

Irmeli Halinena (*Irmeli Halinen*)
«Mīti un patiesība par Somijas izglītību»

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MYTHS AND TRUTHS OF THE FINNISH EDUCATION SYSTEM AND THE LATEST CURRICULUM REFORM

University of Latvia, Riga

22.9.2017

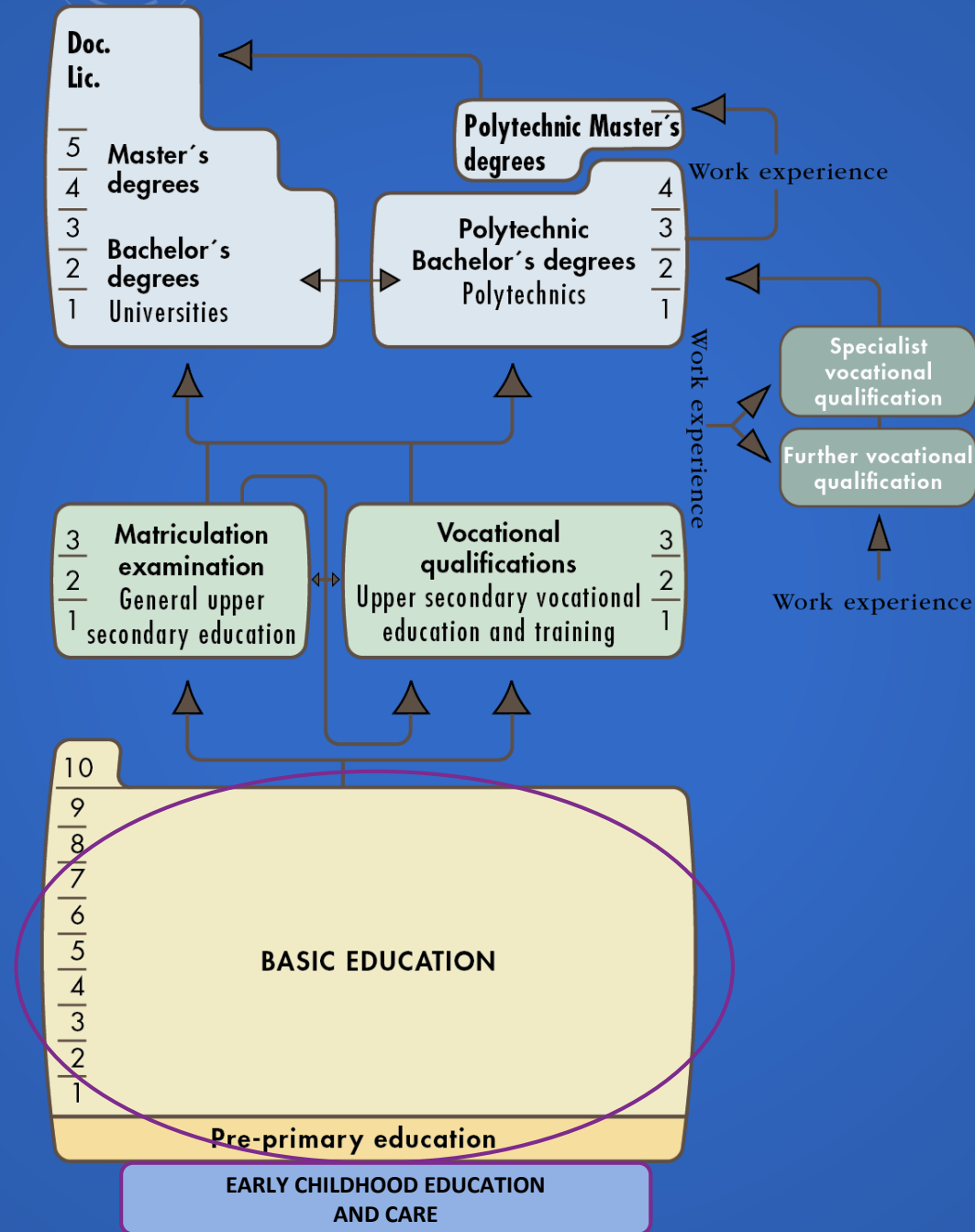
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FINNISH EDUCATION SYSTEM



Education system has been developed coherently during the past 40 years

THE GUIDING PRINCIPLES OF THE FINNISH EDUCATION SYSTEM

- Equity, equality and high quality
- Teachers' professionalism and pedagogical autonomy
- Focus on learners and learning, inclusiveness
- All-round development and sustainable well-being
- Lifelong and life-wide learning

CULTURE OF TRUST AND COLLABORATION PROMOTES SUSTAINABILITY IN EDUCATION

- **No**

- standardised testing or school inspections
- league tables, comparison or competition between schools
- dead ends in the system

- **Instead**

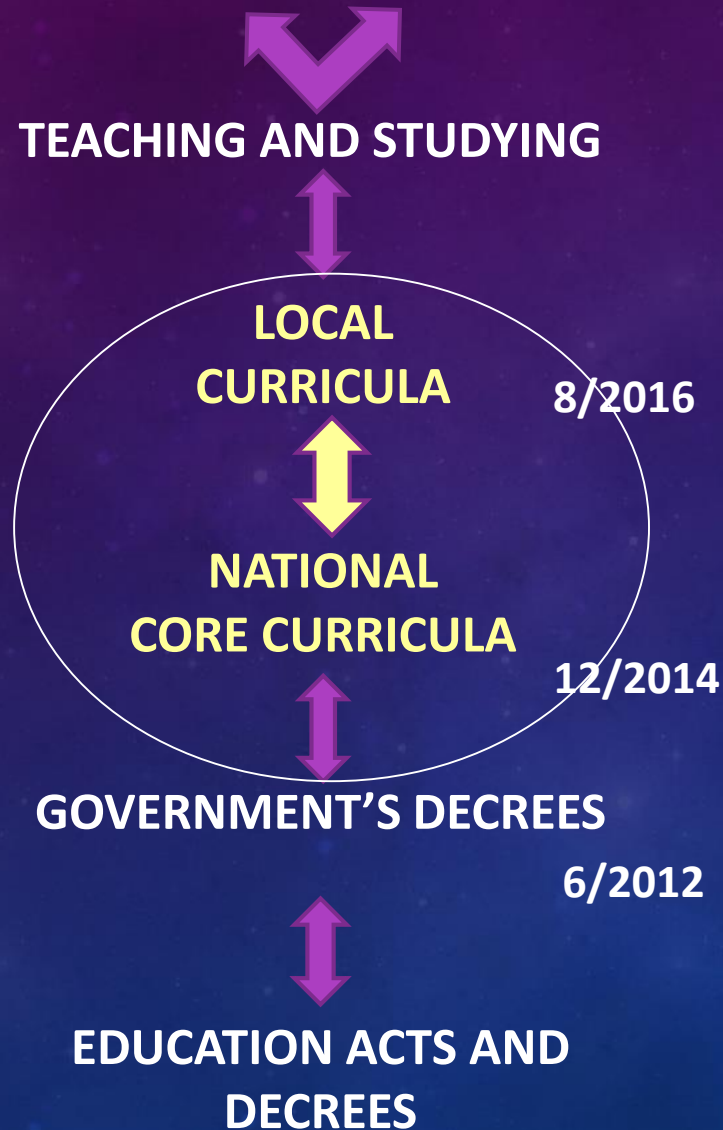
- collaborative mindset and dialogue between policy makers, researchers and practitioners
- strong national goals and support systems, flexible structures
- local autonomy and responsibility
- evaluation/assessment as a feedback for improvement
- coherent development (small step policy)



