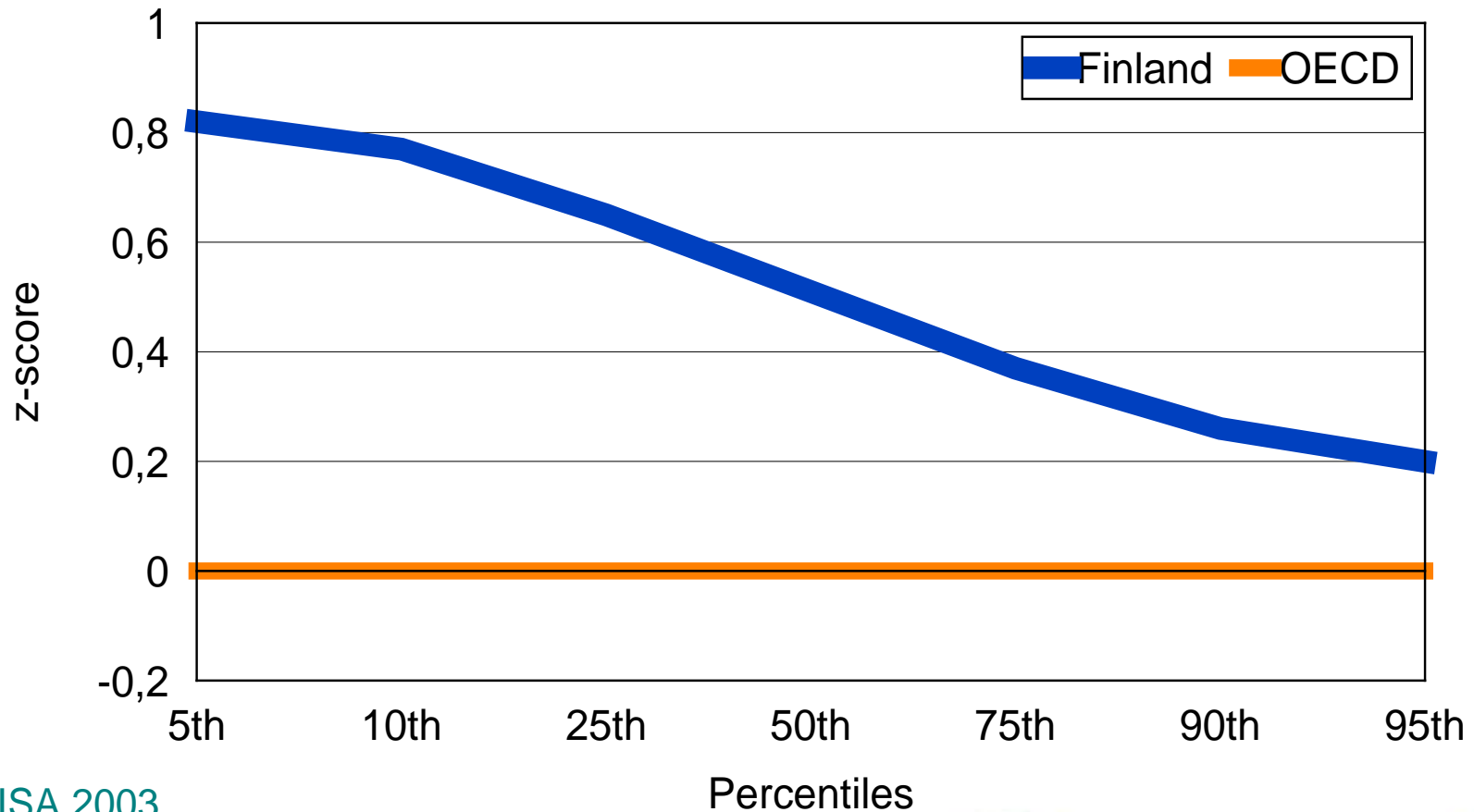


Variation in student performance



Reading comprehension performance of Finnish 9th graders by percentiles compared to that of the average of students in the OECD countries.

OECD averages standardised to be equal to 0



PISA 2003

Source: Moberg, S. & Savolainen, H. 2006. Reading literacy and special education – The particular case of Finland



New Strategy for Special Needs Education in Comprehensive Education

On 14.3.2006 the Ministry of Education appointed a steering group to prepare a proposal for a long-term strategy for the development of pre-primary and basic special education.

Strategy paper published in November 2007.

