



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Teacher education at the University of Jyväskylä, Finland

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Contents of the slide show

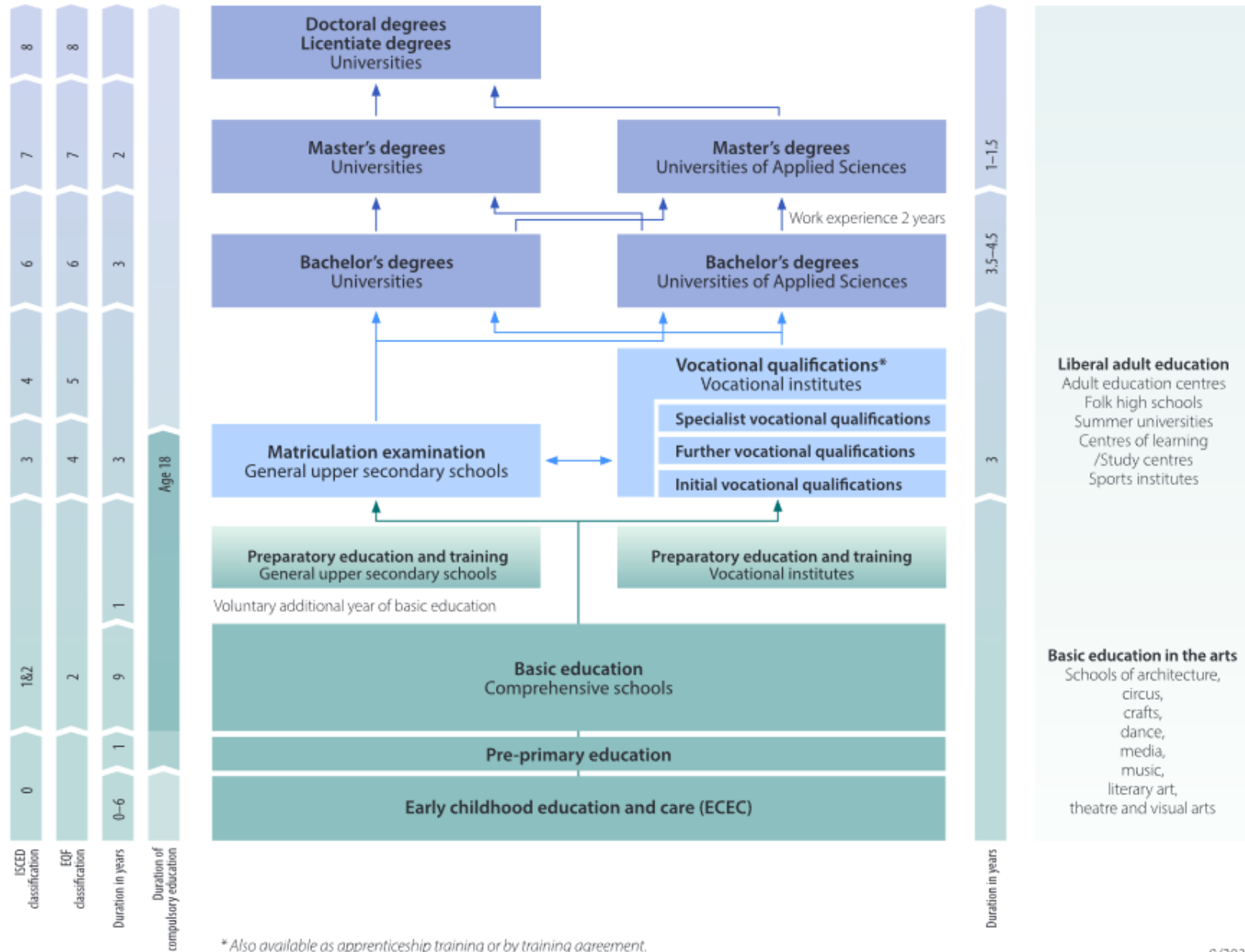
- About the Finnish school system in general (slides 3 - 11)
- Applying for teacher training in Finland (slides 12 - 15)
- Teacher education in Jyväskylä (slides 16 - 24)

The background factors of Finnish success in education

(European Commission, 2017)

- Finnish society appreciates and trusts teachers. → Almost no control or national testing.
- Finland has comparatively low teaching time.
- Basic education is provided completely free of charge (learning materials, books, lunch, etc.).
- Investment in education is among the biggest in the world: 5,6 % of GDP (gross domestic product) 2018 (second biggest among OECD countries).