CURRICULUM REFORM 2016

HIGH QUALITY LEARNING

STEERING SYSTEM OF EDUCATION



Teaching and learning based on the renewed curricula started in August 2016

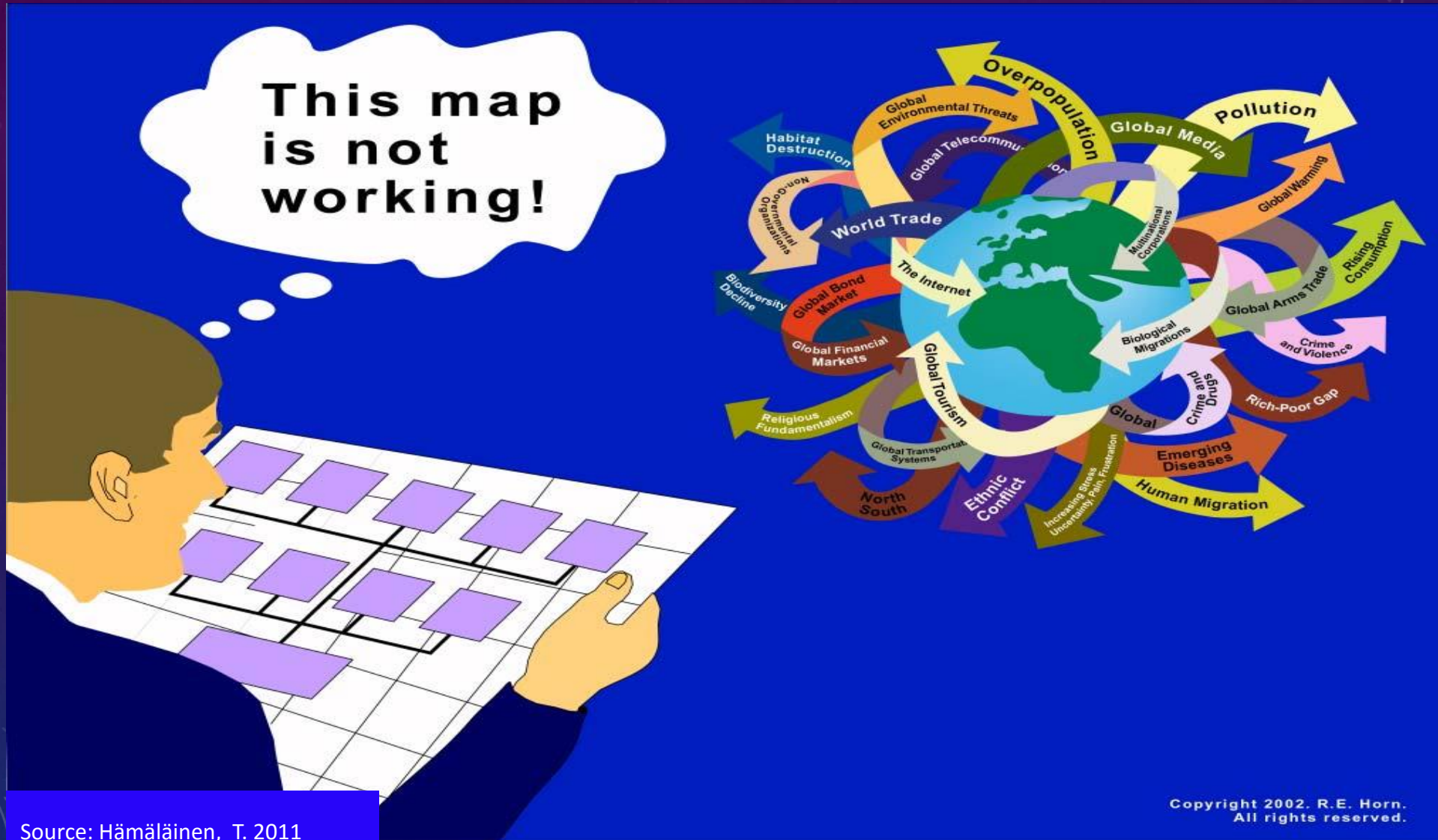


HOW TO DO THIS IN
TODAY'S WORLD?

MAIN TASKS OF EDUCATION

- According to the Basic Education Act and Decree the main task of basic education is to
 - promote the healthy growth and development of all pupils
 - to enhance their development as human beings and as citizens of a democratic society
 - create a solid bases for lifelong learning and sustainable well-being

ANALYSING THE WORLD AROUND US



Source: Hämäläinen, T. 2011

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FORMULATING KEY QUESTIONS FOR THE REFORM

FOR

How could we still improve the best features of the system?

What kind of future we want to build?

