



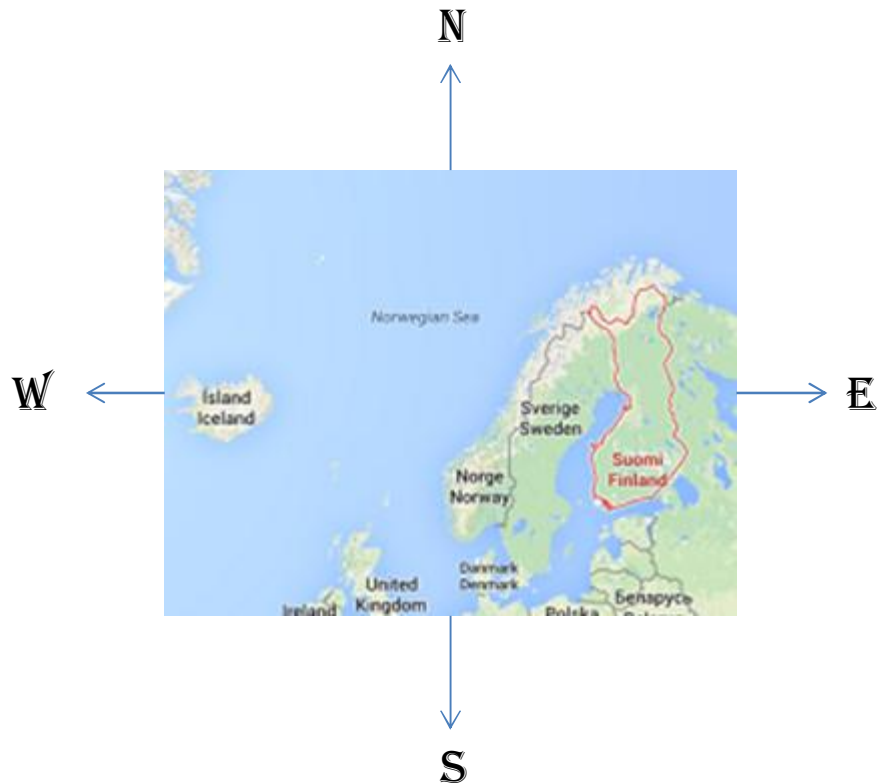
Teacher Education & Teachers in Finland

Mr. Jouni Kangasniemi

Ministry of Education and Culture, FINLAND

7th International Policy Dialogue Forum, Rabat 16.-17.12.2014

Finland



Population: 5,470 million

Area: 338 000 km²

Capital: Helsinki (population 620 000)

Official languages: Finnish and Swedish

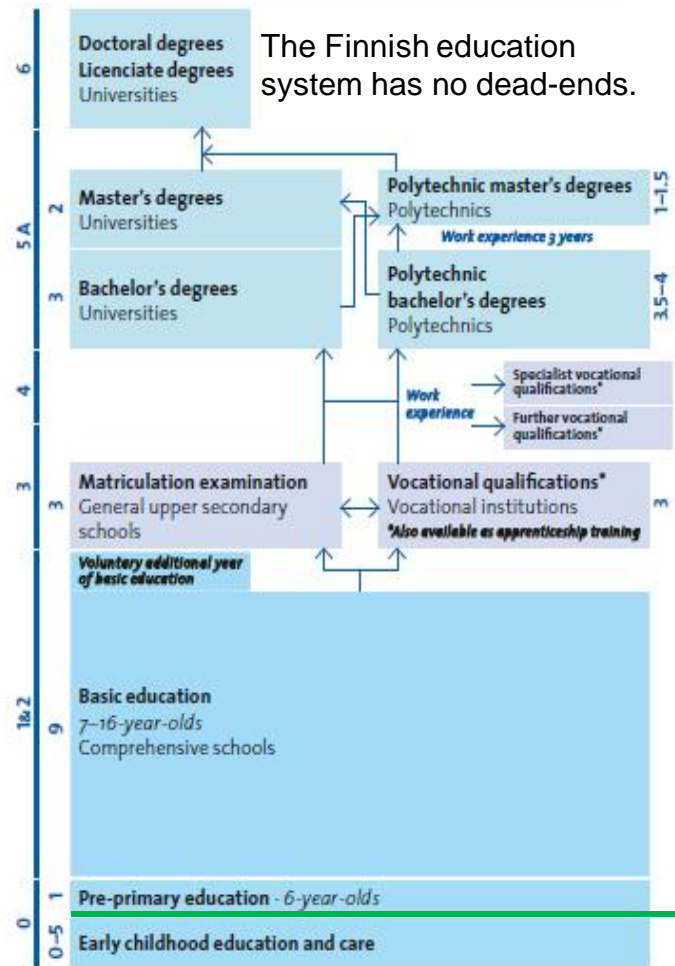
Compulsory education: 6-16 yrs (2015)