EDUCATION SYSTEM IN FINLAND





Possible outcomes:

- PISA 2018: Finland has top readers
- PISA 18 first results - Finland among top performers
- PISA 2015: Finnish youth among the best in collaborative problem solving
- School satisfaction and motivation are increasing in line with participation and collaboration
- In-depth learning simultaneously with skills



Possible threats:

Teachers' opinions:

- Stress
- Lack of time to plan, implement, and assess in collaboration with colleagues
- Fear that learning goals are not achieved
- Inadequate resources
- Teachers' changing roles
- Concern for students suffering from learning difficulties

Children/youth:

- polarization
- mental health challenges
- harassment
- (climate) anxiety



Finnish National Core Curriculum, 2014

- Pedagogical guidelines have been outlined to help schools develop their operating methods in order **to increase the pupils' interest in learning and motivation to learn.**
- To enhance pupil participation, increase the meaningfulness of study and make it possible for each and every pupil to **experience success.** → **motivation**
- The **pupils** set goals, solve problems, and assess their learning based on set targets. → **participation**
- **Student-centered learning** processes: The pupils' experiences, feelings, areas of interest and interaction with others lay the foundation for learning.
- The **teacher's task** is to instruct and guide the pupils into becoming lifelong learners, by taking the individual learning approaches (differentiation, individualization, targeted support) of each pupil into consideration.

The seven competence areas are the basis to set learning goals and teach multidisciplinary learning modules

- Thinking and learning to learn
- Cultural competence, interaction, and self-expression
- Taking care of oneself and others; managing daily life
- Multi-literacies
- Working life competence and entrepreneurship
- Competence in information and communication technology (ICT)
- Participation, involvement, and building a sustainable future

Multidisciplinary learning modules =/& Phenomenon-based learning

MODULE combines the content of different subjects and deals with the selected theme from the perspective of several subjects



SCHOOLS CAN DECIDE:

1. How many modules per year (at least one)
2. What kind of themes, projects, or courses

Practices vary a lot, even in the same city area.



Multidisciplinary learning module/unit – designing and implementation

- Are always based on objectives (learning, working, behavior), which are set according to 1. curriculum for basic education 2. local curriculum (municipality level) 3. school's own curriculum
- Are always well organized.
- Students are taken into account already in the designing phase (motivation, participation).
- Always integrates more than one school subject.
- Duration is approximately one school week.



Why phenomenon-based learning?

(Finnish National Core Curriculum, 2014)