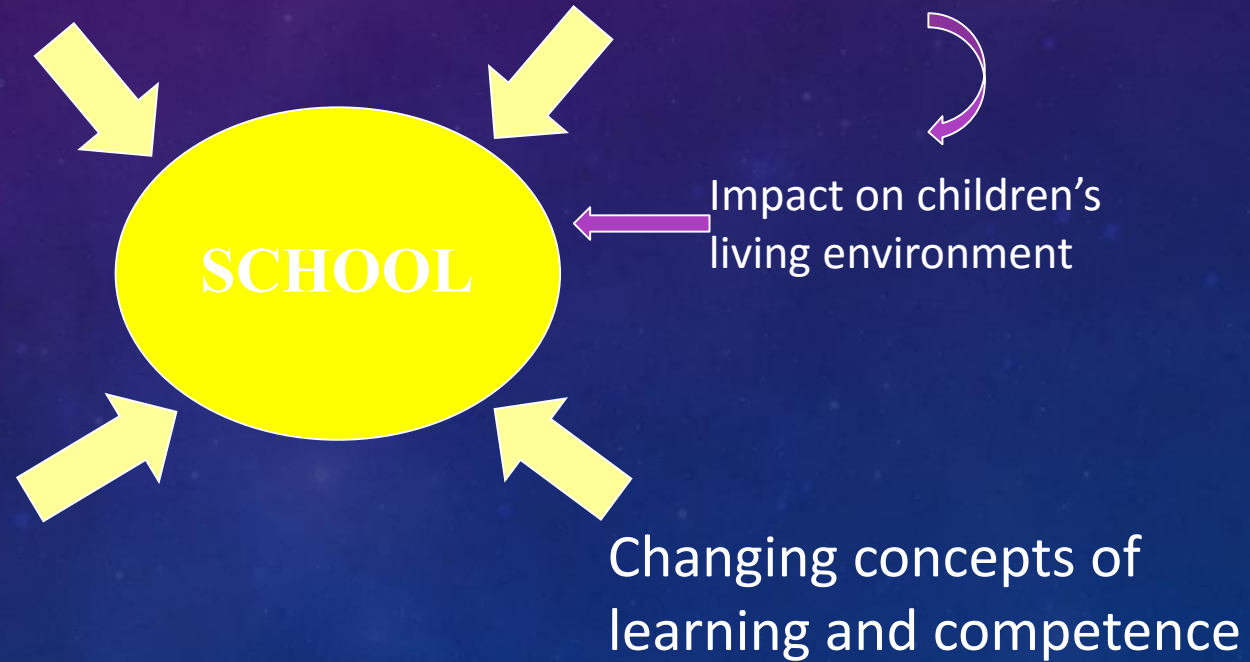
**How do we perceive learning?
What is a good learning process like?**

**How is the world changing?
What is worth learning in that world?**

EXAMINING FOUR PERSPECTIVE OF THE SCHOOL CHANGE

Changing role of teachers
and teaching

World of change



Changing role of pupils
and learning

Changing concepts of
learning and competence

FINDING WHAT IS ESSENTIAL IN THE REFORM

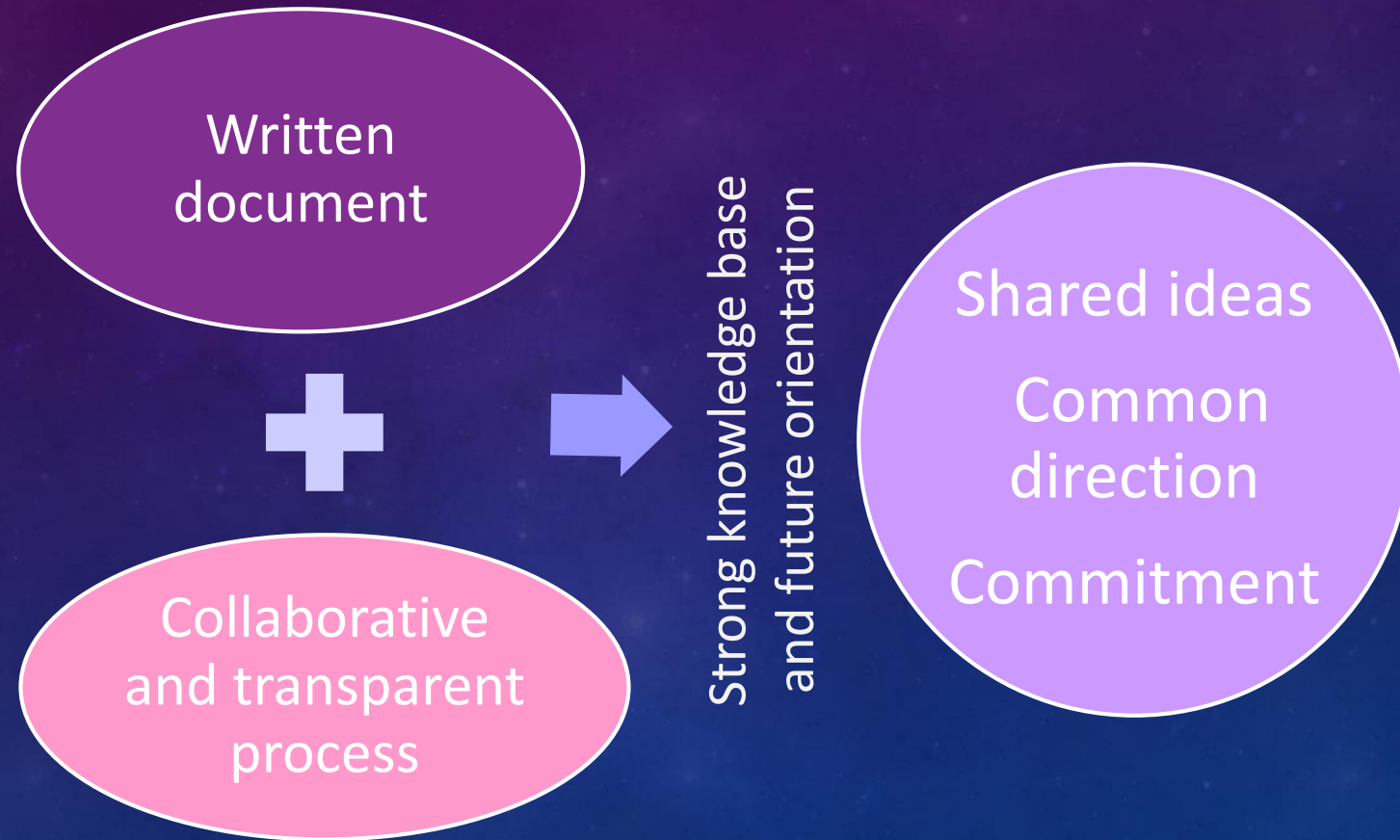


How every school could be a better learning environment
and supporting and encouraging community
for meaningful learning and being?

