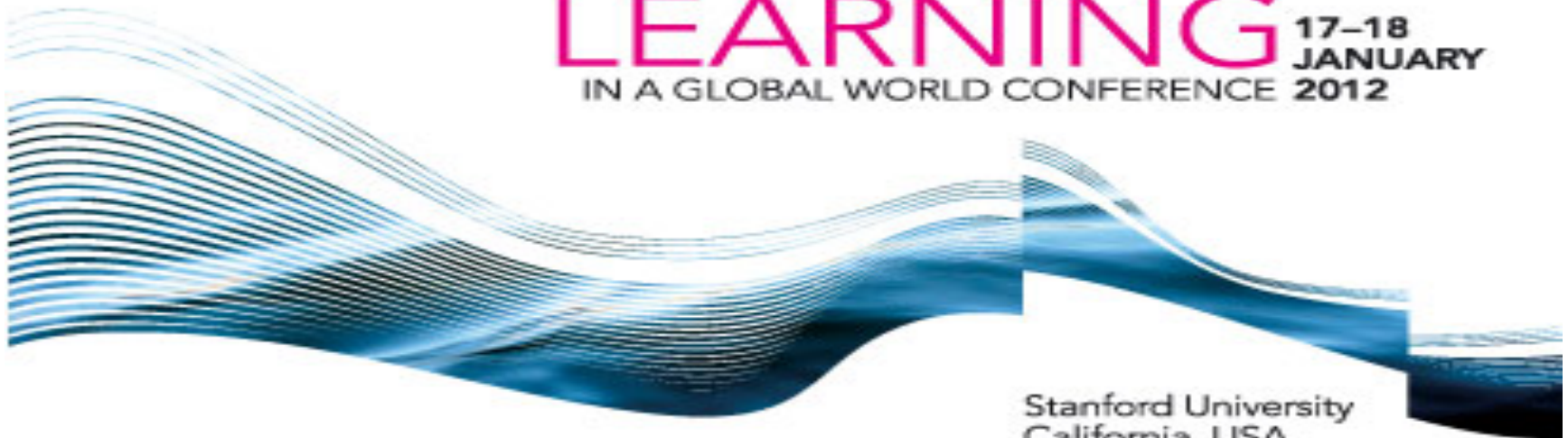




EMPOWERMENT
THROUGH
LEARNING 17-18
JANUARY
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Stanford University
California, USA
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What does High Quality Mean in Teacher Education?

– The Finnish Educational System and Teacher Education

Hannele Niemi, University of Helsinki



Warm
school
lunch
every day

The main
reason for
success?





Leena Saari -09

Big changes in Finnish society in 1960's and 1970's

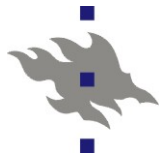
- comprehensive school for all**
- new teacher education**



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.



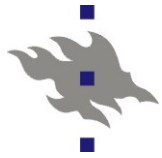
Becoming a teacher?

- 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 a 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**

