


A photograph of three women, likely teachers, gathered around a wooden table. They are all looking down at tablets. The woman on the left is pointing at a tablet displaying a blue grid. The woman in the middle is smiling and looking at the same tablet. The woman on the right is wearing glasses and looking at a tablet displaying a grid of small images. The background is a simple indoor setting with a wooden wall.

Education in Finland

Headteacher Sari Lantto
Ylitornio upper secondary school
Lapland, Finland

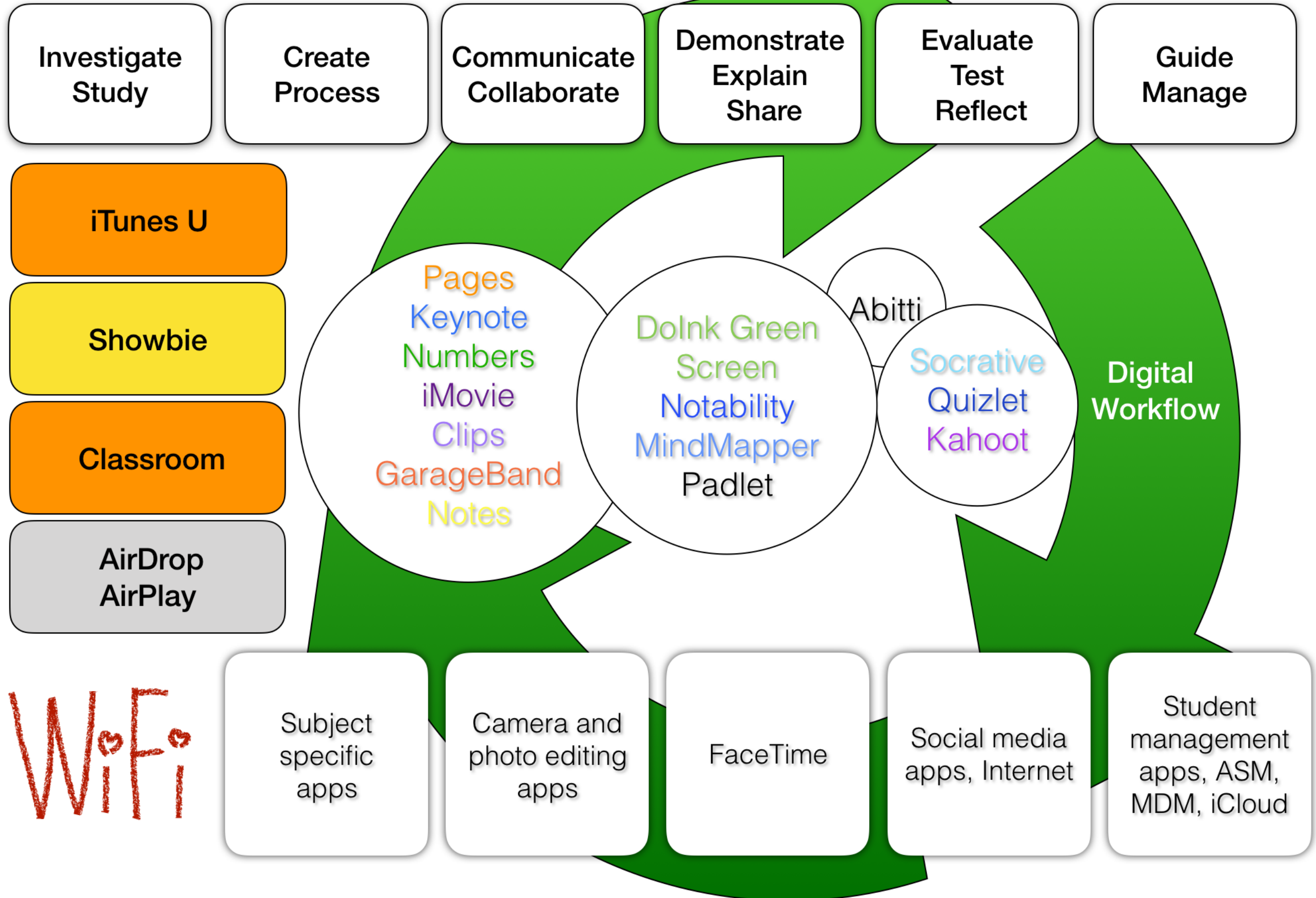


”Don't hurry, let's
cook potatoes.”