FINNISH EDUCATION in a nutshell

EDUCATION IN FINLAND

EDUCATION SYSTEM IN FINLAND



All people must have equal access to high-quality education and training.

Education is free at all levels from pre-primary to higher education.

ISCED-CLASSIFICATION 1997

ISCED-CLASSIFICATION	DURATION IN YEARS
0	Pre-primary education
1-2	Primary education or lower secondary education
3	Upper secondary education
4	Post-secondary non-tertiary education
5	First stage of tertiary education
6	Second stage of tertiary education

Culture that support learning

Kalevala, Poems 3-4

Kalevala = Old folklore in Finland

Joukahainen (young uneducated man) challenges *Väinämöinen* (old wise man) to a **contest of wisdom** and is defeated.

With his singing (words of wisdom), *Väinämöinen* causes *Joukahainen* to sink into a swamp – as they compete with their knowledge (not fighting with arms).

Teaching profession remains very attractive in Finland

- The main purpose of Teacher Education is to prepare (students) for teaching work. However, the diverse education makes graduates highly sought out for employees outside the realm of teaching as well.

Minister of Finance, Opera singer, Producer, Publisher, Football Coach, Senior adviser...

Teacher education

- The profession of a teacher is regulated, and the qualifications required from teachers are defined in legislation.



Applying to teacher education

- In the first stage all applicants take the national [VAKAVA](#) entrance examination.
- Based on the VAKAVA examination (written examination based on a book or a set of scholarly articles) applicants are chosen to the second stage of the application process, i.e. the aptitude test (interview and a group situation).
- The final admissions are based on the aptitude test and the matriculation examination grades.
- The intake into the class teacher education is **only 10 per cent** of all applicants.

Through VAKAVA, applicants may apply to the programs nationwide

Programmes are:

- Class Teacher Education
- Class and Subject Teacher Education
- Kindergarten Teacher and Early Childhood Education
- Special Education
- Education and Adult Education
- Craft Studies and Craft Teacher Education
- Home Economics and Home Economics Teacher Education
- Career Counselling
- Media Education

- Kindergarten teachers' qualification requirements include a Bachelor's degree.
- Innovative case: **Playful Learning Center [\(PLC\)](#), University of Helsinki**



Teacher education can be completed in about five years

- Class Teacher Education leads to Bachelor's (180 ECTS) and Master's (120 ECTS) degrees in education **which together qualify graduates to work as class teachers.**
- The BA degree studies can be completed in about three years and the MA degree in about two years.

Teacher Education

- Teachers are seen as **professionals of learning**
- The objective is to produce teachers **with a research orientation** in their work.
- They are capable of independent problem-solving and have the capacity to utilize the most recent research in the fields of education and the subjects taught and then apply the knowledge to their work.

