



In teachers they trust – How to improve teachers' competences through Professional learning in Finland?

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What kind of citizens does Finland need in the future?

Active and
innovative

Committed in
the community

International and
multilingual

Creative and
good in
practicing their
competences

Appreciative and
respectful for
others

Critical and
analytical

Multi-skilled
experts and
lifelong learners

Confident and
future oriented

Interactive and
cooperative



Finnish governments' ten-year objective

- Finland is a country that encourages people to continuously learn something new
- Finland is in the vanguard of education, skills and modern learning techniques.

Government-term objectives

- Learning environments have been modernised and the opportunities offered by digitalisation and new pedagogical approaches are grasped in learning





Key projects in basic education supported by the government

- The introduction of digital learning environments
- New pedagogical approaches will be introduced
- Development projects for initial teacher education (ITE) and continuing professional learning (CPL) will be launched.



Key projects in basic education supported by the government

- Classroom management and working culture will be improved
- Regional projects will be launched to expand the range of languages, beginning the study in grade one.
- Access to art and culture services will be facilitated.

[illegible]



Rethinking
competences
In the National Core
Curricula (2014)
Moving from what
to learn to How to
learn.





What do we know?

"There is a gap between teacher education and reality which causes problems for starting teachers during the first working year." (Blomberg 2008)

"Only 14.5 per cent of all teachers have a personal training and development plan." (Teachers in Finland 2013)

"The individual development goals of teachers do not meet the development strategies of educational institutes and municipalities."

Participation of teaching staff in the development of professional competence in 2012

- Four out of five, or 80%, of the teaching staff have attended continuing education (teachers and directors of educational institutions).
- Attendance has increased by 12 percentage points from 2008.

	Basic education	General upper secondary education
Principals	87.6%	89.5%
Full-time teachers	82.3%	84.4%
Special class teachers	80.0%	



Areas of Development

- Pupils' learning
- Competence of the personnel
- Sustainable well-being
- Leadership

Each development area is divided further into smaller, more specific areas of development.



Challenges in the light of statistics

- One-third of all Science and English teachers are 50 years old or older.
- According to teachers, coping and staying at work can be strengthened through the means of continuing education, peer support, mentoring and job guidance, and by developing the entire working community.

(Teachers in Finland 2013)



Starting points for an actual change

Developing the competence of the teaching staff and having them committed to the development are central issues in order to produce actual changes.



How should teachership be changed?

- Teachers are experts in and activators of learning (from subject to activator).
- Students are in the centre of their learning (building their learning and recognizing their style of learning).
- The school acts as a learning community (joint teachership/team teaching).
- Pedagogic leadership is functional (the principal and leadership team leading the learning process).
- The entire surrounding community is present.



The Finnish National Board of Education provides the schools with:

A tool for strategic planning for the education providers

An orientation folder for educational institutions

Professional development plans for teachers

- Development plans for starting teachers
- Development plans for acting teachers



What is the goal of professional learning?

- Teaching staff training develops pedagogical and professional competence.
- At best, it leads to new pedagogical thinking and activities, a change in the working culture, joint learning (team teaching), competence sharing, wellbeing at work, individual development and the development of the entire working community.



New school, New pedagogy, New learning



Development plans at all levels
(government, municipal, school)



New Core Curriculum



Network of development schools



Early Childhood Education



Professional Learning in the Lighthouse Network

Enables cooperative learning.

Works as a structure for cooperation.



Encourages to goal-oriented development and to experiment activities.

Helps to spread out the development actions and results.



Ten development themes in the Lighthouse Network

- Pupils' wellbeing and motivation, improving learning outcomes
- Pupil participation
- Pedagogy and teaching methods
- Joint teaching, cooperation
- Teacher competencies and wellbeing
- Learning environments
- Structure of schooldays and teaching arrangements
- School culture
- Technology
- Leadership





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BOARD OF EDUCATION

*Finland is a country where everyone wants to
learn more!*