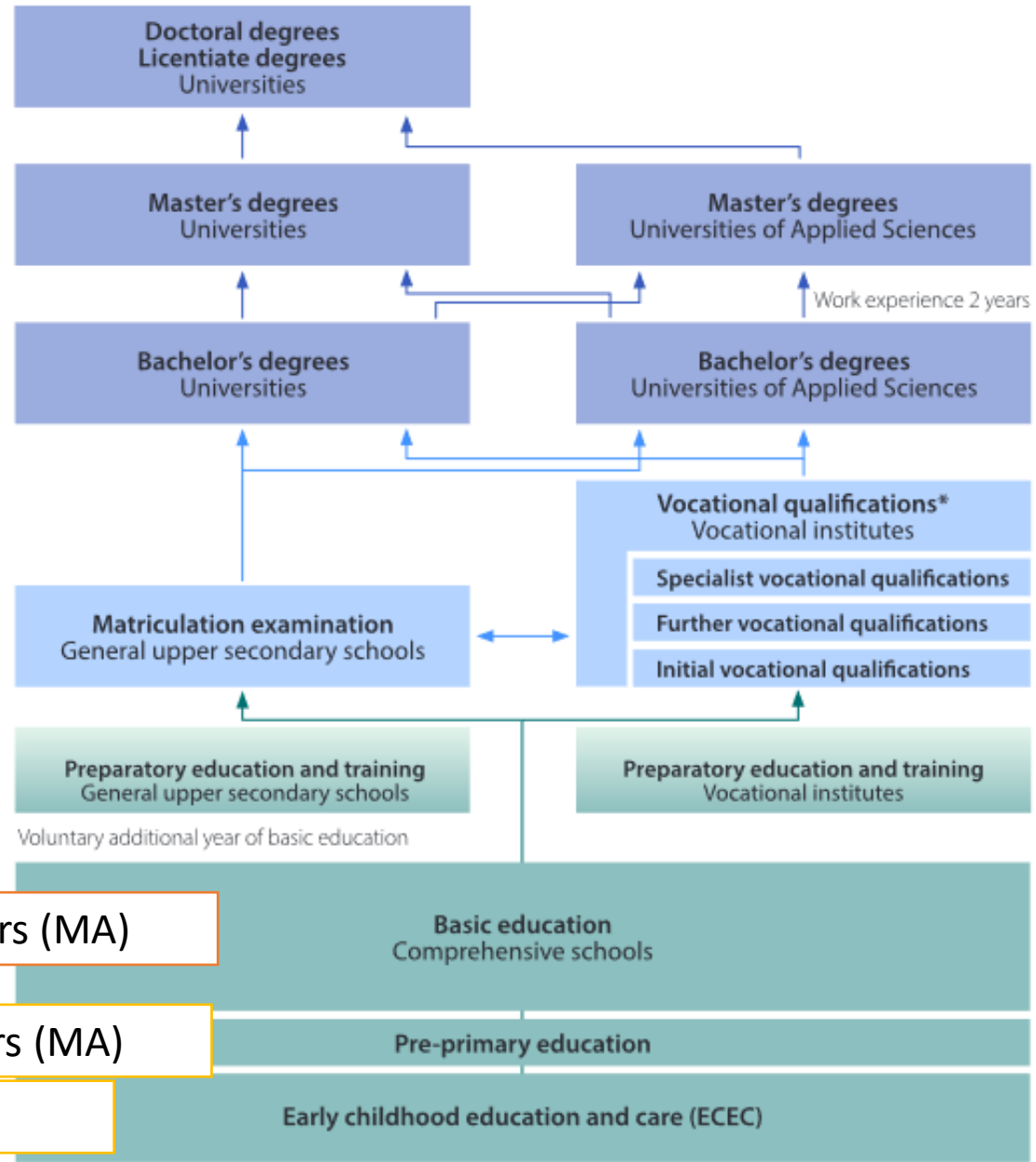
- Pedagogical approach, including both learning methods and learning contents.
- Examines surrounding society in real contexts → interpretation and understanding
- Students' experiences, questions, and interests are taken into account.
- Tries to create encouraging learning atmosphere.
- Learning is seen as a (socio)constructivist process.



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Applying for teacher training in Finland

Teachers' placement in the Finnish education system



Subject teachers (MA)

