



Finnish approach to collaborative improvement of teacher education

TAIEX SRSP Workshop on the support to the reform of teacher education institutions

Lithuania, Vilnius - 21 January 2019

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Principles of modern education governance

Governing education in a complex world © OECD 2016

- **There is no right system for governing education**
- Rather than focusing on structures - **focus processes**
- **Characteristics of education governance/ *ecosystem*:**
 - Competent administrators, teacher educators and teachers and continuous capacity building in all levels
 - Shared and clear big picture (e.g. accountability - trust)
 - Where to go (aims) and how to go there (guidelines) are clear at all levels
 - Open dialogue, interaction and collaboration
 - Stakeholders and teacher union, involvement
 - Quality work at all levels

Lets look for the processes in
Finish education ecosystem



Finnish Trends in Qualification and Assessment of Teachers

	Finnish trends	Opposite trends (an example)
Qualification	Masters degree, which include pedagogical studies	Teachers in US apply to the National Board for Professional Teaching Standards (use of portfolio, videotaped lesson, ...)
Standards for teachers	No standards – instead national aims	Australian professional standards for teachers
Assessment (appraisal)	Self-assessment and development discussions with headmaster	External appraisal and writing of (area)
Inspectors	No inspectors	Inspection and demand
Testing	No-national testing	Teachers are valued based on their students' success in national tests

Pre-conditions for teacher autonomy (Darling-Hammond):

- Highly educated teachers
- Common vision
- Culture of collaboration



All teacher educators do research – All researches teach

Teacher educators research community

Teacher education programs are based on research

Part of teacher professionalism. However, professionalism is a complex concept

Research based teacher education

Student teachers learn to produce and consume research based knowledge

National teacher education strategies are based on research



**GOVERNMENT
KEY PROJECT**

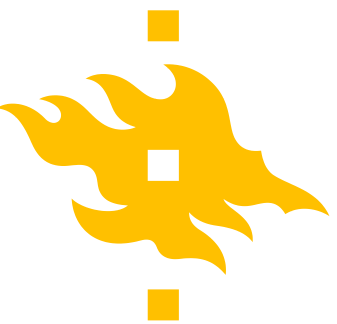
National teacher education development program

