



Turun yliopisto  
University of Turku

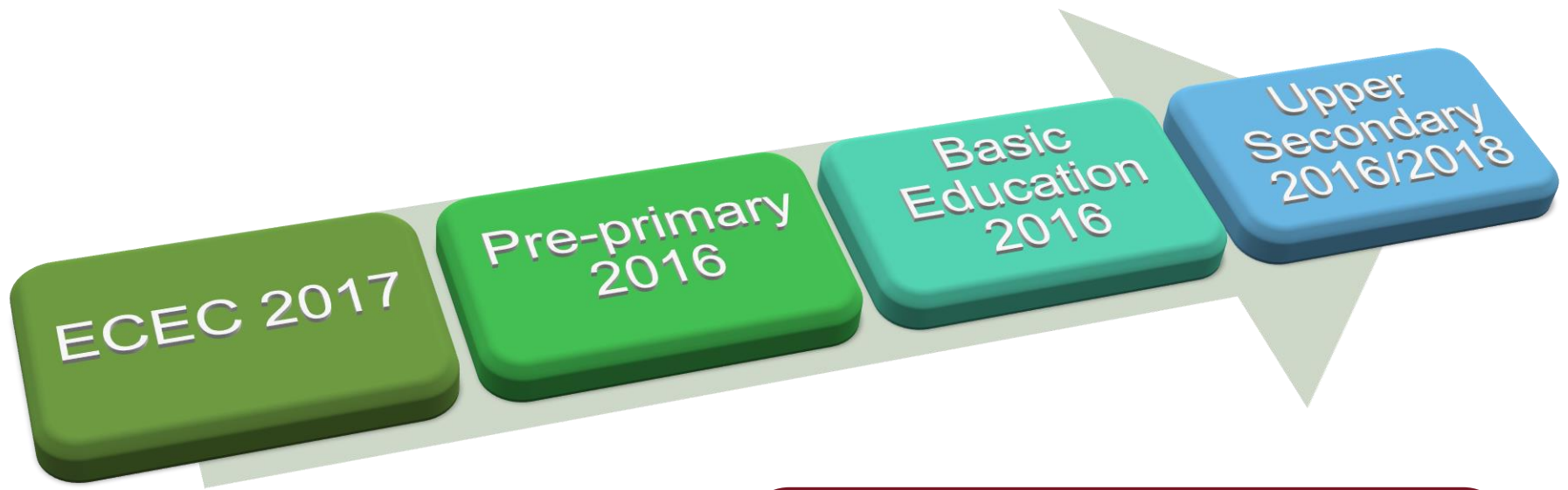
**TEACHER EDUCATION AND NEW  
EMPHASES IN THE FINNISH NATIONAL  
CORE CURRICULUM REFORM 2016 OF  
BASIC EDUCATION**

**Taina Wewer, PhD**

Teacher Training School of Turku University, Finland  
Fulbright Scholar in Residence at Denison University, OH