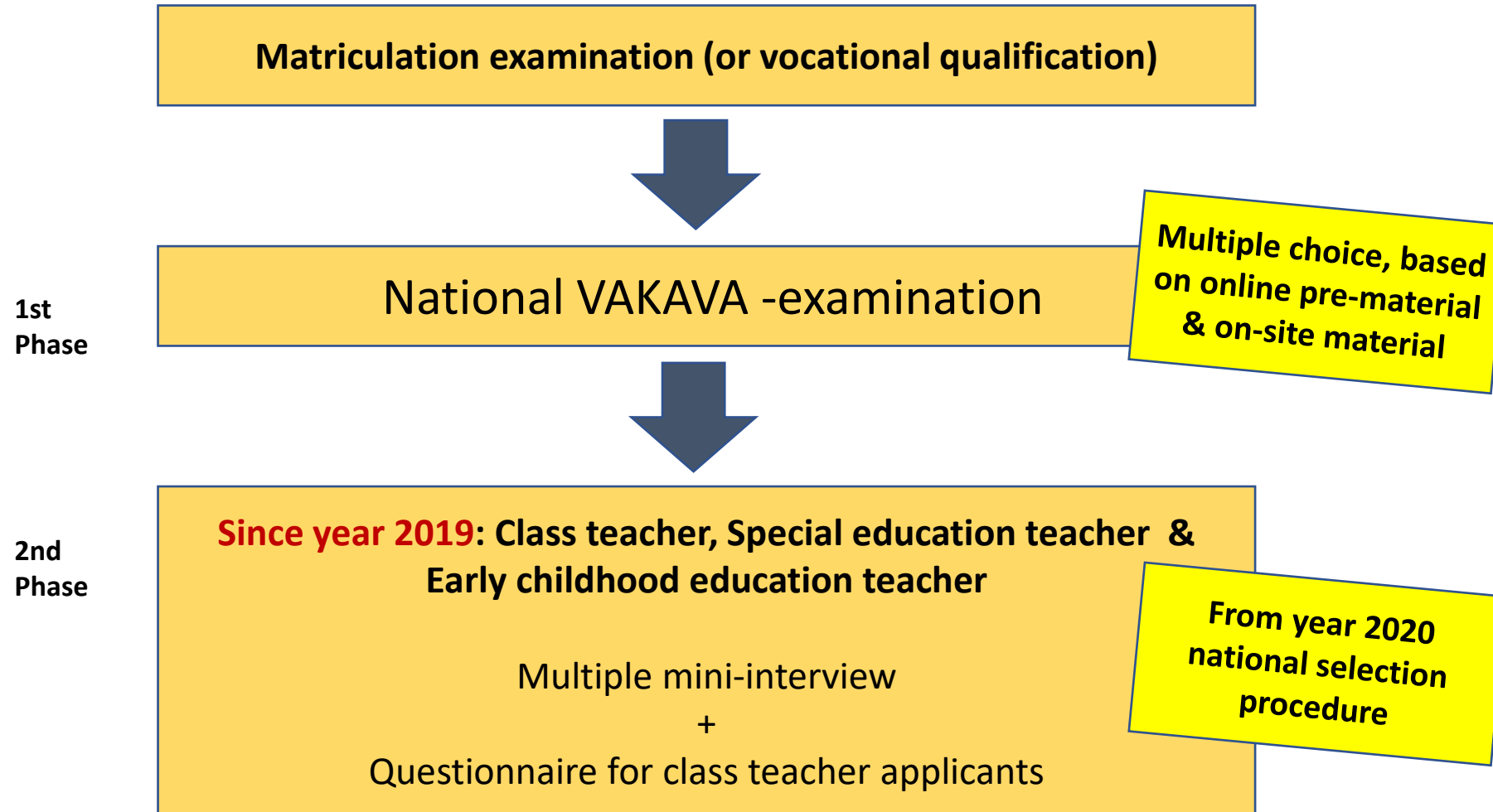
Class teachers and Subject teachers (MA)

Kindergarten teachers or class teachers (MA)

Kindergarten teachers (BA)