- a Lappish proverb



DIGITAL LEARNING ENVIRONMENT



MANAGING CHANGE

What? Why?

How?

Shared vision

Motivation

Skills

Resources

Action plan

Success

~~Shared vision~~

Motivation

Skills

Resources

Action plan

Confusion

Shared vision

~~Motivation~~

Skills

Resources

Action plan

Resistance

Shared vision

Motivation

~~Skills~~

Resources

Action plan

Anxiety

Shared vision

Motivaatio

Skills

~~Resources~~

Action plan

Frustration

Shared vision

Motivation

Skills

Resources

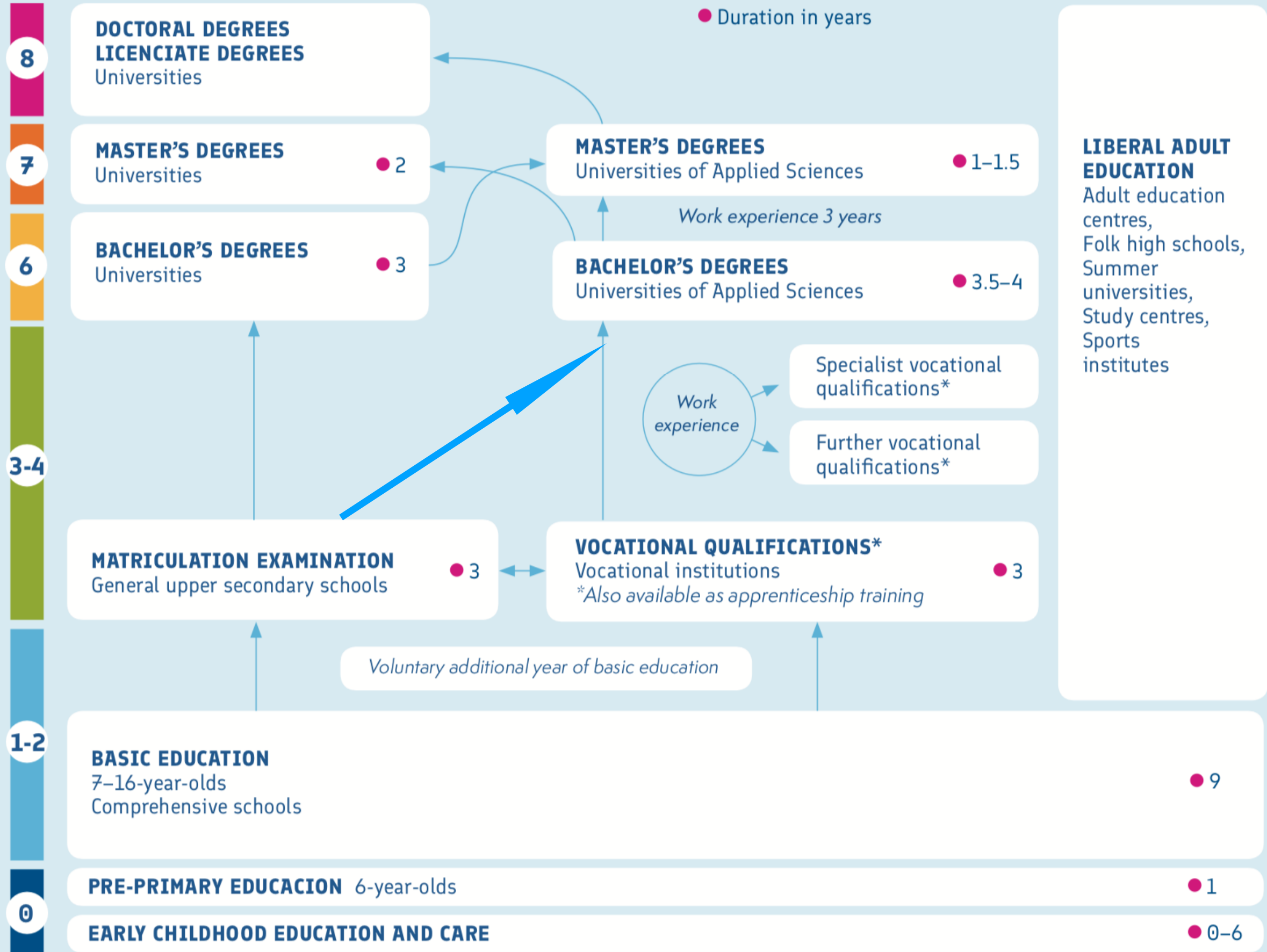
~~Action plan~~

False starts,
Chaos

Adapted from T. Knoster (1991) model

EDUCATION SYSTEM IN FINLAND

● Duration in years



LIBERAL ADULT EDUCATION
Adult education centres, Folk high schools, Summer universities, Study centres, Sports institutes

The structure of basic and secondary education

- 190 school days a year, between mid-August and beginning of June
- 5 days a week, 19-30 hours a week
- 45/75/90 minute lessons, 15 minute break if possible, lunch break
- Finnish schools on the MOVE

Ylitornion yhteiskoulun lukio		kalenteri 2019-2020						
	Vko	MA	TI	KE	TO	PE	La	Su
2018								
		I JAKSO						
		12.8.-1.10.2019, 38 työpäivää						
Elokuu	33	12	13	14	15	16	17	18
	34	19	20	21	22	23	24	25
	35	26	27	28	29*	30	31	1
Syyskuu	36	2	3	4	5	6	7	8