**TEACHER
EDUCATION
DEVELOPMENT PROGRAMME**

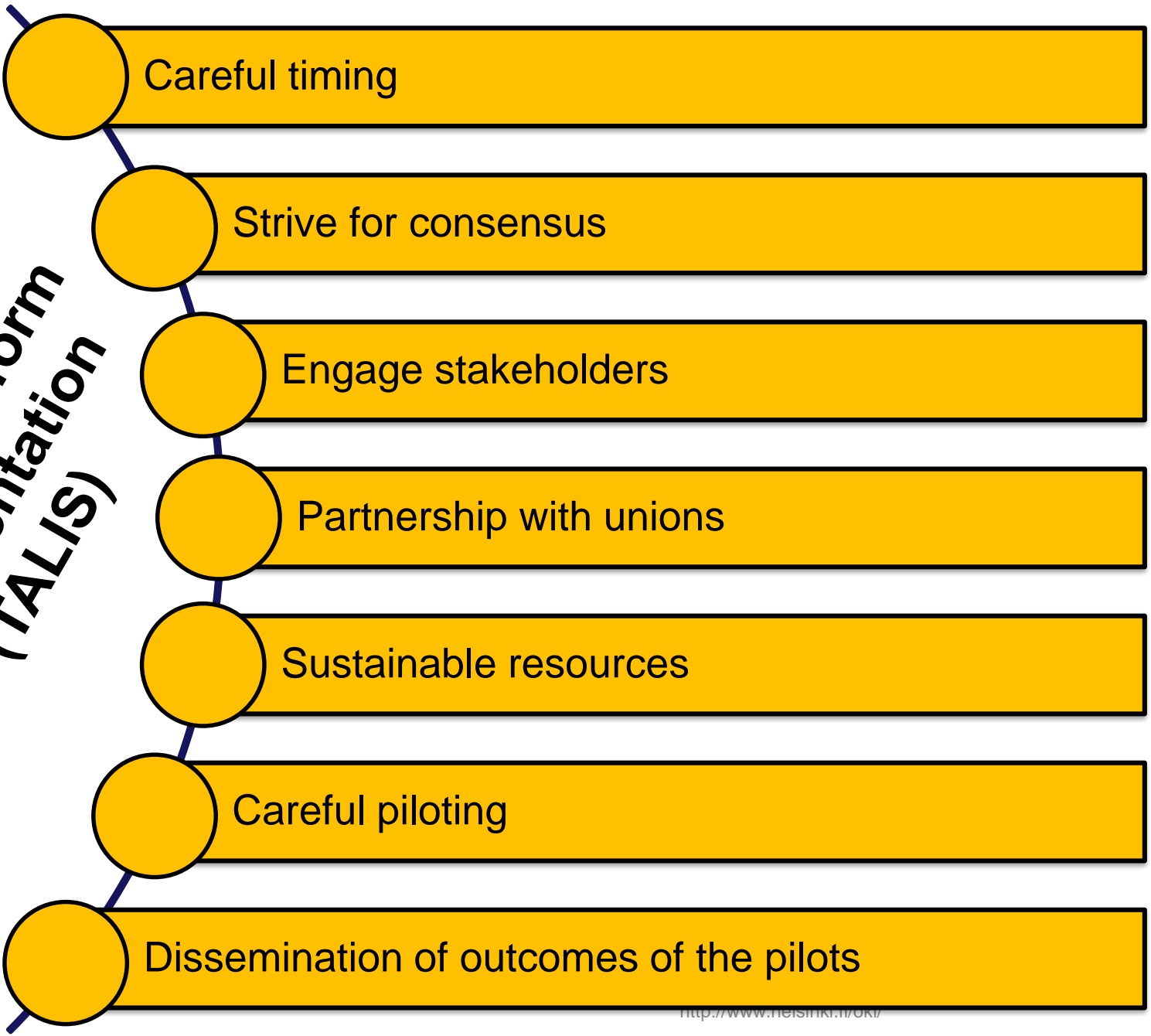


National Teacher Education Development Program as a part of Finnish government national reform program (2015 – 2018)

- **National teacher education forum (100 experts)**
 - Literature review
 - Benchmarking
 - National brainstorming
 - Collaborative construction of TE strategy
- **TE Strategy**
 - Vision
 - 3 Aims
 - 6 Actions
- **Implementation of TE strategy**
 - Resources for 32 +20 pilot projects (30 M€)
 - National seminars and meetings
 - Continuous self-assessment (quality)



**Successful reform
implementation
(TALIS)**





Some outcomes of the research on teachers and teacher education in various contexts (Cochran-Smith & Villagas, 2015)

- Good teaching/teachers have an impact to learning and well-being of students economic growth ...

(e.g., Furlong, & al. 2009; McKinsey & Company, 2007; OECD, 2005; World Bank, 2010).

- Outcomes of research on
 - role of education in a society
 - learning, engagement and individual differences
 - the design and use of innovations, like digital tools,
 - teachers and teacher educationshould have an impact to continuous improvement of teacher education. (Cochran-Smith et al., 2015).
- Teachers should be willing and able to learn continuously new competences, e.g. for inclusion, entrepreneurship, networking and co-teaching, coming from the needs of the society (Paine et al., 2015).



It is not easy to argue what kind of knowledge (competence) a teacher need, because understanding of teacher knowledge (competence) depends on

- how we understand students' learning and well-being
- how we understand teacher professionalism/effectivness
- how teachers' professional development and teachers' collaboration is organised
- how we understand a school as a learning community (school development)
- how education policy is done and implemented
- ...



Finnish teachers' challenges (according to TALIS and PISA surveys)

■ Student-level

- Students' well-being and engagement in learning
- Active learning processes
- The needs of individual learners

■ Classroom level

- Heterogeneous and multicultural classrooms
- Learning of generic competencies

■ School and city level

- Planning curriculum in teams and networking
- Quality work
- Leadership, versatile learning environments.