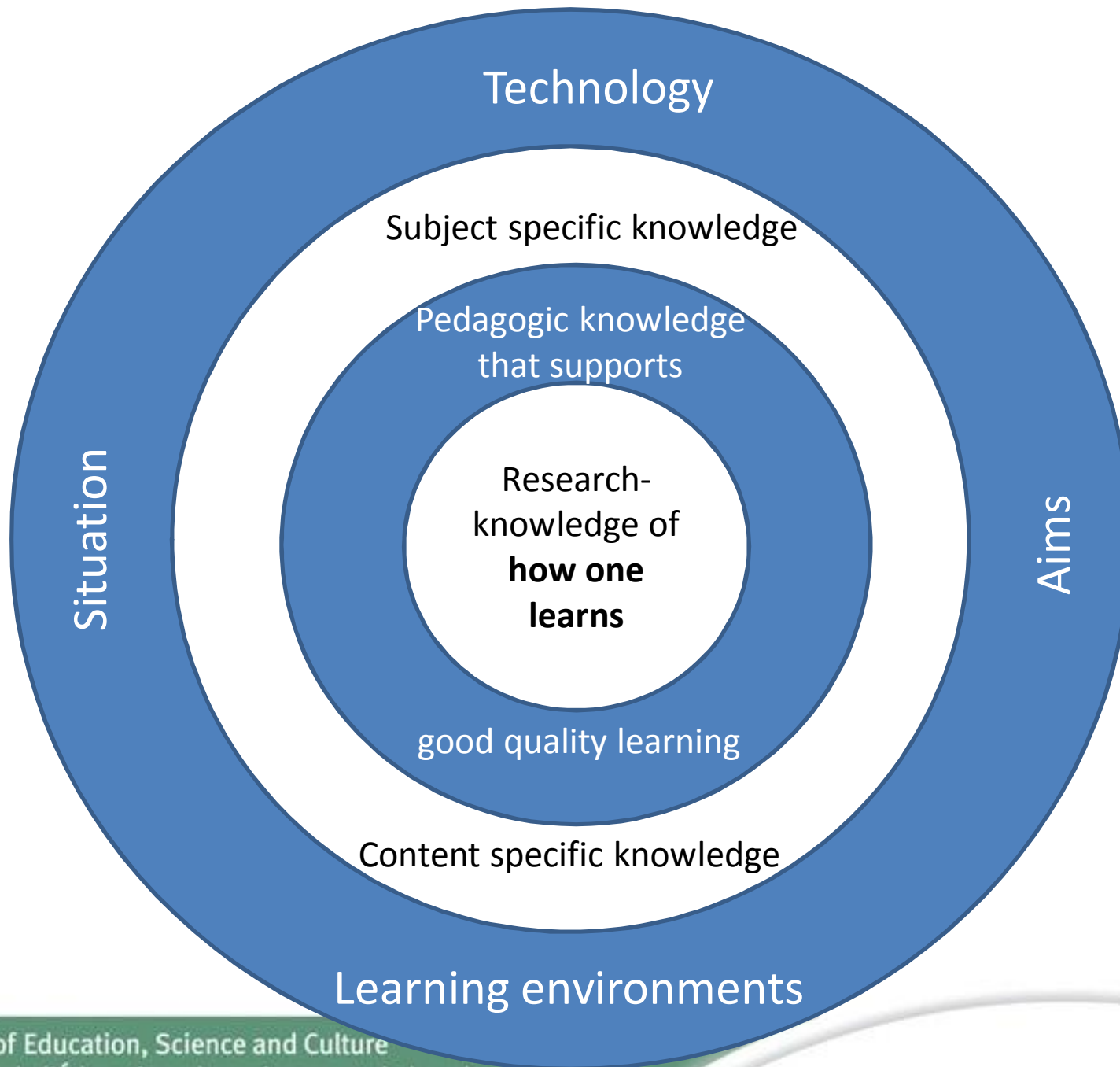
Teachers in Basic Education and secondary education (upper and vocational)

- Teachers in the first six years of basic education are usually generalists, class teachers
 - Class teachers have a **Master's degree in education.**
- Those in the last three years of basic education and at upper secondary level are subject specialists, subject teachers.
 - Subject teachers have completed a **Master's degree in the subject they teach** as well as **pedagogical studies.**
- Vocational teachers are generally required to have an appropriate academic degree,
 - and at least three years of work experience in the field, and completed pedagogical studies.