	37	9	10	11	12	13	14	15
	38	16 C-kieli	17	18 Äl luku	19	20 ENA	21	22
	39	23	24 M/N	25	26 R	27 RUB/A	28	29
Lokakuu	40	30	1 Äl kirj					
		II JAKSO						
		2.10-29.11.2019, 38 työpäivää						
	40			2	3 R	4	5	6
	41	7	8	9	10*	11	12	13
	42	14	15	16	17	18	19	20
Marraskuu	43	21	22	26	24	25	26	27
	44	28	29*	30	31	1	2	3
	45	4	5	6	7*	8	9	10
	46	11	12	13	14	15	16	17
	47	18	19	20	21	22*	23	24
Joulukuu	48	25	26	27	28	29	30	1
		III JAKSO						
		2.12.2019-5.2.2020, 37 työpäivää						
	49	2	3	4	5*	6*	7	8
	50	9	10	11	12	13	14	15
	51	16	17	18	19	20	21	22
2020	52	23	24	25	26	27	28	29
Tammikuu	1	30	31	1	2	3	4	5
	2	6	7	8	9	10	11	12
	3	13	14	15	16	17	18	19
	4	20	21	22	23	24	25	26
Helmikuu	5	27	28	29	30	31	1	2
	6	3	4	5				
		IV JAKSO						
		6.2.-3.4.2020, 37 työpäivää						
	6				6	7	8	9
	7	10	11	12	13	14	15	16
	8	17	18	19	20	21	22	23
Maaliskuu	9	24	25	26	27	28	29	1
	10	2	3	4	5	6	7	8
	11	9	10 Äl luku	11	12 Äl kirj	13 C-kieli	14	15
	12	16 RUB/A	17	18 M/N	19	20 ENA	21	22
	13	23	24 R	25	26 R	27	28	29
Huhtikuu	14	30	31	1	2	3	4	5
		V JAKSO						
		6.4.-30.5.2020, 37 työpäivää						
	15	6	7	8	9	10	11	12
	16	13	14	15	16	17	18	19
	17	20	21	22	23	24	25	26
Toukokuu	18	27*	28	29	30	1	2	3
	19	4	5	6	7	8	9	10
	20	11	12	13	14	15	16	17
	21	18	19	20	21	22	23	24
Kesäkuu	22	25	26	27	28	29	30	1