Academic disciplines

Optional studies

Research studies

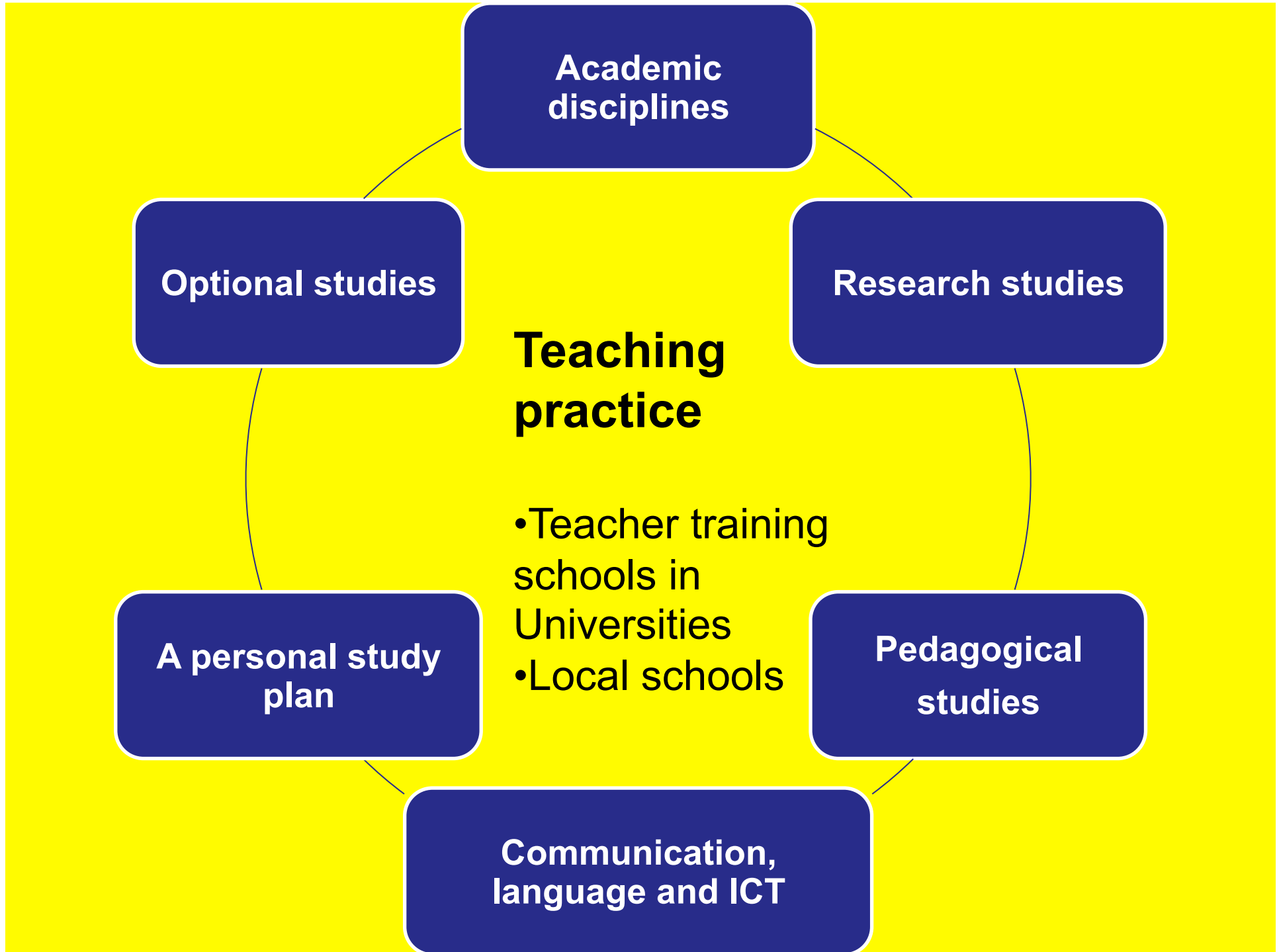
Teaching practice

- Teacher training schools in Universities
- Local schools

A personal study plan

Pedagogical studies

Communication, language and ICT



Quality in teacher education



The latest research of content knowledge

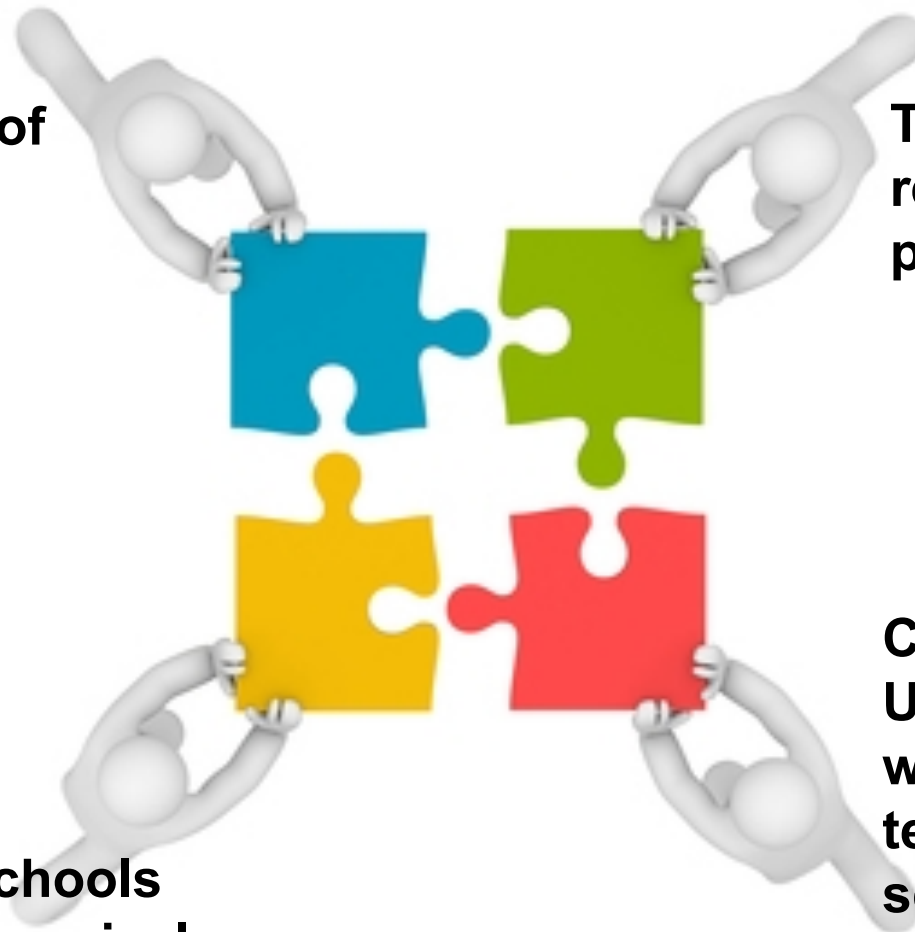
The latest research in pedagogy

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

Student teachers

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**

Study
years

5

4

Advanced Practicum (MA level, 8 ECTS):
Different options for developing expertise,
can be connected with the Master's Thesis

Mainly in Municipal field schools

MA thesis &
research
methods and
seminars

3

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

University teacher training schools

BA thesis &
research
methods and
seminars

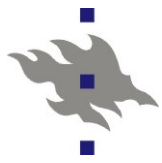
2

Practicum integrated with theoretical studies

Research
methods,
observations

1

Integrating theory and practice in the Finnish TE



Professional competences
The highest (Niemi, 2011)

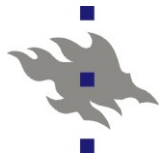
	M (n=455)	SD	between years in TE df = 449	between class and subject teachers df = 454	Correlation with active learning n= 317 – 345
1. Designing of instruction	3,92	,856		F=6,95+++	,14 ++
2. Critical reflection of own work	3,76	,894	F=3,07 ++		,37 +++
3. Becoming aware of ethical basis of teaching profession	3,71	,914			,21 ++
4. Life long professional growth	3,69	,896	F=3,29 ++ +		,23 ++
5. Self-evaluating of own teaching	3,67	,934	F=4,18 ++ +		,25 +++
6. Using teaching methods	3,54	,764			,32 +++
7. Development of own educational philosophy	3,46	,977	F=3,13 ++	F=9,84 ++ +	,29 +++



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





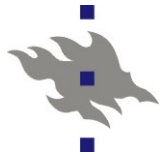
Miracle of Education

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

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

SensePublishers
Forhtcoming in February 2012





**Miracle of
Education**

OR

**Persistent work
for education?**





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Thank you!

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