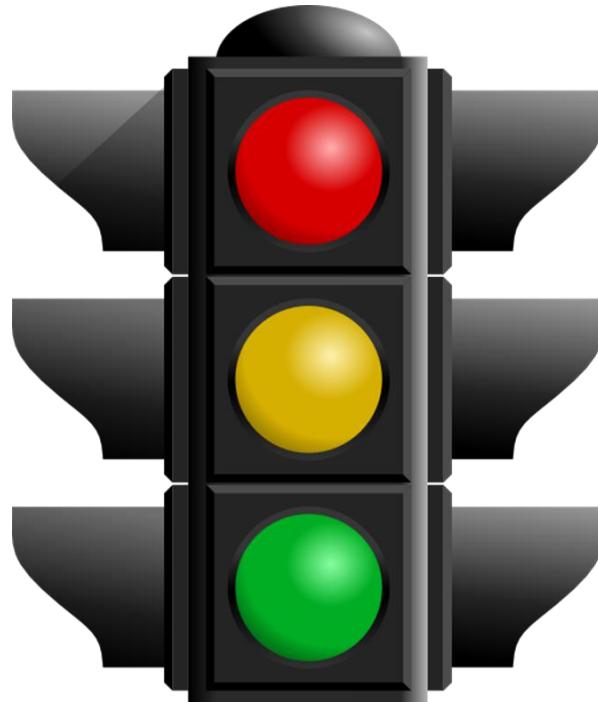
## NEW PEDAGOGY: CURRICULUM REFORM ACROSS EDUCATION



**UTU: new curriculum for  
classroom teacher education 2016-  
2018**



## NATIONAL CORE CURRICULUM FOR BE REFLECTS THE EDUCATIONAL WILL OF THE FINNISH NATION



### Features/practices

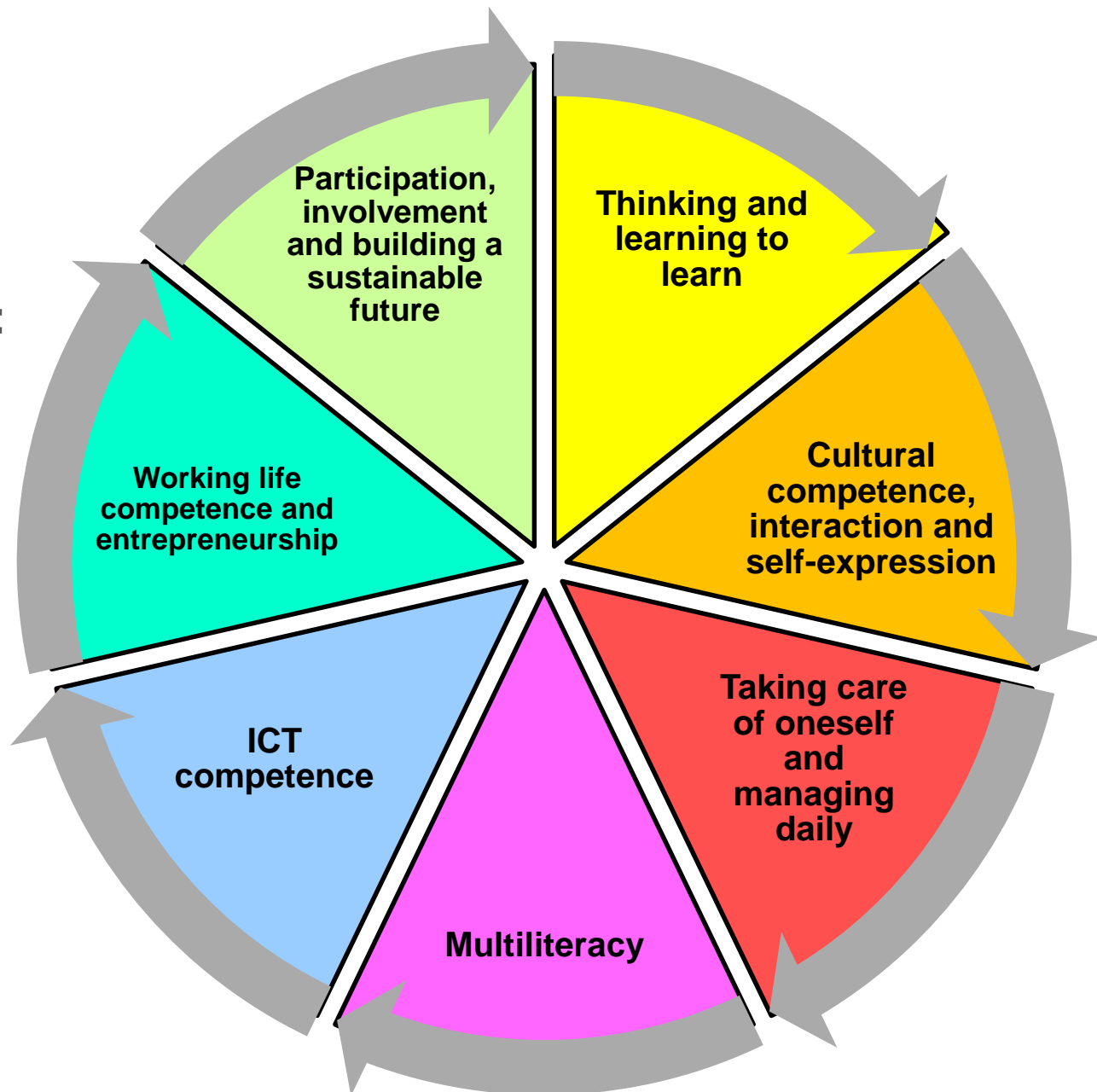
RED – must be  
abandoned

YELLOW - could be  
retained if slightly  
changed

GREEN – a good  
keeper; a great  
feature; future goal



## GENERAL AIM OF BASIC EDUCATION: TRANSVERAL COMPETENCE





## NEW PEDAGOGY: EMPHASES IN THE NCC FOR BASIC EDUCATION (2014)

### HOLISTIC APPROACH

- learning + knowledge based on research
- **learner-centeredness, active agents**
- well-being
- students' voice, choice and participation
- shared responsibility
- collaboration & interaction