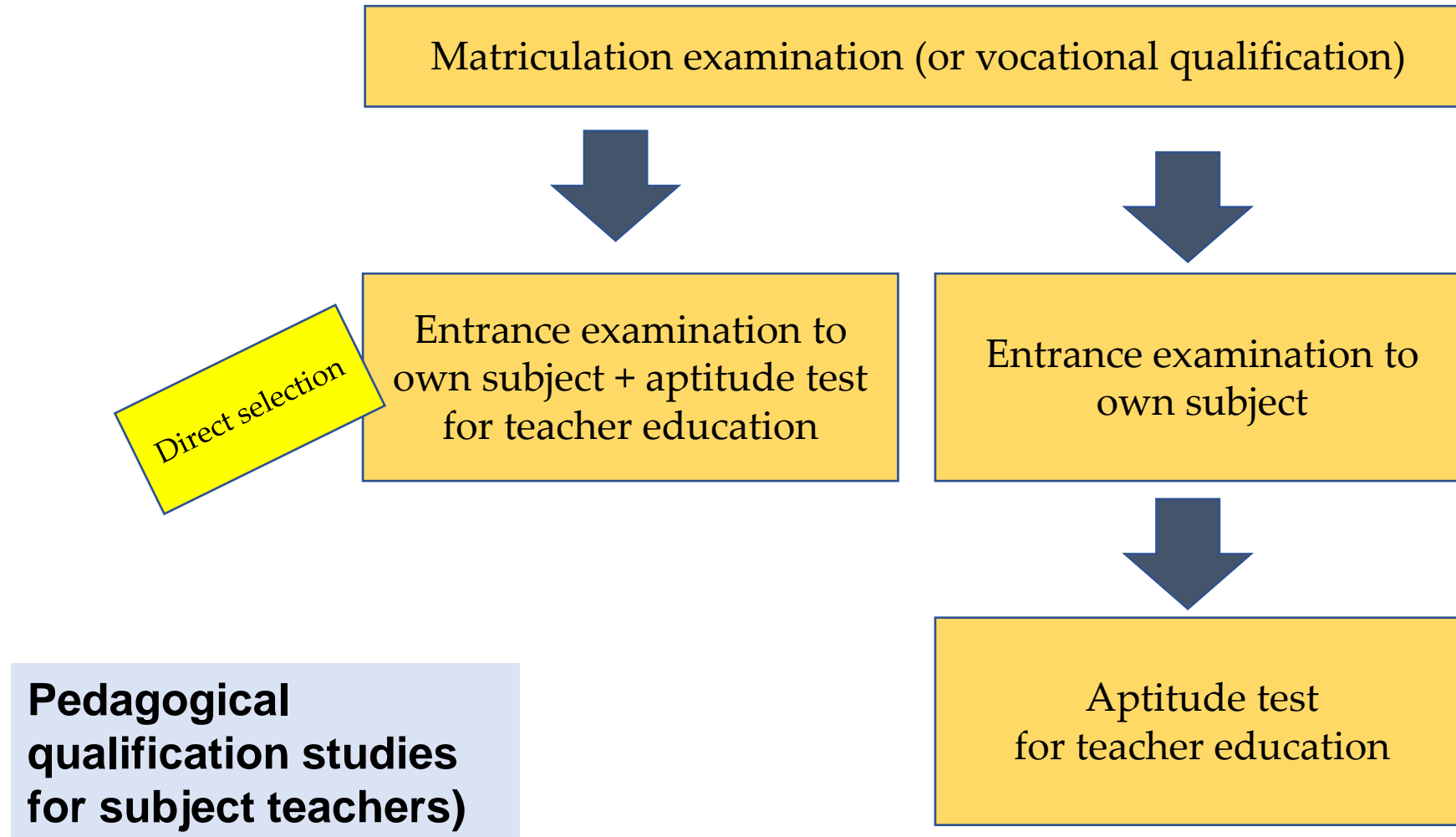
Subject Teachers (MA) and Vocational teachers
(highest possible degree in vocation + 60 ECTS credits of pedagogical studies)