Changes in Basic Education Act, passed in June 2010

Changes in National Curricula for Pre-primary and Basic Education

Large development program



Finnish model

NEW APPROACH IN TEACHING, LEARNING AND ASSESSMENT

Support for studies and pupil welfare is shaped into three categories in the national core curriculum:

- General support
 - > everyone has a subjective right to this (by law)
- Intensified support
 - > if general support is not enough, pedagogical appraisal of the situation must be done and a plan for the intensified support must be handled in school's welfare group
 - > after that, an individual learning plan (ILP) must be drawn up for the pupil



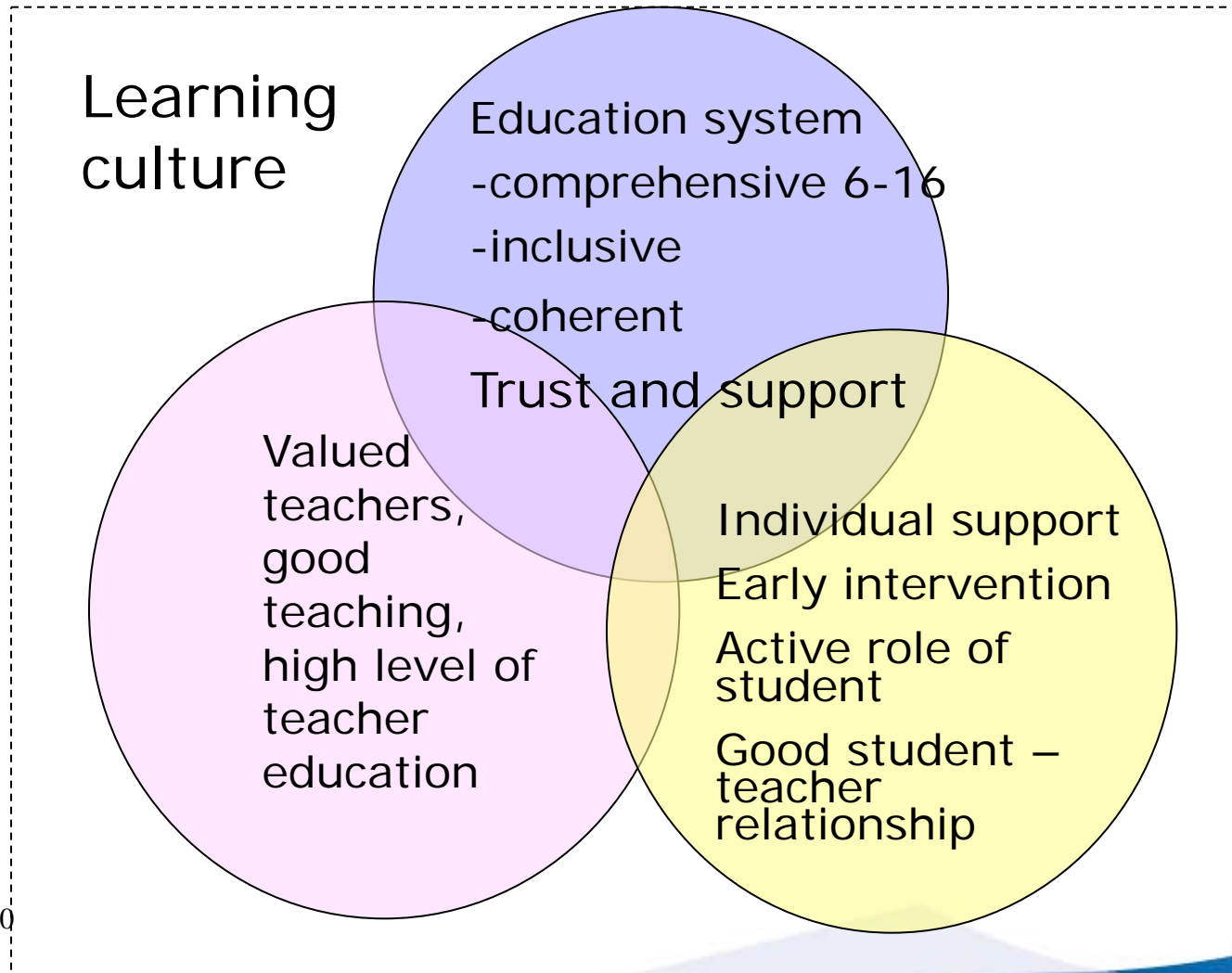
Finnish model

NEW APPROACH IN TEACHING, LEARNING AND ASSESSMENT

- Special support
 - > if intensified support is not enough, new appraisal must be done
 - > official decision concerning the special support must be made by the local education authority
 - > individual education plan (IEP) must be drawn up for the pupil; this plan must be evaluated at least twice during the basic school years



KEYS TO INCLUSION AND SUCCESS





Links:

www.edu.fi/english

www.oph.fi/english