Innovation in Teaching and Learning

- Empowering teachers, focus on learning
- Teachers and schools have high autonomy on deciding what resources they use for teaching and learning. Localised curriculum.
- External control mechanisms in Finnish education system are rare
- Multi-stakeholder collaboration and flat hierarchies in schools to support inclusion and equality

**” Pedagogical
knowledge, that is,
knowledge of
teaching and
learning” (oecd 2014)**



How well do you know the workforce
that is working for your schools?

Teachers in Finland 2013



[Approximately every three years Statistics Finland collects national data about Finnish teachers. As the education system is very decentralized in Finland, the majority of the data focus on the number of qualified Teachers in education institutions]

TEACHERS in FINLAND 2013

NATIONAL data collection on Teachers

Typical teacher in Finland (Compulsory education):

- 39 041 Teachers
 - 73,6 % are women
 - 38,8 % are class teachers (30,0 % Subject teachers)
 - 93,8 % teach in Finnish
 - 36,7 % Work in the South of Finland
 - 17,4 % is 45-49 years old
 - 80 % have participated in CPD

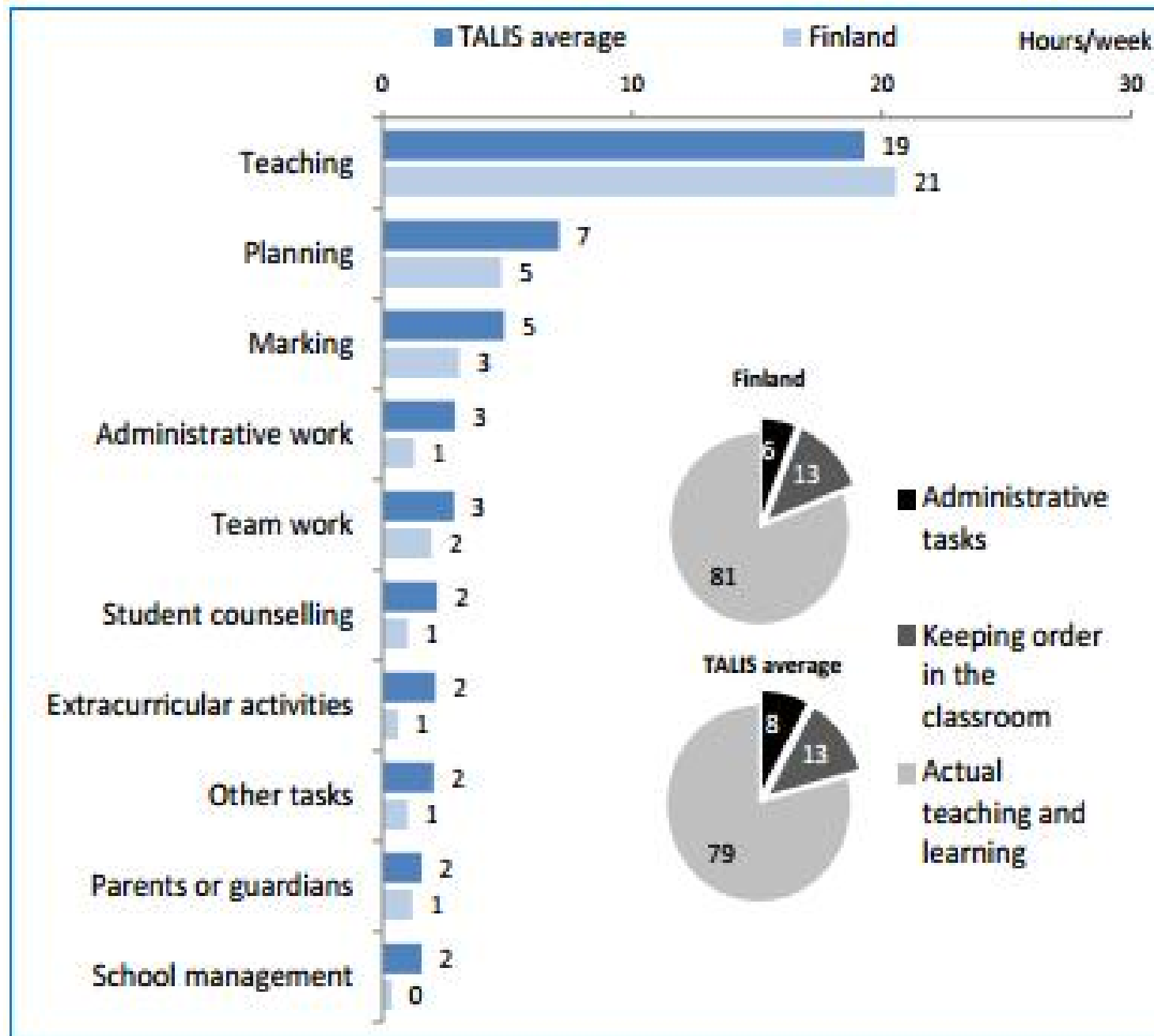


International comparison validates the data (oecd TALIS2013)

TEACHERS in FINLAND

Typical teacher in TALIS countries	Typical teacher in Finland
68% are women	72% are women
Is 43 years old on average	Is 44 years old on average
91% completed university or other equivalent higher education	96% completed university or other equivalent higher education
90% completed a teacher education or training programme	92% completed a teacher education or training programme
Has an average of 16 years of teaching experience	Has an average of 15 years of teaching experience
82% are employed full time and 83% have a permanent contract	94% are employed full time and 77% have a permanent contract
Teaches in a class with 24 students on average	Teaches in a class with 18 students on average

- Teaching is female-dominated profession in all OECD countries