DEFINING MAIN GOALS OF THE CURRICULUM REFORM 2016

- ◆ To enhance **joy and meaningfulness** of learning and the active role of pupils
- ◆ To promote **collaboration** in the school community and between schools and their surroundings
- ◆ To create a strong basis for **lifelong learning**
- ◆ To enhance **sustainable lifestyle and well-being**

SUSTAINABLE REFORM PROCESS: BUILDING THE FUTURE TOGETHER



Teachers' role was crucial in the process



Local curriculum process was extremely important



PHOTO: Päivi Nilivaara

Teachers
were
negotiating
and
creating
new
ideas.

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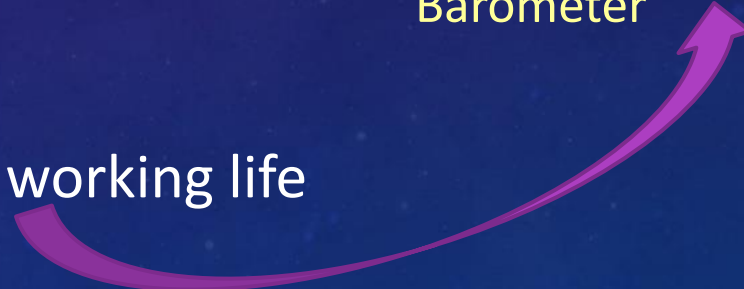
PHOTO: Päivi Nilivaara

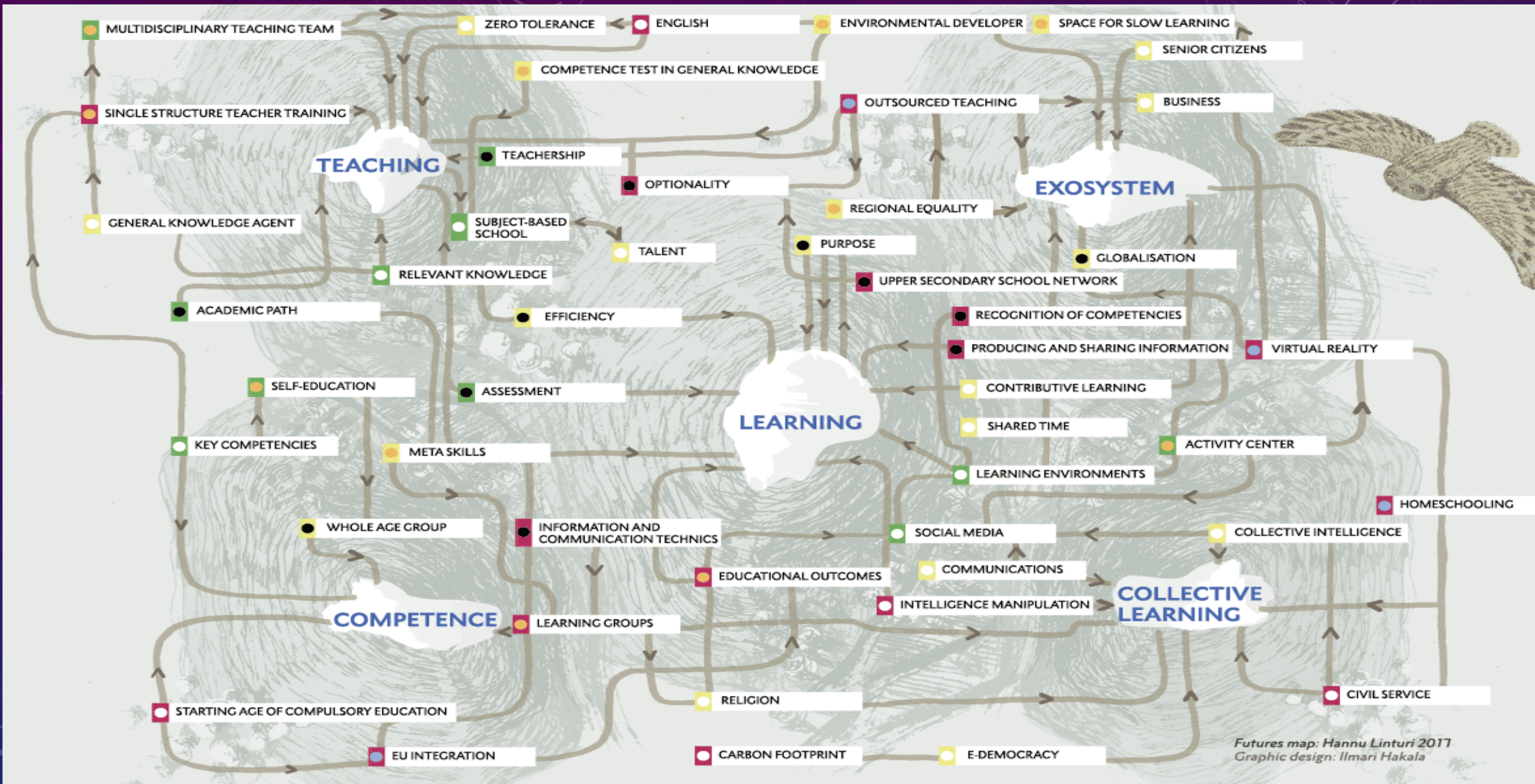
Teachers
were
solving
problems
together.

SOLID AND EXTENSIVE KNOWLEDGE BASE

- Teachers' experiences and ideas
- Results of
 - research
 - evaluations
 - development projects
- Analyses of societal development, changes in working life and futures research
- Experiences and innovations of other countries

The Future of Learning 2030
Barometer





RESEARCH ANALYSIS OF THE CURRICULUM REFORM PROCESS

- Combining top-down and bottom-up approaches contributed the overall **coherence of the reform**
- Coherence was also promoted by transparent and participatory leadership
 - All this helped people to **make sense** of what will happen and how changes can be beneficial for their work
 - Collective sense-making facilitated shared interpretation of the reform and provided a tool for **strengthening the sustainability of the reform**

(Pietarinen et al. 2016. The Curriculum Journal, Routledge)



TEACHING AND LEARNING ACCORDING TO THE NEW CORE CURRICULUM

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EDUCATION FOR SUSTAINABLE FUTURE

Changes in the world unavoidably affect the pupils' development and well-being.