National and local curriculum

- Distribution of lesson hours, learning objectives and core contents of each subject, objectives for the learning environment
- Local emphasis and additions
- Early childhood and pre-primary education, morning and afternoon activities
- Basic education
- Upper secondary education
- Adult basic and secondary education
- Universities: extensive autonomy



Basic education curriculum

- Year 1-2: Finnish and Literature, Swedish, Foreign language, Maths, Environmental studies, Religion, Music, Art, Handicrafts, Physical Education, Guidance counselling
- Year 3-6: + History, Social studies
- Year 7-9: + Biology, Geography, Physics, Chemistry, Health education, Home economic
- Multidisciplinary learning modules at least once a year
- Local subjects and courses



Upper secondary education curriculum

- Finnish and Literature, English, German/French etc, Swedish Maths, Physics, Chemistry, Biology, Geography, Religion, Philosophy, Music, Art, Handicrafts, Physical Education, Health education, Guidance counselling, Theme studies, Education diplomas in eg. Art, Music, P.E.
- Local subjects and courses
- University courses, MOOC
- Digital matriculation examination



Role of technology

- Multiliteracy and ICT skills are two of the 5-7 broad based competencies defined in early childhood, pre primary and basic education curriculum
- A citizen skill: both a learning object and a tool for learning
- Every child has a right to develop ICT skills, in different subjects and school work
- Programming, year 3-9
- Secondary education: cross curricular themes “Technology and society”, “Multiliteracy and media”
- MoE recommendation: 2:1 years 1-6, 1:1 years 7-9 and upper secondary



Assessment criteria, differentiation and learning goals

- Basic education: Goals for learning, working, behaviour, differentiation
- National assessment criteria for Good (8), years 6 and 9, years 1-7 grades or verbal assessment, 8-9 grades
- Formative and summative, ongoing and periodic, motivating
- No continuous testing, no GSCE, but there is homework
- Secondary education: Goals for learning, matriculation examination



Steering instead of controlling

- Teachers are trusted professionals
- No lesson observations, no school inspections, no school rankings
- Self evaluation of quality
- Education providers are guided by legislation, national core curricula and qualification requirements
- The system relies on the proficiency of teachers and other personnel
- Long term planning, governmental ongoing support



The role of parents

- Parents trust the schools to make the best decisions for their children's education
- Trust the teachers evaluate their children fairly
- Parent-teacher meetings, assessment discussions, good communication between the school and the home
- Family friendly-education