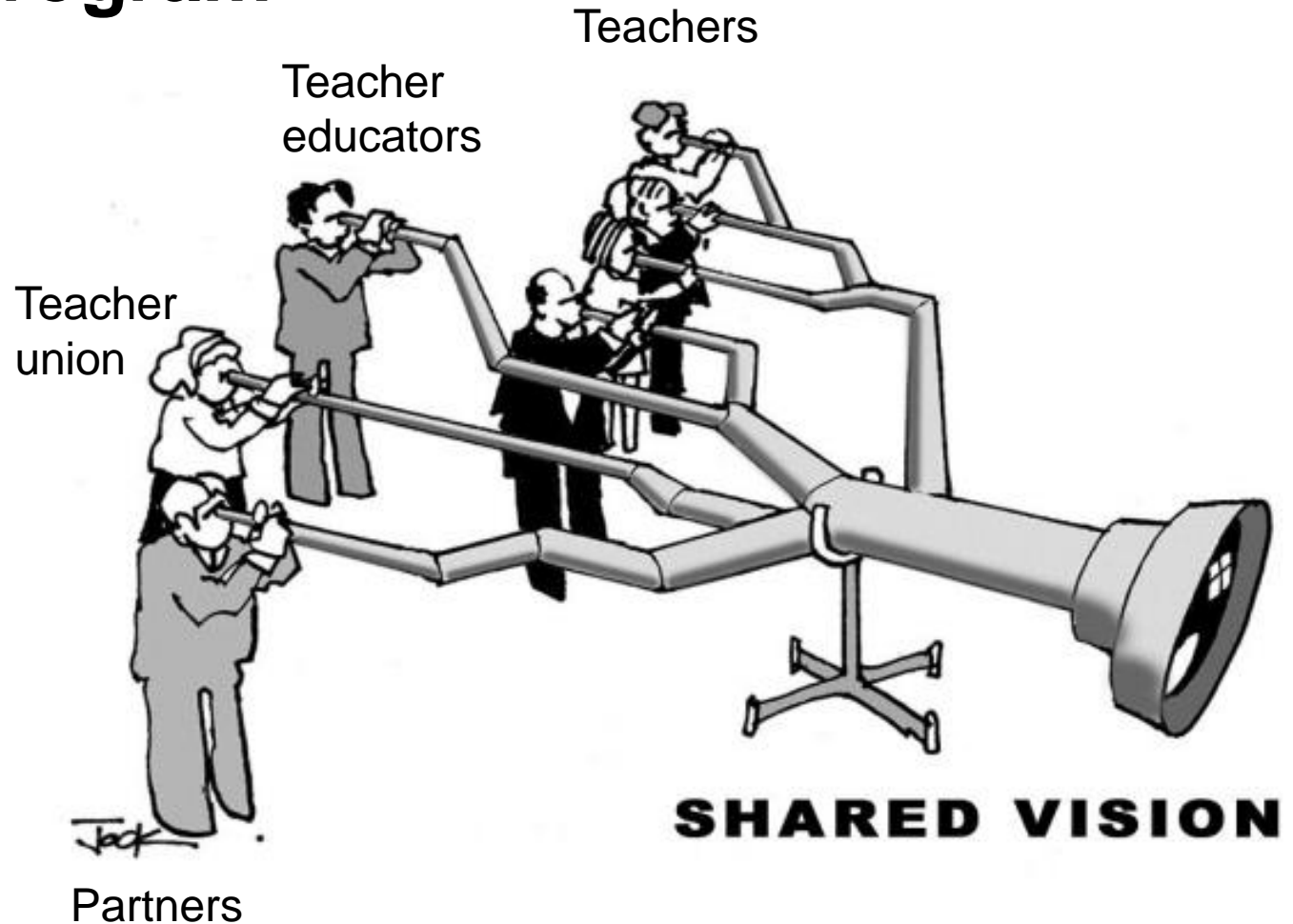
■ Society level

- Better links with pre- and in-service TE
- Education for sustainable development
- Drop outs
- Artificial intelligence, robotisation





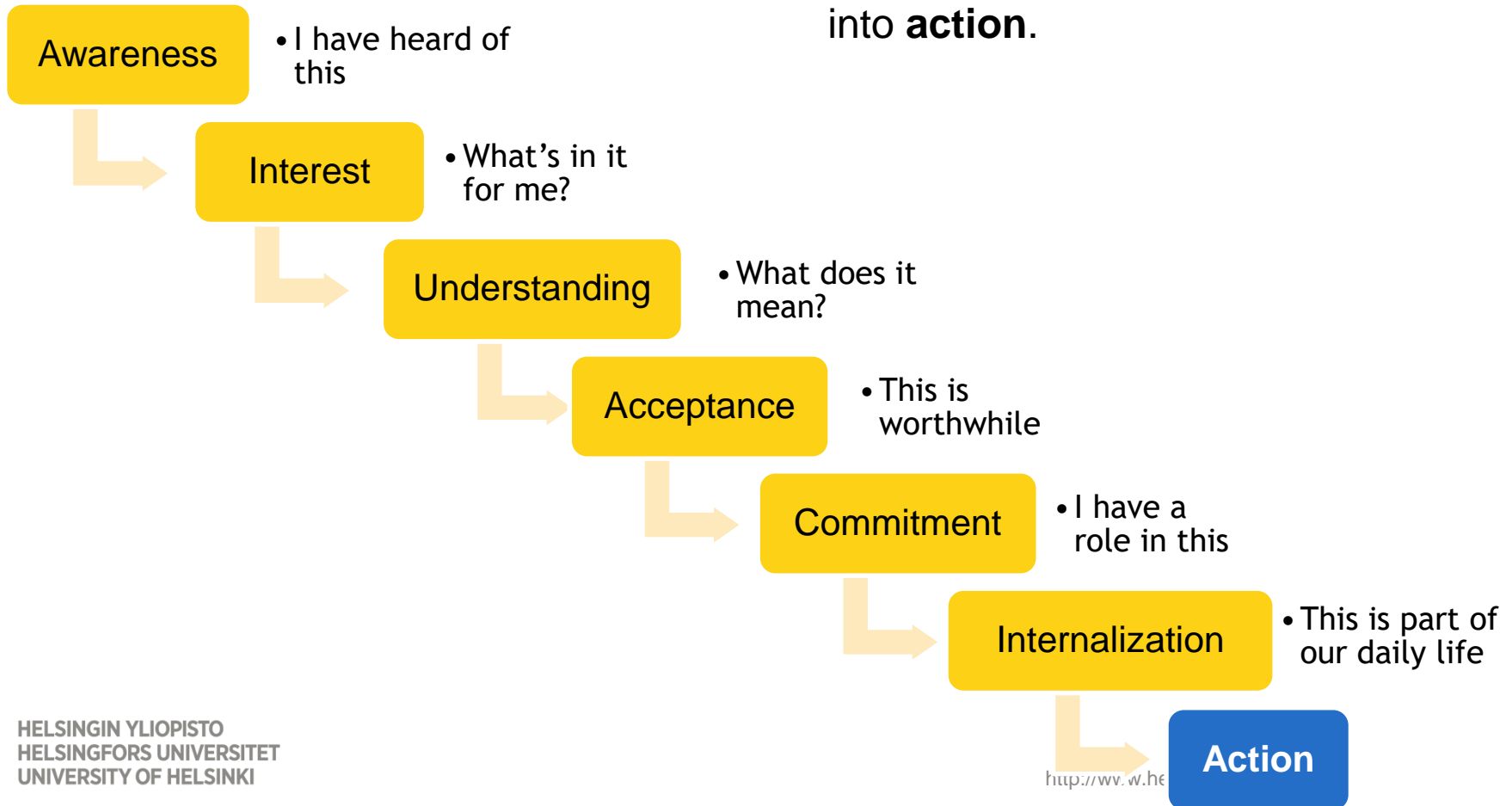
National brainstorming as a part of teacher education development program