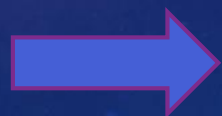
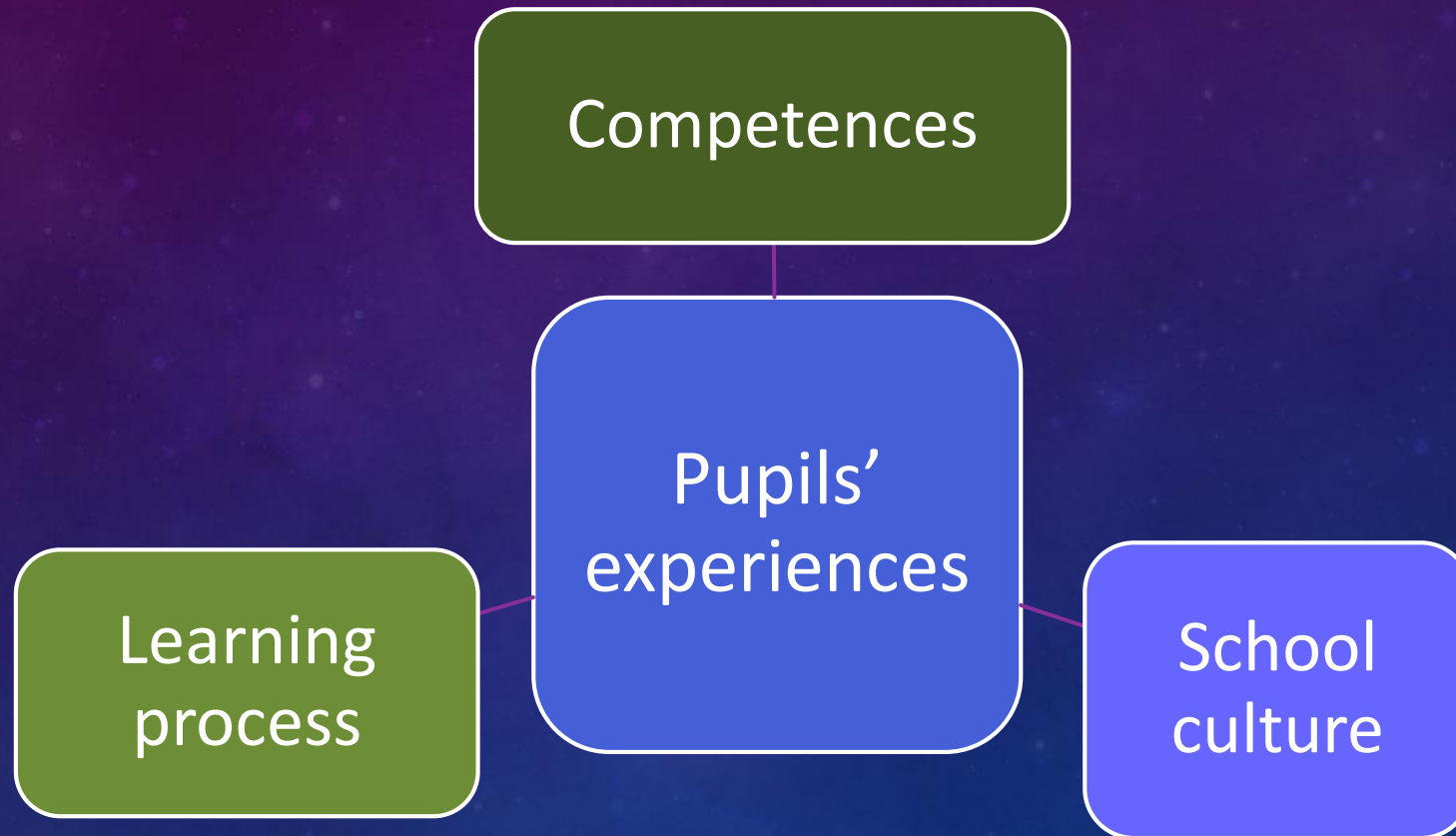
In basic education, pupils learn to encounter pressures for change openly, to assess change critically and to assume responsibility for making choices that build a sustainable future.

Global education as a part of basic education contributes to creating preconditions for **fair and sustainable development in line with UN development goals**.

Basic education exerts influence as a driver for positive change that contributes to society, both at the national and international level.

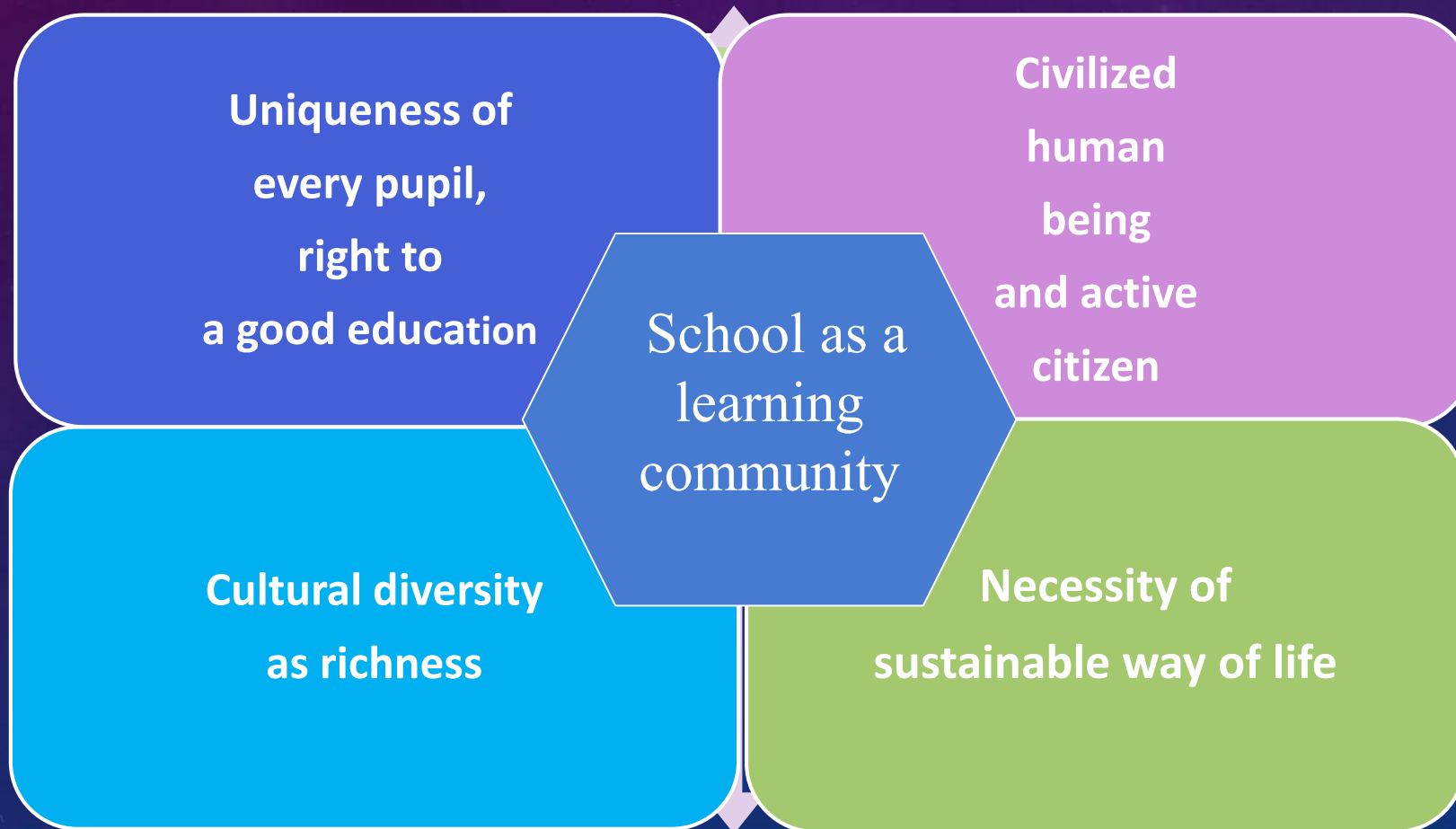
(National Core Curriculum for Basic Education 2014)