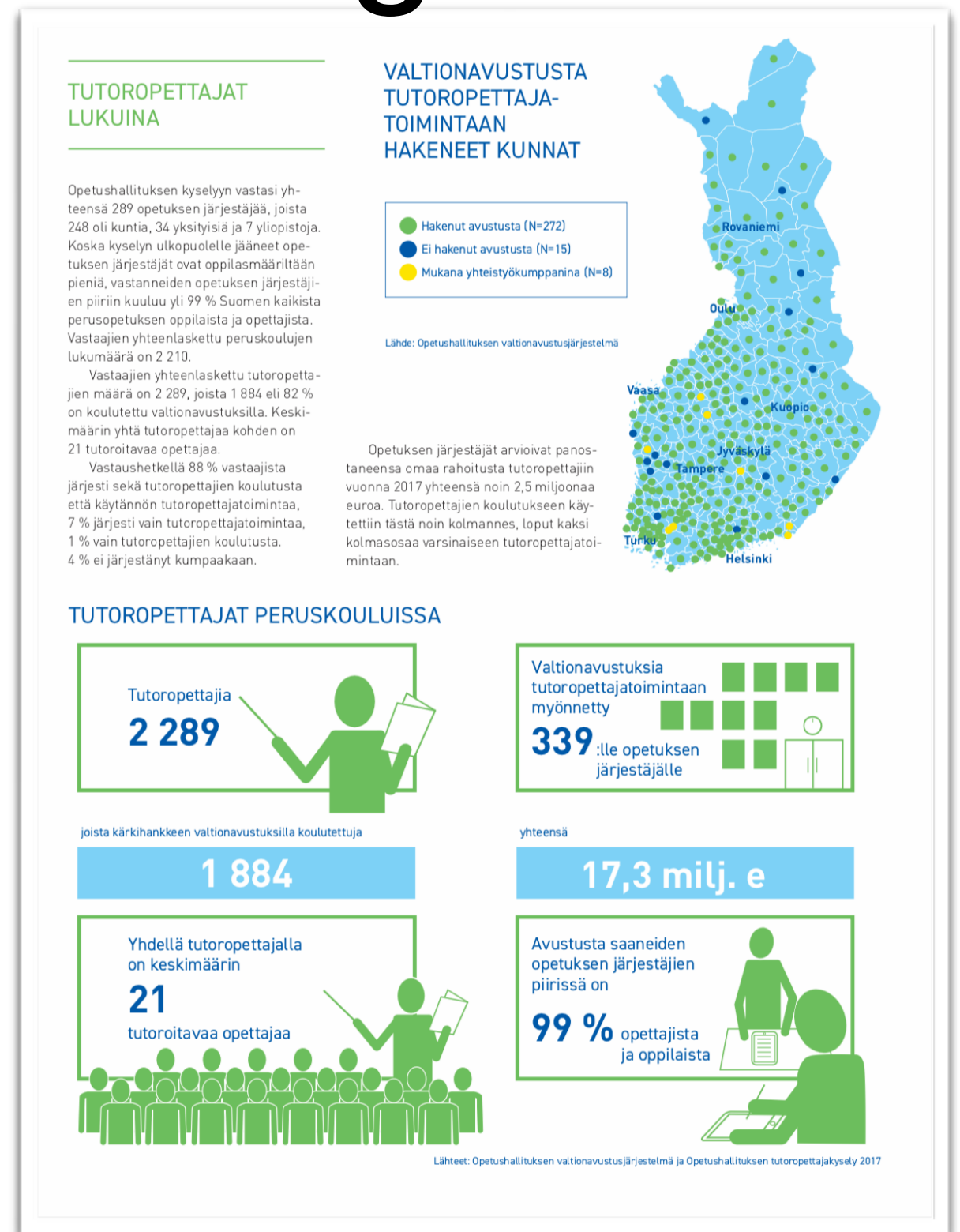
Teacher training

- Teaching is an attractive career choice
- The high salary is a myth
- University degree required, research based training, practice (training schools)
- Early years: Bachelor, General education: Master, University of applied sciences: Licentiate, University: Doctoral
- Classroom teachers, subject teachers, guidance counsellors etc.
- Ongoing in-service training



