What does High Quality Mean in Teacher Education?

– The Finnish Educational System and Teacher Education

Hannele Niemi, University of Helsinki
Warm school lunch every day

The main reason for success?
Big changes in Finnish society in 1960’s and 1970’s

- comprehensive school for all

- new teacher education
What makes Finnish teachers different?

- All have MA degree
- No school achievement testing
- No probation time
- No inspectorate
- All belong to Teacher Union
- Not high salary – moderate level
- Commitment to their profession
High Quality Teachers

- Teachers are expected to take the responsibility to develop their profession.

- To analyze complex situations like a researcher and

- To make conclusions and decisions to develop their teaching to different learners.
Becoming a teacher?

- A very popular academic career
  - 10% of the high-talented applicants are selected to start their studies

- Entrance examinations
  - skills needed in high quality profession
  - Interviews - motivation
  - Social skills in a group
Teacher Degrees: 3 years BA + 2 years MA = teacher qualification

**Class teachers:**
- Master of Education
  - Major in Education
  - Minors in 1-2 subject matter disciplines

**Secondary teachers:**
- Master of Sciences, Arts etc.
  - Major in subject matter
  - Minor in Education
  - Minors in 1-2 subject matter disciplines
Teacher education on research-based foundations

- The most recent advances of research in the subjects they teach and on how something can be taught and learnt.

- The aim is that teachers internalise a research-orientated attitude towards their work.

- Teacher education in itself should also be an object of study and research.
Teaching practice

- Teacher training schools in Universities
- Local schools

Academic disciplines

Optional studies

Research studies

A personal study plan

Pedagogical studies

Communication, language and ICT
Quality in teacher education

The latest research of content knowledge

The latest research in pedagogy

Competences of teacher educators: mainly PhD

Cooperation at the University and with teacher training schools

In teacher training schools advanced level pedagogical qualification.
In local schools trained mentors
Quality in teacher education

The latest research of content knowledge

The latest research in pedagogy

Competences of teacher educators: mainly PhD

In teacher training schools advanced level pedagogical qualification. In local schools trained mentors

Cooperation at the University and with teacher training schools
Advanced Practicum (MA level, 8 ECTS): Different options for developing expertise, can be connected with the Master’s Thesis

*Mainly in Municipal field schools*

Intermediate Practicum (BA level, 12 ECTS): Starting with specific subject areas, moving towards more holistic and pupil-centred approaches

*University teacher training schools*

Practicum integrated with theoretical studies

Integrating theory and practice in the Finnish TE
### Professional competences

**The highest (Niemi, 2011)**

<table>
<thead>
<tr>
<th>Competence</th>
<th>M (n=455)</th>
<th>SD</th>
<th>between years in TE df = 449</th>
<th>between class and subject teachers df = 454</th>
<th>Correlation with active learning n= 317 – 345</th>
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</thead>
<tbody>
<tr>
<td>1. Designing of instruction</td>
<td>3.92</td>
<td>.856</td>
<td></td>
<td></td>
<td>.14 ++</td>
</tr>
<tr>
<td>2. Critical reflection of own work</td>
<td>3.76</td>
<td>.894</td>
<td>F=3.07 ++</td>
<td></td>
<td>.37 +++</td>
</tr>
<tr>
<td>3. Becoming aware of ethical basis of teaching profession</td>
<td>3.71</td>
<td>.914</td>
<td></td>
<td></td>
<td>.21 ++</td>
</tr>
<tr>
<td>4. Life long professional growth</td>
<td>3.69</td>
<td>.896</td>
<td>F=3.29 ++</td>
<td></td>
<td>.23 ++</td>
</tr>
<tr>
<td>5. Self-evaluating of own teaching</td>
<td>3.67</td>
<td>.934</td>
<td>F=4.18 ++</td>
<td></td>
<td>.25 +++</td>
</tr>
<tr>
<td>6. Using teaching methods</td>
<td>3.54</td>
<td>.764</td>
<td></td>
<td></td>
<td>.32 +++</td>
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<tr>
<td>7. Development of own educational philosophy</td>
<td>3.46</td>
<td>.977</td>
<td>F=3.13 ++</td>
<td>F=9.84 ++</td>
<td>.29 +++</td>
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</tbody>
</table>
Future challenges

- Multicultural school – A new phase in Finland
- ICT pedagogical applications – The National Strategy
- Personalized curriculum
- Mentoring and induction -> so far the focus has been on pre-service TE
Miracle of Education

- The Principles and Practices of teaching and learning in Finnish Schools

Hannele Niemi, Auli Toom and Arto Kallioniemi (Eds.)

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OR

Persistent work for education?
Thank you!

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