- **linguistic & cultural awareness**
- **game pedagogy**
- pedagogical use of **ICT**
- emotions: **joy of learning**
- ownership in learning → motivation
- **multi-disciplinary learning modules** (integration, “phenomenon-based” learning)
- **encouraging, formative assessment**



Day care children studying a compost  
(source Lapin Kansa newspaper)



# JOY OF LEARNING PROMOTES LEARNING

Rantala (2005) dissertation: Searching the joy of learning – Ethnography of experience in primary teaching



# JOY OF LEARNING IN THE NCC (2014) X 13

## ***Under 2.3 The Conception of Learning (p. 17)***

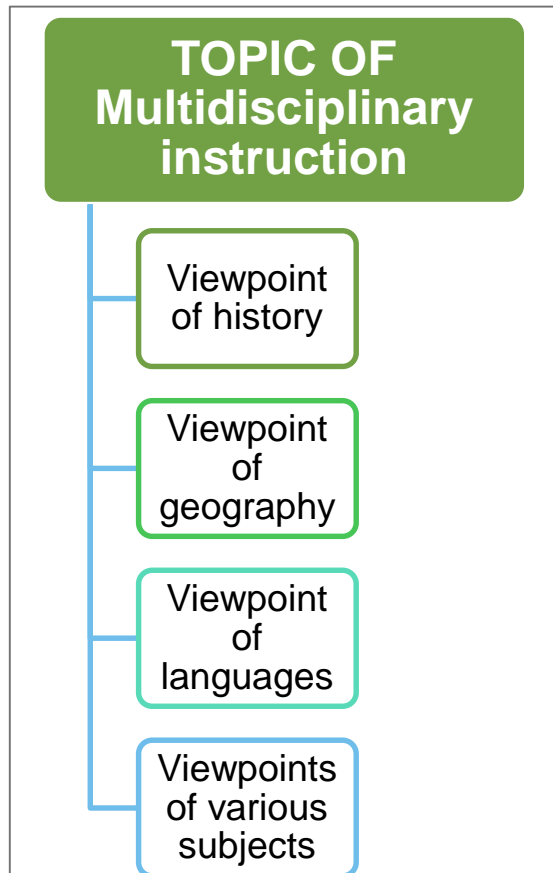
*”Positive emotional experiences, the joy of learning and creative activities promote learning and inspire the pupils to develop their competence.”*