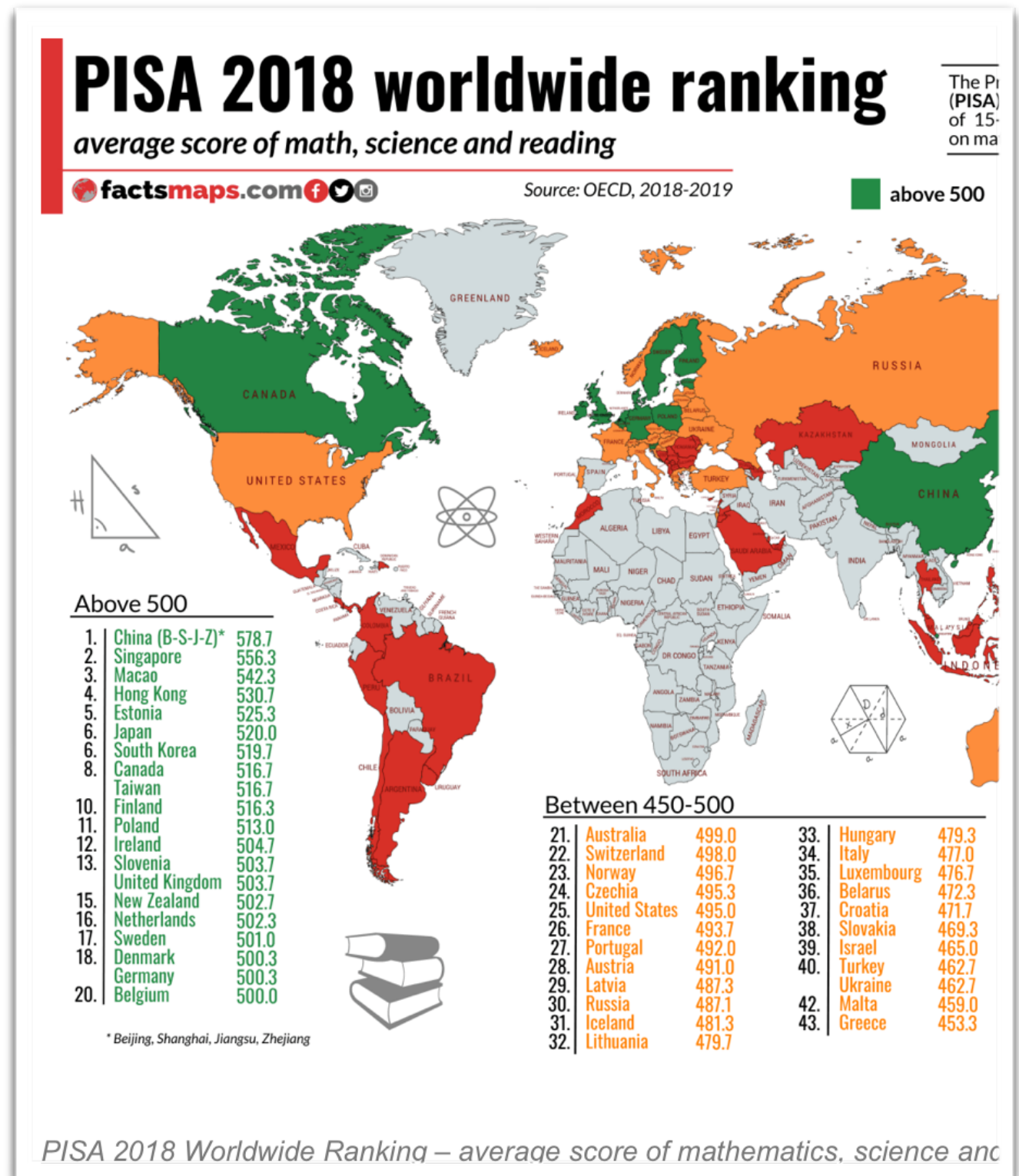
Role of technology in teacher training

- Teacher training: depends on the university, many ongoing research projects on digitalisation, VR etc.
- University training schools
- In-service training
- Mentor teachers in basic education since 2016 and in upper secondaries since 2019



Key success criteria

- Equal access to free, high quality education
- High quality teacher training
- Early, effective support for SEN children
- Late start, emphasis on playing, exploring, creativity, wellbeing
- Few national exams, less testing
- Respect for teachers, trust
- Education is valued
- Ongoing government support to develop education (eg. digitalisation)



What we can learn from other school systems?

- There are great teachers everywhere!
- More connection with the working life
- Easier and less stressful university application process
- Celebrating success