Student selection: application process

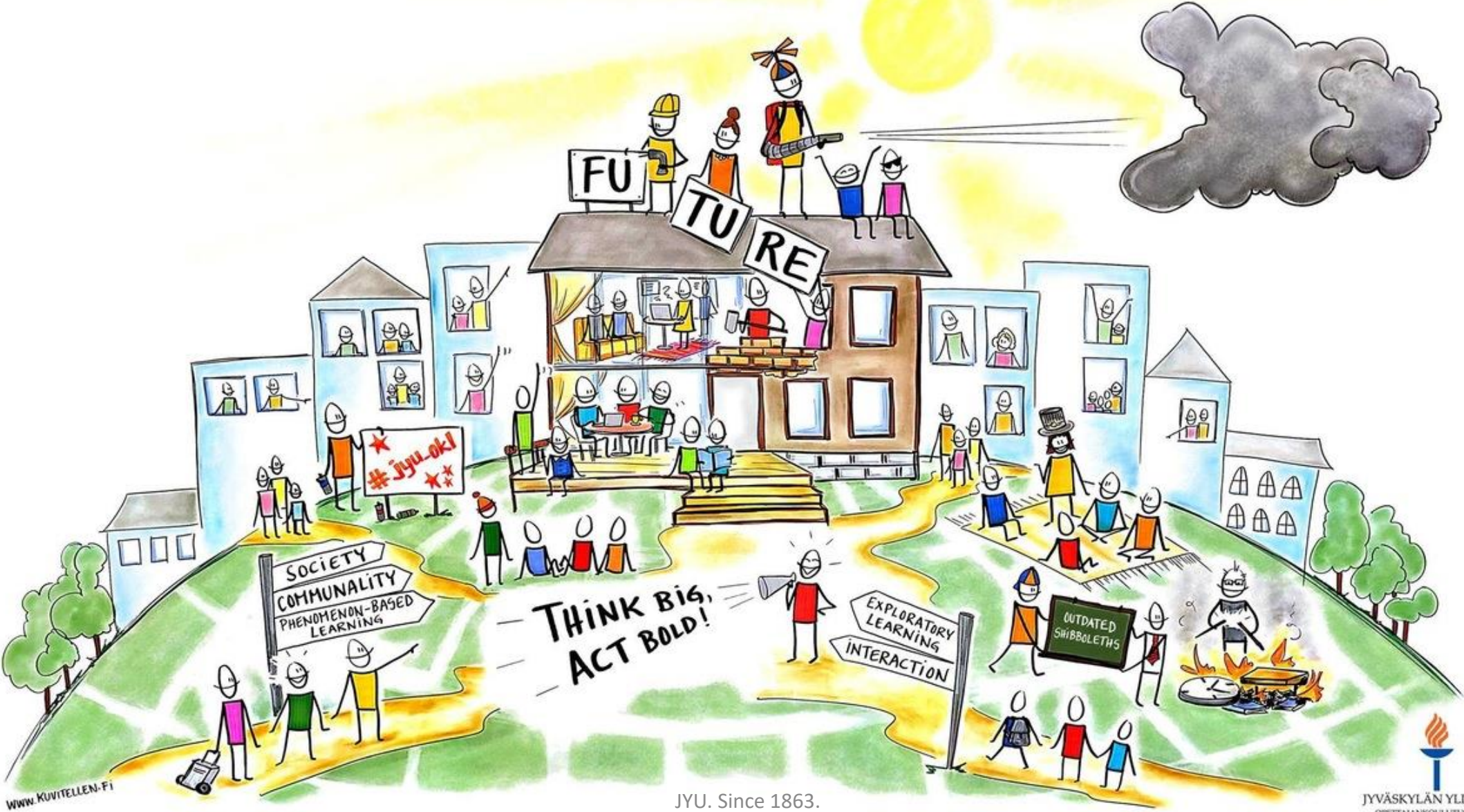


Annually, there are ten-fold more applying for training (primary school teachers) than there is the possibility to accept in

Application process for subject teacher education in JYU



Specific details of teacher education JYU



www.kuvitelten.fi

JYU. Since 1863.



Phenomena areas in teacher education at JyU

- Interaction and Collaboration
- Learning and Guidance
- Education, Society and Change
- Knowing and Expertise
- Scientific Thinking and Knowledge

} Basic Studies
(25 ECTS)



Deepening these phenomena areas in subject (38 ects) and advanced (80 ects) studies

Teacher's key competencies at JYU

The aim of the Teacher education programme is to develop the following areas of competencies:

- 1. Ethical competence:** You are able to identify and analyze your activities from an ethical point of view and to act in situations of conflict based on ethical principles. Scientific Competence: You will base your activities and professional development on scientific thinking. You obtain information reasonably and systematically and critically evaluate information.
- 2. Interaction skills and diversity-related competence:** Ability to work collaboratively in interaction situations and groups. You are able and interested in listening to each other and able to communicate in a variety of interactions. You will be able to become aware of and challenge your attitudes and beliefs about diversity and act with the understanding that each person is special and has their own conditions and backgrounds. You will be able to interact in culturally diverse contexts.
- 3. Community and Societal Competence:** You will be able to critically evaluate and contribute to the development of community values, norms and practices. You will be able to identify and assess wider societal structures, such as the importance of political, cultural, economic and historical factors for learning, pupils and teaching, and equality in education.
- 4. Pedagogical competence:** You will be able to plan, implement, differentiate, assess/evaluate and develop different learning processes. You will understand the connection between learning objectives, pedagogical activities and assessment in interactive learning and guidance processes. You will be able to guide heterogeneous teaching groups and plan and implement learning situations that strengthen students' participation and engagement to learning and school.
- 5. Well-being competence:** You will be able to identify and develop factors that promote physical, mental and social well-being within yourself and at the level of individuals, groups and the school community. You will be empowered to support the overall well-being of learners in a multi-professionally and in collaboration with guardians.
- 6. Aesthetic Competence:** You understand a human being as a bodily being who has the opportunity to experience the multisensory environment. You will be able to create creativity and self-expression as skills, expressions, outputs and works. You will be able to build an aesthetic relationship to the surrounding reality that includes openness to different interpretations and values.



Primary School Teacher

(from grade 1 to 6 and preschool teaching)

Bachelor's (180 ECTS) and Master's Degree (120 ECTS)

- Language and Communication Studies 25
- Basic Studies in Education 25 *
- Intermediate Studies in Education 38*
- Advanced Studies in Education and Master's Thesis in Education 80**
- **Multidisciplinary School Subject Studies** 60 (qualification studies for class teachers)
- Minor Subject Studies and/or optional Courses 72
- Total 300 ECTS credits
 - *Including 11 ECTS credits Teaching Practice
 - **Including 16 ECTS credits Teaching Practice

Multidisciplinary school subject studies, 60 ECTS

(*mandatory minor subject*)