## ***Under 3.3 Aiming for transversal competence / Thinking and learning to learn T1 (p. 22)***

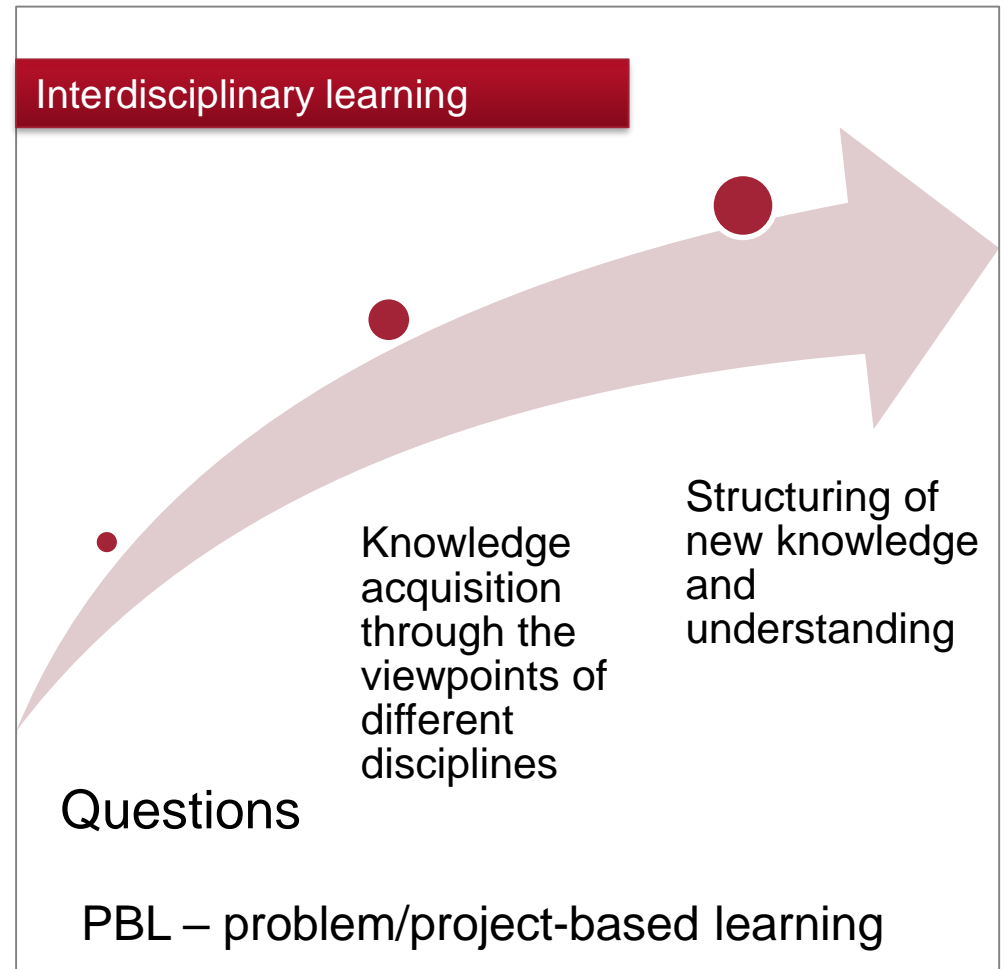
*”Playing, gameful learning and physical activities, experimental approaches and other functional working approaches and various art forms promote the joy of learning and reinforce capabilities for creative thinking and perception.”*



# MULTIDISCIPLINARY LEARNING MODULES AND INTEGRATIVE INSTRUCTION HIGHLIGHTED MORE THAN BEFORE



(adapted from Cantell 2013)







## GOVERNMENT PROGRAMME 2016

Ministry of Education and  
Culture:

### **New Basic Education Programme**

90 million €

- 1) New pedagogy
- 2) New learning environments
- 3) Digitalization of education





Turun yliopisto  
University of Turku

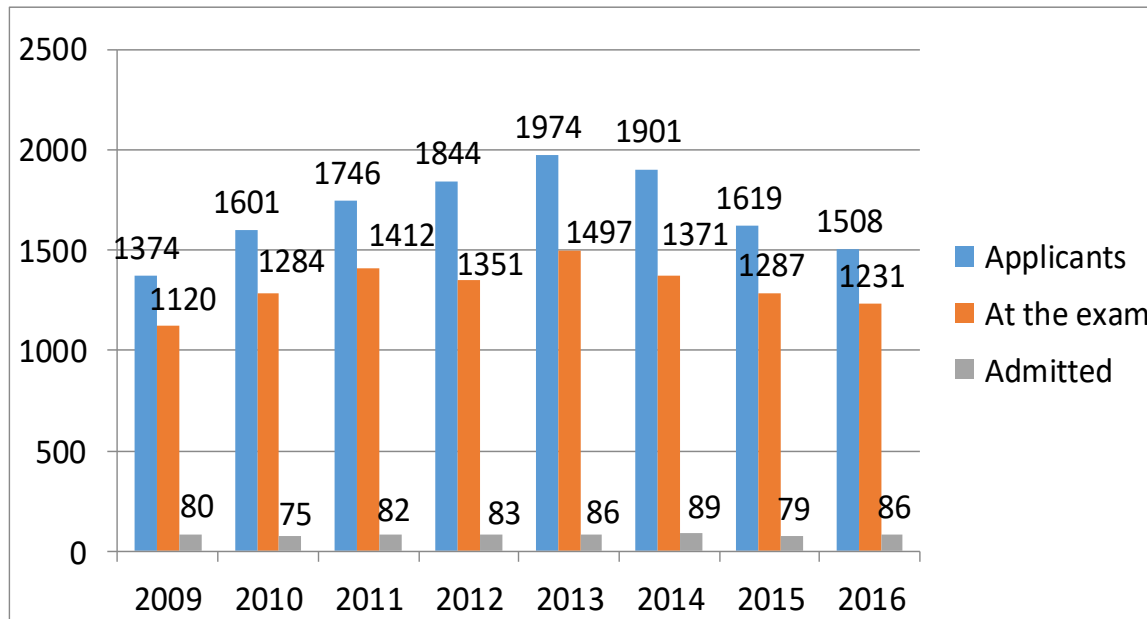
# DONALD DUCK MAGAZINE FINLAND 2016 STUDY ON ELEMENTARY CHILDREN'S FAVORITE PROFESSIONS