- Most teachers in **Finland** report that their profession is valued by society
- **95 % are formally qualified** as a teacher
- 95% of teachers report that the advantages of being a teacher outweigh the disadvantages
- 91% of teachers are **satisfied with their jobs.**
- Teachers report spending around 80% of their lesson time on actual teaching and learning.
- They report spending 21 hours teaching per week and 5 hours for planning their lessons.



Inclusion and equity in schools



Continuing Professional Development of Teachers

- Main responsibility lies with the teachers and their employers. The State is primarily responsible for CPD that is important for implementing education policy and promoting important areas of current development.
- **Case OSAAVA:** A program to empower teachers themselves to think, plan and execute their own CPD that better meets their own personal needs and expectations but also those of their employers.

Advisory Board for Professional Development of Education Personnel since January 2008

- The Board assists the Ministry
 - to coordinate CPD policies on a national level,
 - monitors the effectiveness of the current CPD models and
 - promotes collaboration between the different stakeholders.
- The composition of the Board includes all the relevant Finnish CPD stakeholders, such as the Trade Union of Teachers in Finland (OAJ), employers' organizations, research institutes and regional and local authorities, education providers, rectors' associations and Teacher student union.

Challenges

- **“Education for the next 20 years is far more important than what it has been since the past 20 years”**
 - **Matti Alahuhta**, Chairman for the Confederation of Finnish Industries

A man with light-colored hair, wearing a dark suit jacket over a light blue shirt, is holding a white sign. He is standing in front of a red wall and a window with brown blinds. The sign contains the following text:

Thank you!
Jouni.Kangasniemi@minedu.fi
Twitter: @Jounis

7th Policy Dialogue Forum
Rabat, Morocco, 15.-19.12.2014