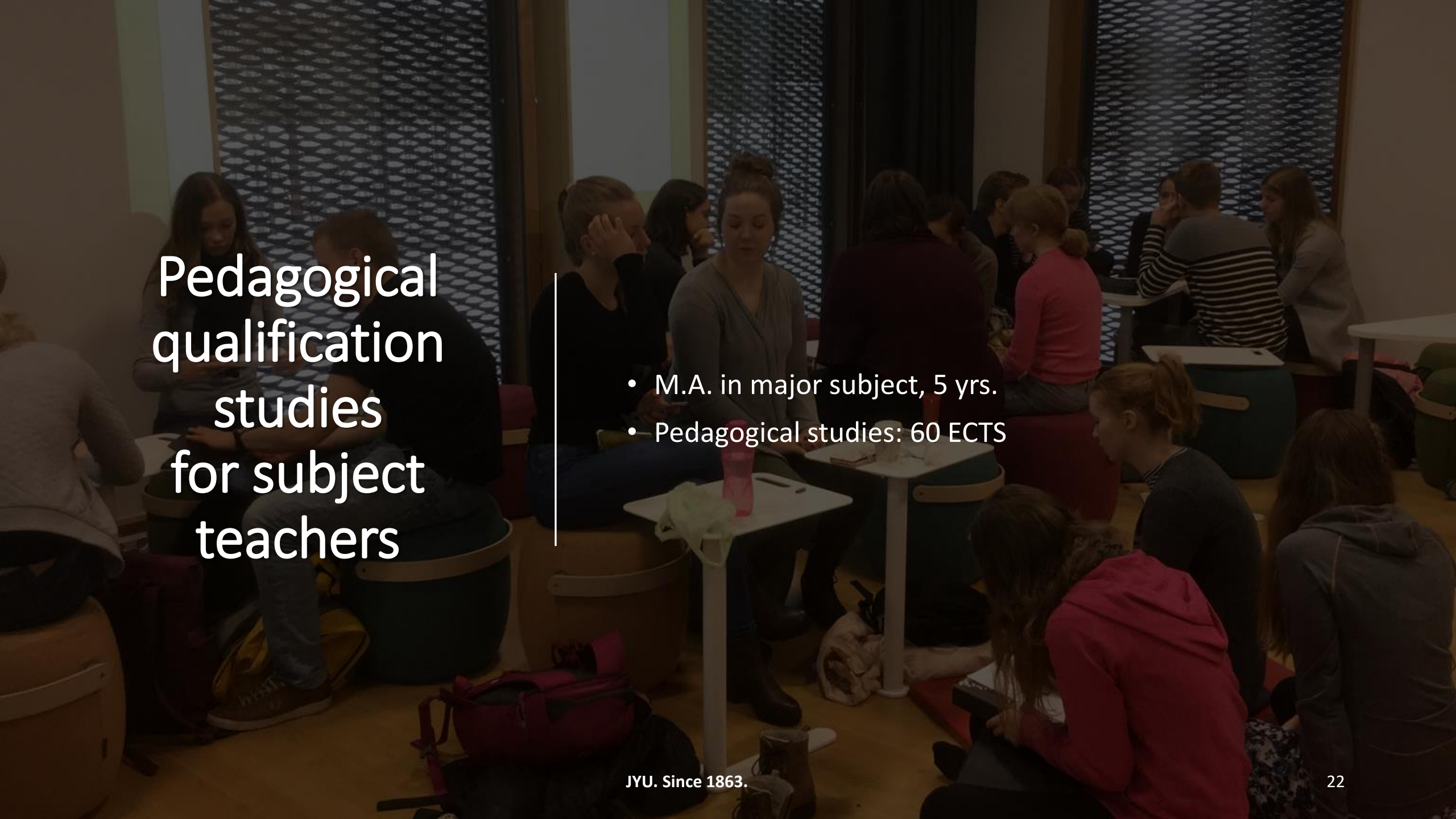
- **Integrative cross-curricular themes** 3 + 3 ECTS (introduction and conclusion to Multidisciplinary school subject studies)
- **Mathematics** 5 ECTS
- **Finnish language and literature** 5 ECTS
- **Environmental and natural sciences** 6 ECTS
- **Craft** 4 ECTS
- **Visual art** 4 ECTS
- **Music** 4 ECTS
- **Physical education and health education** 5 ECTS
- **History and social studies** 3 ECTS
- **Ethical studies** 3 ECTS
- **Multidisciplinary studies** 15 ECTS

Class teacher Education (= Primary school teacher)

Class teacher: Teaching Practice

- **Teaching Practice 1, 5 ECTS**
 - 1st year, throughout the year, 6 lessons
 - Orientation, observation, interaction
- **Teaching Practice 2, 6 ECTS**
 - 3rd year, 6 weeks, 26 lessons
 - Planning, basis of Teaching and Learning
- **Teaching Practice 3, 6 ECTS**
 - 4th year, 7 weeks, 34 lessons
 - Guidance, assessment
- **Teaching Practice 4, 10 ECTS**
 - 5th year, 7 weeks, 40 lessons
 - School Community and Society

**Class teacher
Education (= Primary school teacher)**



Pedagogical qualification studies for subject teachers

- M.A. in major subject, 5 yrs.
- Pedagogical studies: 60 ECTS

Subject teacher education

- School subject as major (e.g. maths, history, languages) about 160 ECTS
- *may not necessarily have pedagogical contents*
 - **Teacher's pedagogical studies as minor 60 ECTS**
 - Other minor subjects
 - General studies
 - Language and communication studies
- Collaboration between the Department of Teacher Education, subject department, and Teacher Training School

Subject teacher education: Teaching practice

- **Orientation Practice, 5 ECTS**
 - Gaining basic understanding of teaching and planning
- **Basic Practice, 5 ECTS**
 - Developing knowledge of pupils and teaching environments
- **Advanced Practice, 7 ECTS**
 - Concentrating on limited subject areas and didactical skills
- **Adaptive Practice, 3 ECTS**
 - Applying theories of teaching comprehensively

Scheduled in collaboration with teacher training school