1. Teacher
2. Vet
3. Police
4. Doctor
5. Fire fighter



## APPLICANTS IN NUMBERS: (elementary) CLASSROOM TEACHER EDUCATION, TURKU



2016 admitted

5.7% of applicants

6.9% of examinees

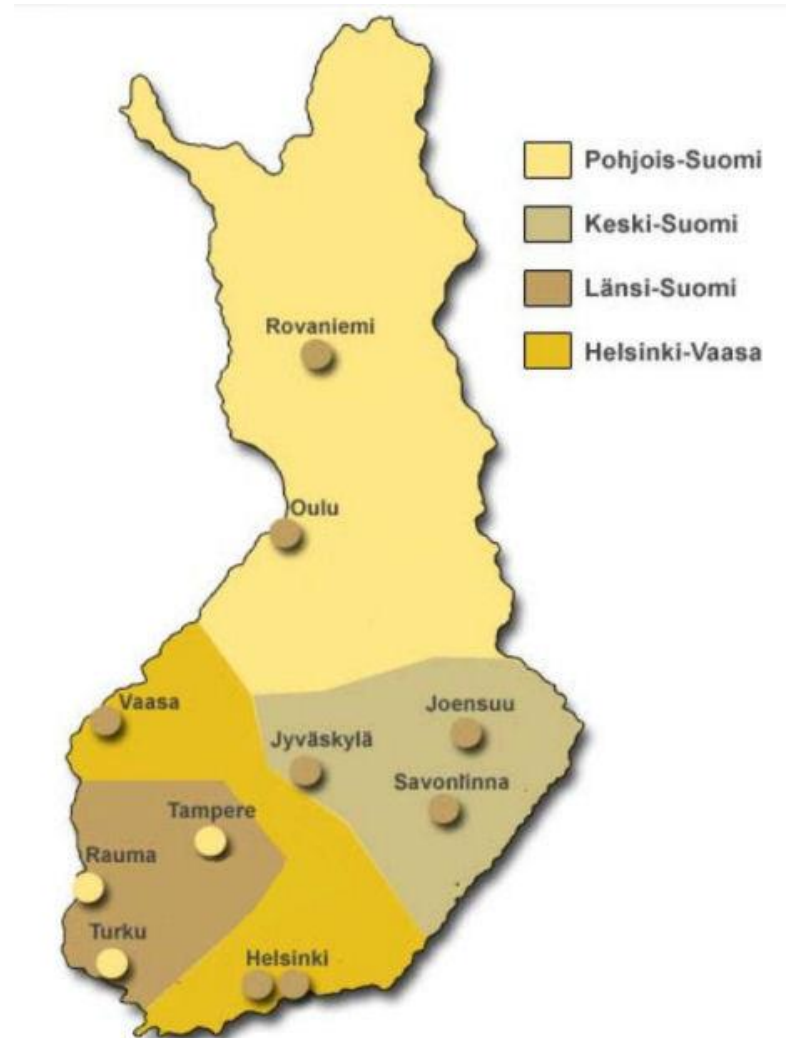
TWO-TIER ADMITTANCE PROCESS: 1) academic exam 2) aptitude test  
(2015 aptitude test: 200 invited, 79 taken in)



# 11 TEACHER TRAINING UNITS

- Turku (2)
- Helsinki (2, also in Swedish)
- Tampere
- Jyväskylä
- Vaasa (also in Swedish)
- Eastern-Finland (2)
- Oulu
- Lapland