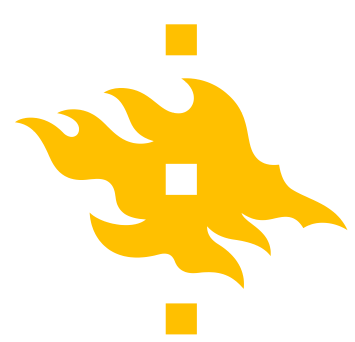




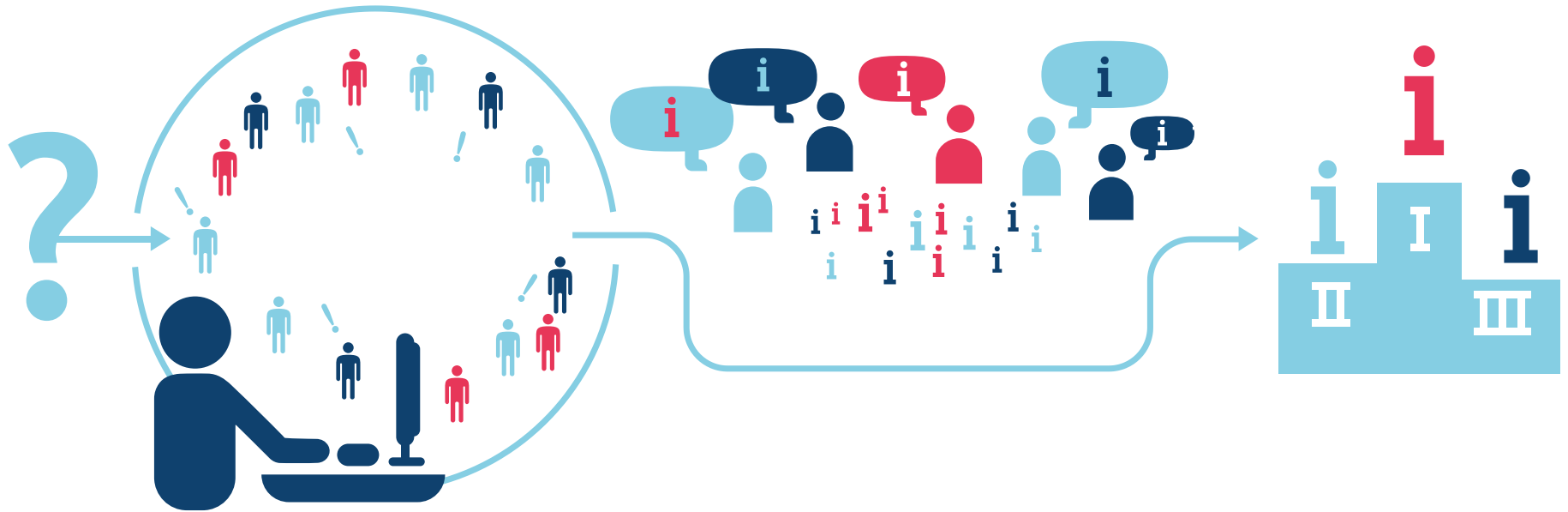
Committing People to Change

Dialogue between actors and stakeholders is needed to turn strategies, policies, plans and goals from **awareness** into **action**.