Focusing on pupils' experiences



Meaningful, enjoyable, sustainable learning

RETHINKING THE VALUE BASIS OF EDUCATION



RETHINKING THE SCHOOL CULTURE – SCHOOLS AS LEARNING COMMUNITIES

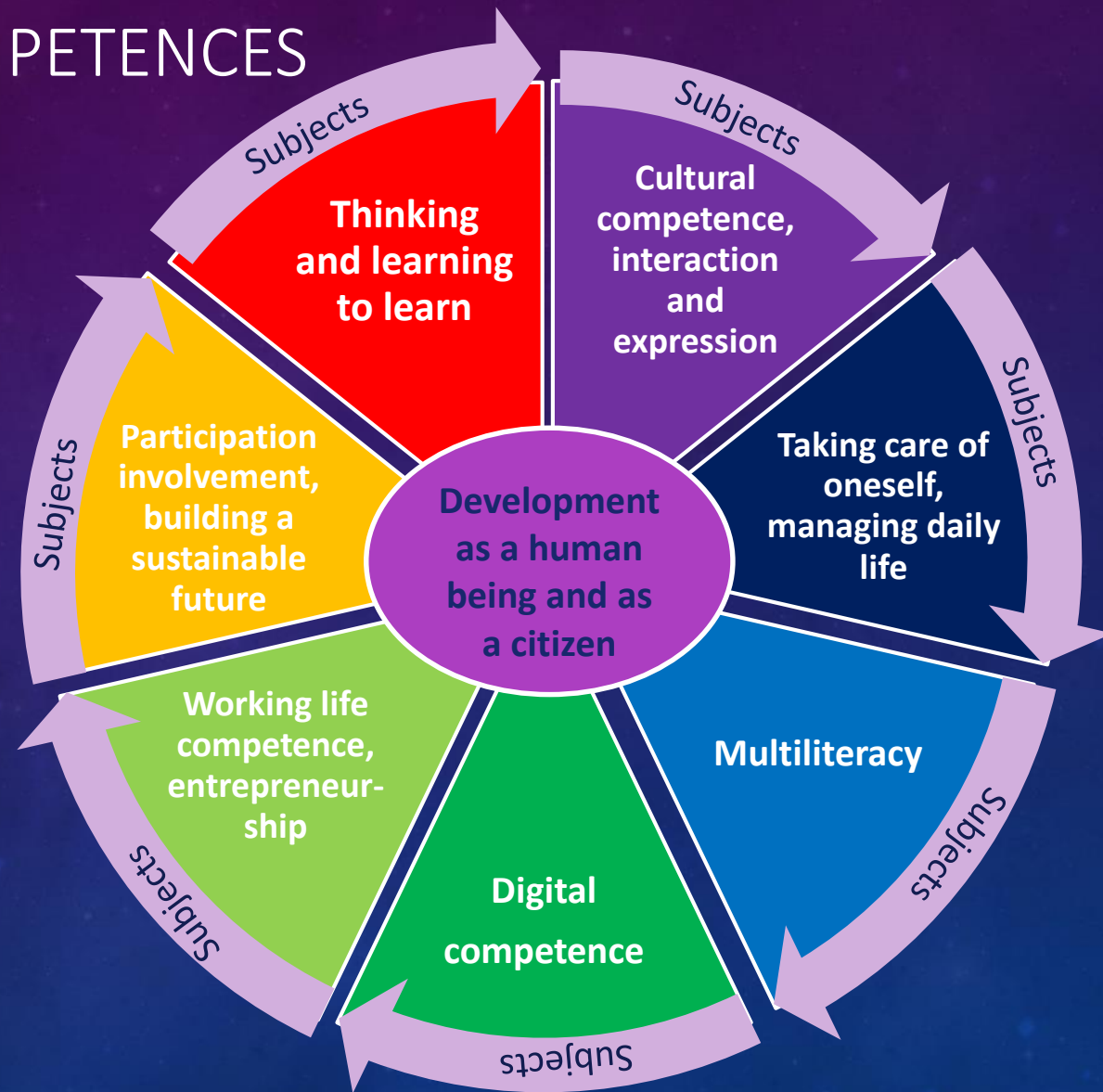


RETHINKING THE COMPETENCES IN BASIC EDUCATION

Transversal
competences
(promoting every pupils
growth as human
beings and as citizens)

demand:

- knowledge
- skills
- values
- attitudes
- will/volition

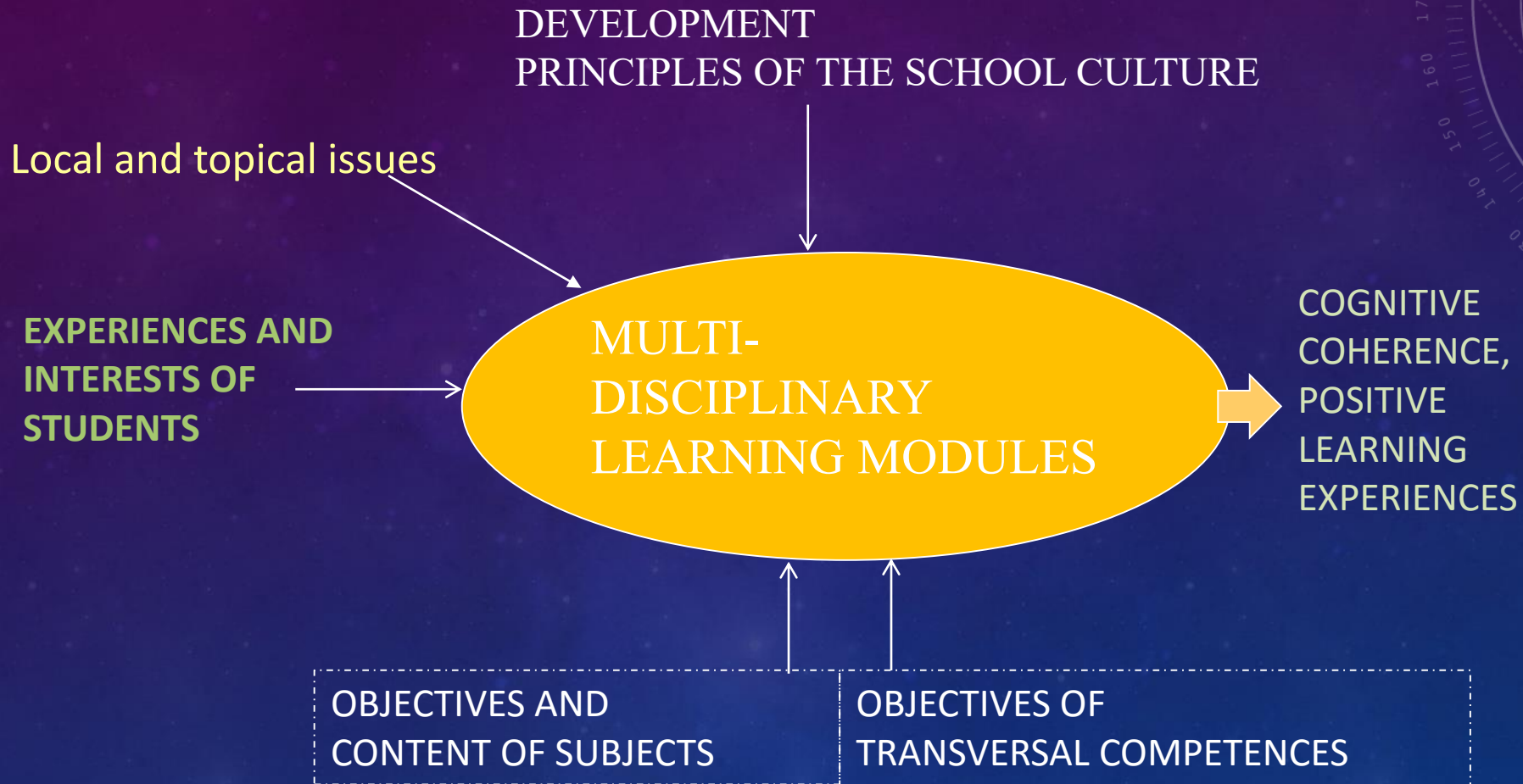


RETHINKING SCHOOL SUBJECTS

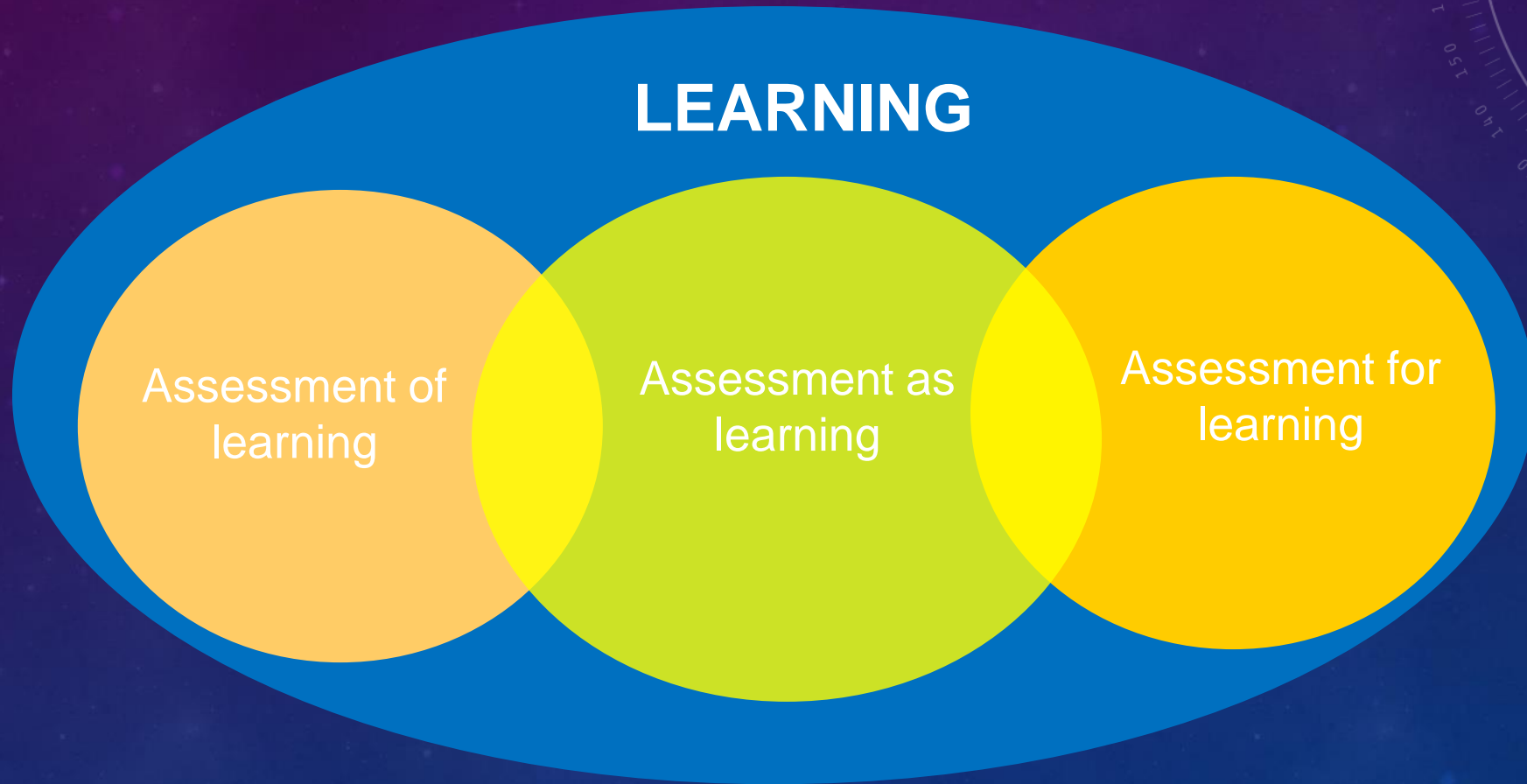
Promoting sustainability and the development of all transversal competences is included in the task descriptions and objectives of all subjects.