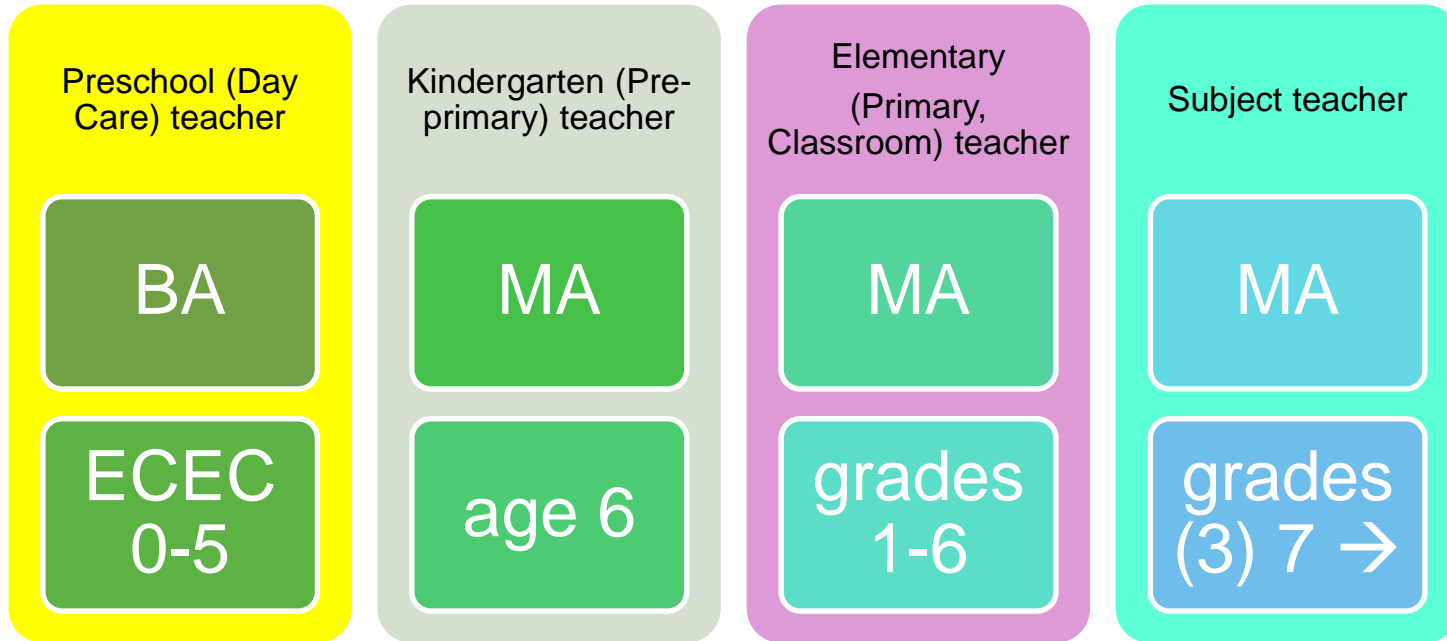
Subject Depts + Dept. of Education  
+ Teacher Training School





1 cr =  
27 h  
work

# TEACHER EDUCATION IS PROVIDED BY UNIVERSITIES



- Content of teacher education almost uniform throughout the country
- Rigorous selection process guarantees "best of the best" students

BA 3 years + MA 2 years

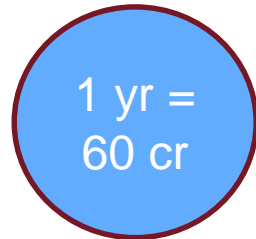


# CENTRAL FEATURES OF TEACHER EDUCATION

- **Profession-oriented from the beginning**
- **Science-based, heavy emphasis on research**
  - teachers as practitioner-researchers
  - accentuates developmental spirit
- **Growth to expertise in teaching and learning**
- **From theory to practice and back:**
  - Comprehensive subject studies and teacher practice form an entity

# MAIN ELEMENTS OF TEACHER EDUCATION

## *Classroom teacher* (min. 300 cr)



- **Major (140) and minor (80) disciplines**
  - Pedagogical studies
  - Teaching Practice
  - Research studies
  - BA + MA theses
- **Communication and language studies (20)**
- **Studies of subjects and subject areas (60)**

## *Subject teacher (e.g. English)* (min. 300 cr)

- **Major (150) and minor (25-60) disciplines**
  - Research studies
  - BA + MA theses
- **General Ig studies (10)**
- **Language and communication studies (15)**
- **Other/elective studies (40)**
- **Pedagogical/other studies (60)**
  - Teaching Practice



Note! An increasing number of classroom teachers study for double qualification! And vice versa, especially as post-graduation studies.