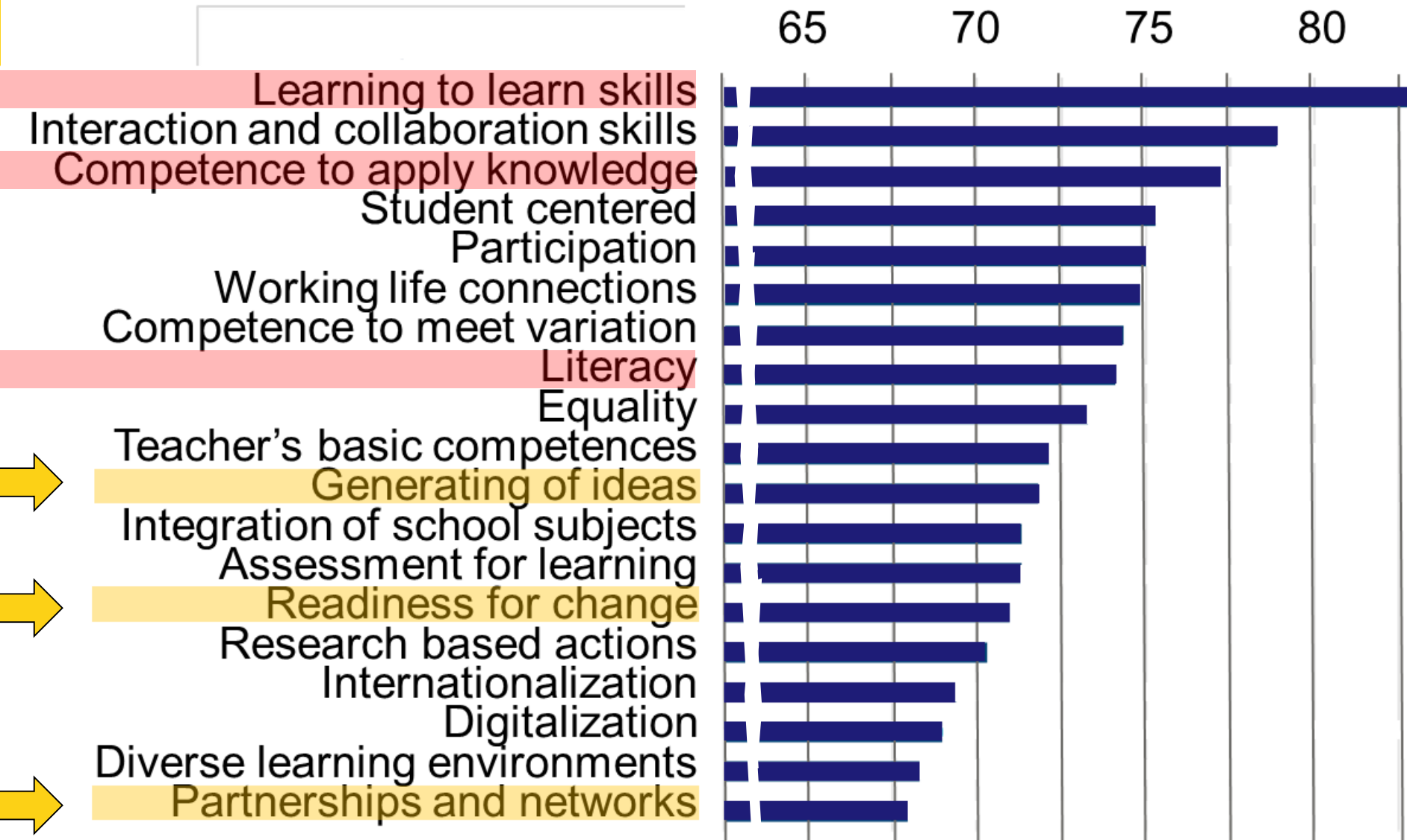


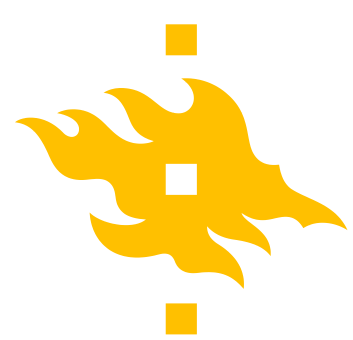


Virtual brainstorming



Important in the development of teacher education

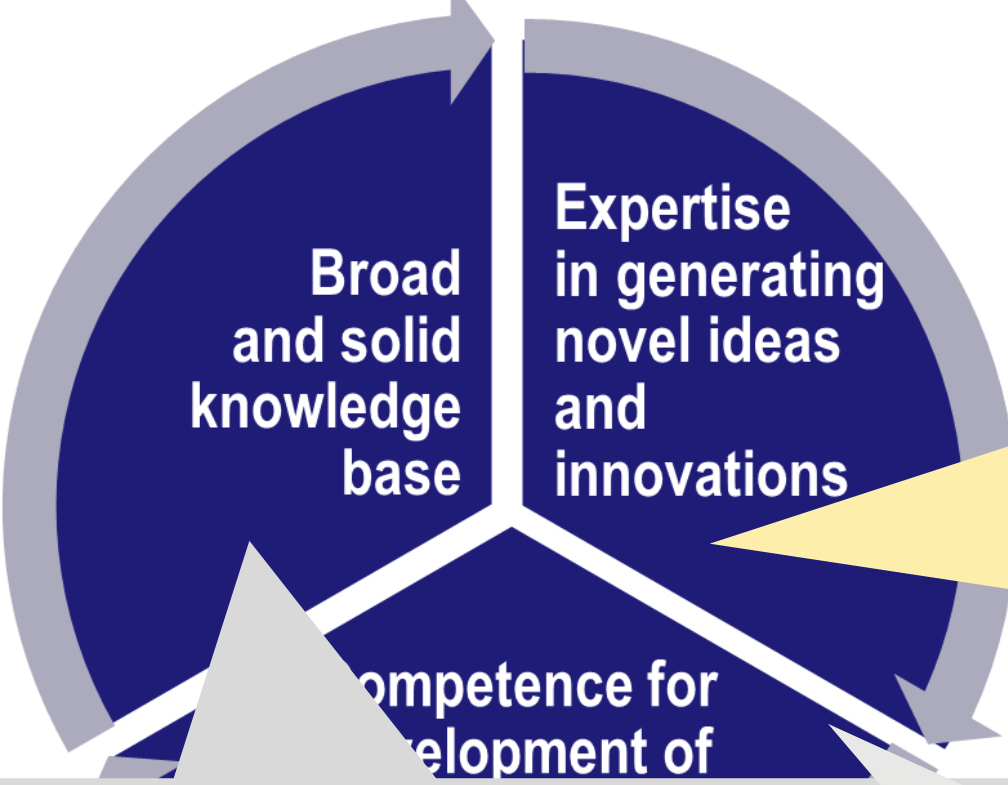




**GOVERNMENT
KEY PROJECT**

TEACHER EDUCATION DEVELOPMENT PROGRAMME

HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI



- Curriculum knowledge and skills
- Creativity, curiosity, and innovative way of thinking, collaboration
- Design and adoption of educational innovations

- Development of the school culture with students, parents, other experts, and stakeholders.
- Willingness and competence for the development of own expertise through ...

- Deep knowledge in subject matter, PCK and GPK, ...
- Learning, engagement, diversities,
- Collaboration and interaction,
- research skills
- Schools' societal and business connections and ethical code...

- I have designed with other teachers, pupils and out-of-school collaborators a new model for *School-Community Collaboration* (SCC) that engage primary pupils in SCC.
- SSC creates learning environments for creative use of ICT.







Main actions for the development of teacher education (meet the challenges)

1. Holistic view to teacher education

- pre- and in-service education and induction phase
- development plans for teachers, schools and districts based on the aims and the analysis of the needs

2. Selection and anticipation

3. Supporting the development of competences needed in generating novel ideas and innovations

4. Collaboration culture and networks

- subject department – teacher education – practice school
- kindergarten – primary – secondary – vocational teacher education...

5. Supportive leadership

- schools as learning communities

6. Research based teacher education

- training programs and teaching/learning are based on research
- student teachers learn research skills and research orientation, assess their practices, and reflect alone and in a group