Objectives for instruction (chemistry, grades 7-9)	Content areas	Transversal competences	Assessment targets	Assessment criteria (for the level 8 / good)
To guide the pupil to use his/her competence of chemistry in building a sustainable future and to evaluate his/her personal choices in terms of sustainable use of natural resources and product life cycles	C1 – C6	T3, T7	Knowledge and skills of sustainable development from the perspective of chemistry	Using examples, the pupil is able to describe how competence in chemistry is needed for building a sustainable future. The pupils is able to describe different alternatives from the perspective of sustainable use of natural resources and product life cycles.

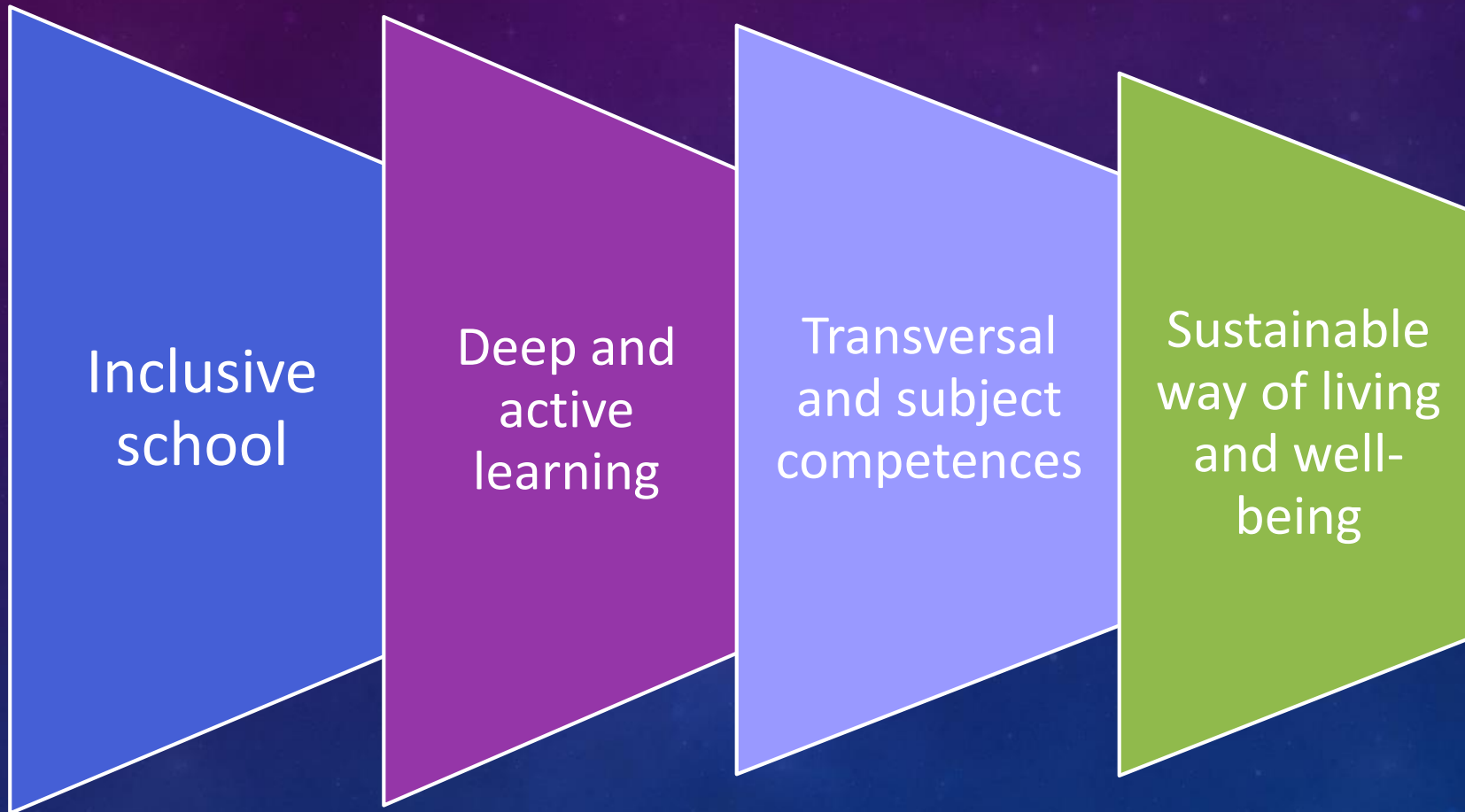
CREATING NEW TOOLS FOR INTEGRATIVE APPROACH



RETHINKING PUPIL ASSESSMENT



CURRICULUM REFORM 2016 IN A NUTSHELL











THANK YOU!

IRMEI

Teachers are
the Heart and
Soul of
Learning
Communities

PHOTO: Päivi Nilivaara



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PALDIES PAR SADARBĪBU:



**LATVIJAS
UNIVERSITĀTE**
ANNO 1919



**EMBASSY OF FINLAND
RIGA**

Projekts Nr. 8.3.1.1/16/I/002 Kompetenču pieeja mācību saturā



Valsts izglītības satura centrs

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