# RESEARCH IN CLASSROOM TEACHER EDUCATION

Year	Course	Cr
1	<b>Research workshop I:</b> Study on professional development in elementary teacher practice	4
2	<b>Research workshop II:</b> Study on professional development in elementary teacher practice	6
3	<b>Research workshop III:</b> Study on professional development in elementary teacher practice	8
4	<b>Research seminar I</b>	16
4	<b>Advanced studies in methodology</b>	5
5	<b>Research seminar II</b>	14
<b>Total</b>		<b>53</b>

} BA thesis

} MA thesis



## **COLLABORATION, INTERACTION & REFLECTION in safe**

**supervision of the teacher  
trainer and university teacher**

**from co-teaching through  
assisted teaching to  
independent teaching**

**peer and a teacher trainer  
observe and give  
constructive feedback**

**reflective discussions**

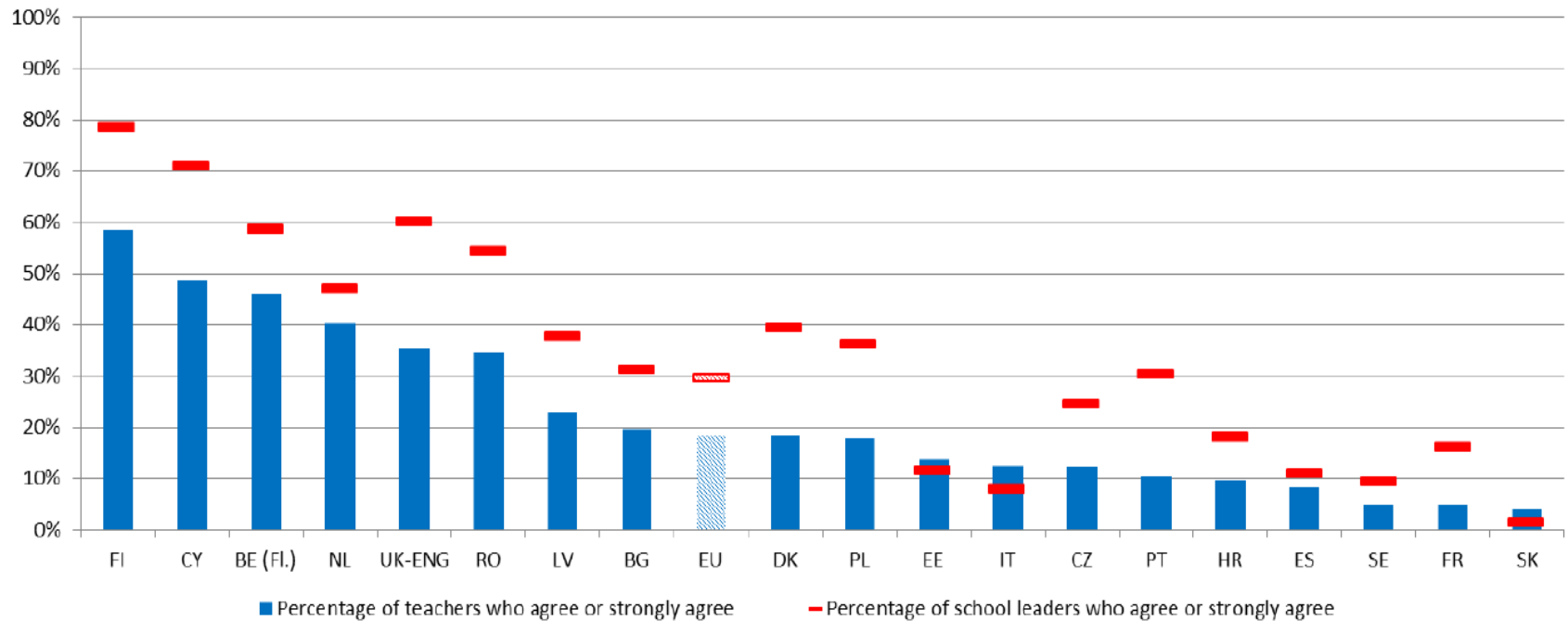
**group observations and  
reflections.**

Teacher practice 23 cr +  
thematic practice 10 cr



## TEACHER SELF-IMAGE

'I think that the teaching profession is valued in society'



Source: The Teaching and Learning International Survey (TALIS) 2013





Turun yliopisto  
University of Turku

THANK YOU!

[taina.wewer@utu.fi](mailto:taina.wewer@utu.fi)