Implementation of TE strategy

- Resources for 32 +20 pilot projects (30 M€)
- In the call for proposals it was emphasised:
 - Collaboration between Universities (8 traditional universities are providing TE)
 - Collaboration inside the universities: subject department, faculty of education, teacher training institutes
 - Collaboration between initial TE and municipalities, professional development programs
 - Research orientation in the pilot project
 - International collaboration
- National seminars and meetings
- Continuous self-assessment (quality)



opettajankoulutuksen opetussuunnitelmat

vakiintunut rakenne:
kasvatustieteellinen tieto ja taito
oppiainetieto- ja taito

uskomus: tietoaineksen hallinta kääntyy käytännön
osaamiseksi

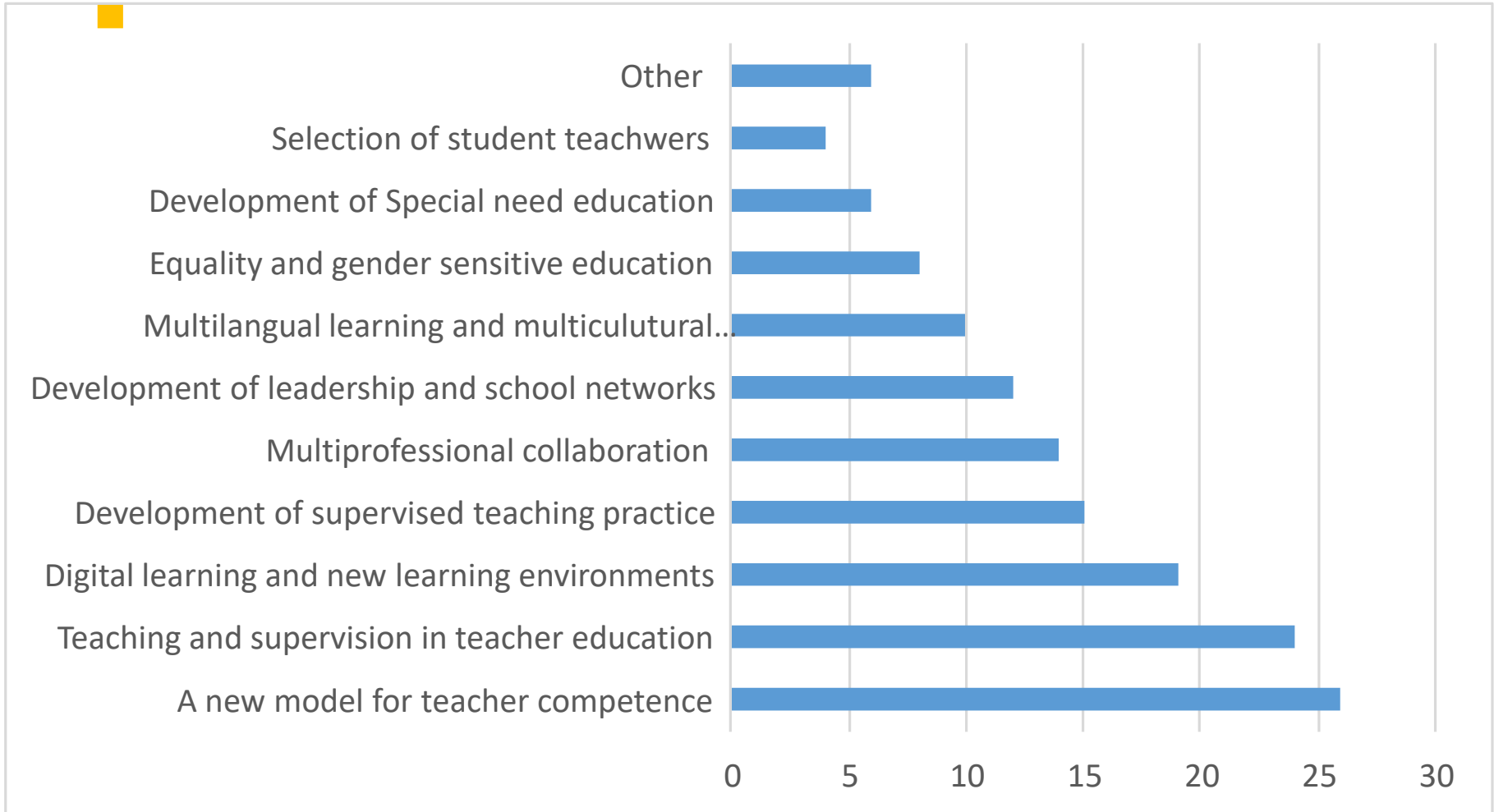
haaste: adaptiivisen osaamisen kehittäminen

(Clandinin & Husu, 2017; Husu & Toom, 2016)



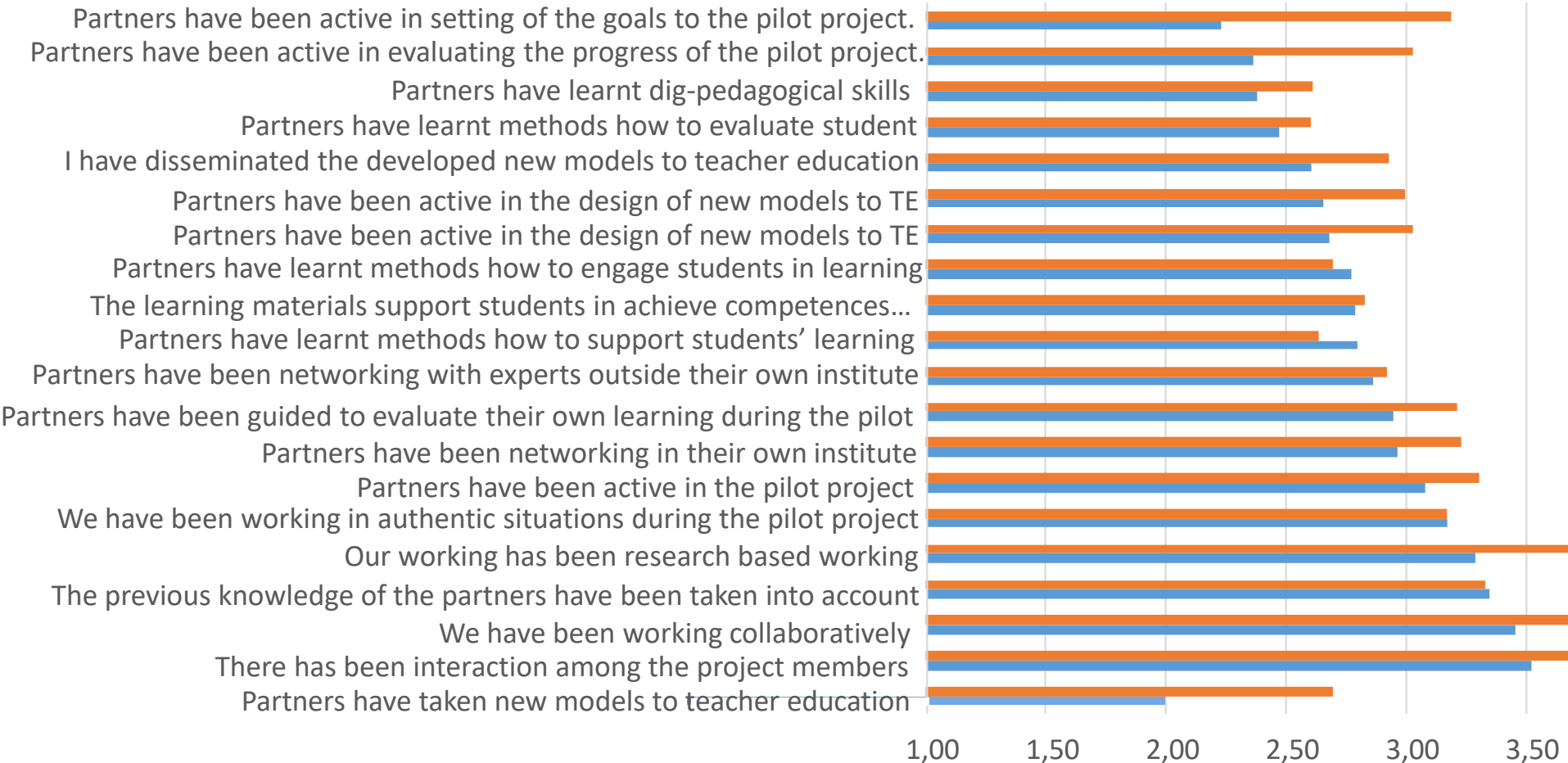


Main focuses of the pilot projects





Self-evaluation of the pilot project activities





Discussion



Lessons Learnt from Finnish Teacher Education and Development Programs

- Key cornerstones: **Equity and decentralization**
- Long term **vision** and **strategy** to teacher education
- **Collaboration**, for example, in the preparation of the Strategy; University level TE program; and collaboration in the implementation (from competition to collaboration)
- Research based TE and development of TE

- Education of **professional teachers** at traditional universities:
 - knowledge base;
 - creative, interaction, networking and collaboration skills;
 - competence and willingness for professional development at personal and school level
- **Support for teachers** from the
 - school (leadership, learning environments, networks) and
 - education policy (decentralisation, quality work, trust for teachers without inspection and testing)

■ **Top candidates to the teacher profession**

Framework for designing a teacher education programme

Research on
teaching and learning,
engagement,
development and needs
of learners, policy,
history, ... → **Content
to the program**

**Research on teachers and teacher
education**

- Professional/effective teacher,
- Structure and origins of teacher knowledge,
- Teacher identity, agency, ...
- University pedagogy. → **Type of activities**

Collaborative development of the Programmes

**EU and National
strategies**

- Teacher education strategy,
- National level curriculum;
Forms and role of
assessment.

Feedback

- Students' learning outcomes and evaluations,
- Staff members' self-evaluations of the programme,
- Municipality stakeholders' feedback.

Research orientation is seen in the planning of the programs

THANK YOU!

