



Teacher Education at the University of Helsinki

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Faculty of Educational Sciences, University of Helsinki

- Over 40 years of experience in research-based teacher education
- Year 2018 starting 1071 teacher students, 577 of them subject teacher's pedagogical studies
- c. 250 teaching staff members and over 3500 degree students:
(c. 450 courses and over 27 500 teaching hours)
- 1 Master level degree program (8 educational fields, two languages)
- 1 Bachelor level degree program (9 educational fields, two languages)
- Master's and Bachelor's programs are from kindergarten to secondary school level
- International Secondary Teacher Education Program (STEP)
- Teacher's Pedagogical Studies 60cp: co-operation with 6 other faculties and Aalto University
- c. 340 Masters and c.15 PhDs yearly.
- several research groups, focusing on, for example, research in teaching and learning, use of technology in education and playful learning, ...
- **top-ranked in international comparisons:** in average 50th in the world list (QS ranking was based on academic reputation, and research impact)
- Shanghai Ranking's Global Ranking of Academic Subjects 2018 – Education University of Helsinki is among 101-150.

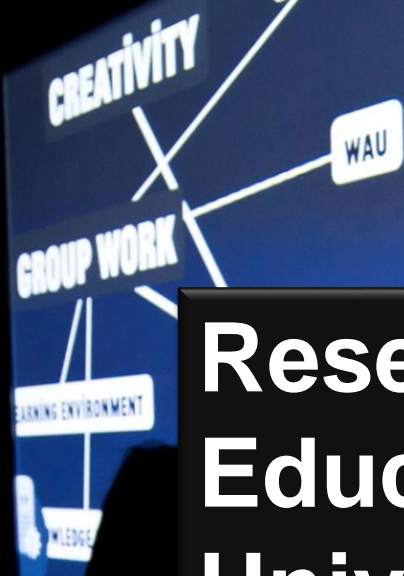


The Big Wheel education reform in Helsinki University 2017-

- aims at a genuine three-tier degree structure. With the implementation of the reform, the University of Helsinki adopts an education system in which students first pursue a Bachelor's degree, then move on to complete advanced studies in a Master's programme and potentially continue to a doctoral programme.
- A significant difference between the former and the new degree programmes is that students may also change disciplines within their Bachelor's programme, which provides greater flexibility for studies.
- The aim is to boost the University's attractiveness not only for Finnish students, but also international students.



Research based Teacher Education at the University of Helsinki (Now)



Word cloud containing terms such as: interest, family, emotion, curiosity, environment, success, cultural background, assessment, money, information, special education, positive, risk taking, self-esteem, improving your skills, positive vs. negative reinforcement, motivational strategies, positive psychology, and many others.





Master's programme (120cp) in Education (Finnish/Swedish)

Educational fields	language
•Early childhood Education	fin
•Class Teacher Education	fin
•General and Adult Education	fin
•Home Economics Teacher Education	fin
•Textiles Teacher Education	fin
•Special Education	fin
•Class Teacher Education and Kindergarten Teacher Education	swe
•General and Adult Education	swe



Teacher education is one of the most attractive training programs at the Finnish universities

- At the University of Helsinki only 8,78% of the applicants were accepted to the *primary teacher education program 2018*.
- There are several reasons why teacher education is attractive in Finland:
 - teachers have been educated in 5 year masters level programs at traditional universities during the last 40 years,
 - teachers are considered as academic professionals, like other university degree holders,
 - school site operations are supportive for professionalism of teachers and their collaboration,
 - national education policy and its implementation, like quality culture and teacher role in assessment for professionalism of teachers (Forum of Teacher Education)

Teacher education in Bachelor's and Master's programs at the University of Helsinki



Research on
teaching and learning,
engagement,
development and needs
of learners, policy,
history, ... → **Content
to the program**

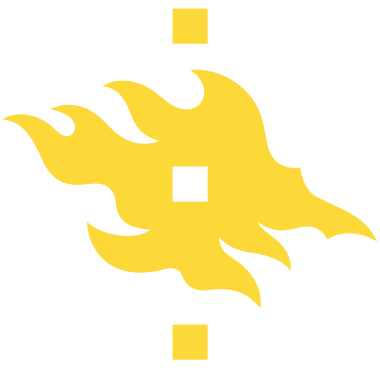
**Research on teachers and teacher
education**
- Professional/effective teacher,
- Structure and origins of teacher
knowledge,
- Teacher identity, agency, ...
- University pedagogy. → **Type of
activities**

*Research
orientation
is seen in
the planning
of the
programs*

Teacher Education in Bachelor's and Master's Programmes

EU and local strategies
- Teacher education
strategy,
- National level curriculum;
Forms and role of
assessment.
- University level guidelines

Feedback
- Students' learning outcomes and
evaluations,
- Staff members' self-evaluations
of the programme,
- Municipality stakeholders'
feedback.



A secondary (subject) teacher

- typically teaches at grades 7 to 12 (ages 13 to 19)
- teaches typically one major and one minor subjects (e.g. math and physics; English and French)

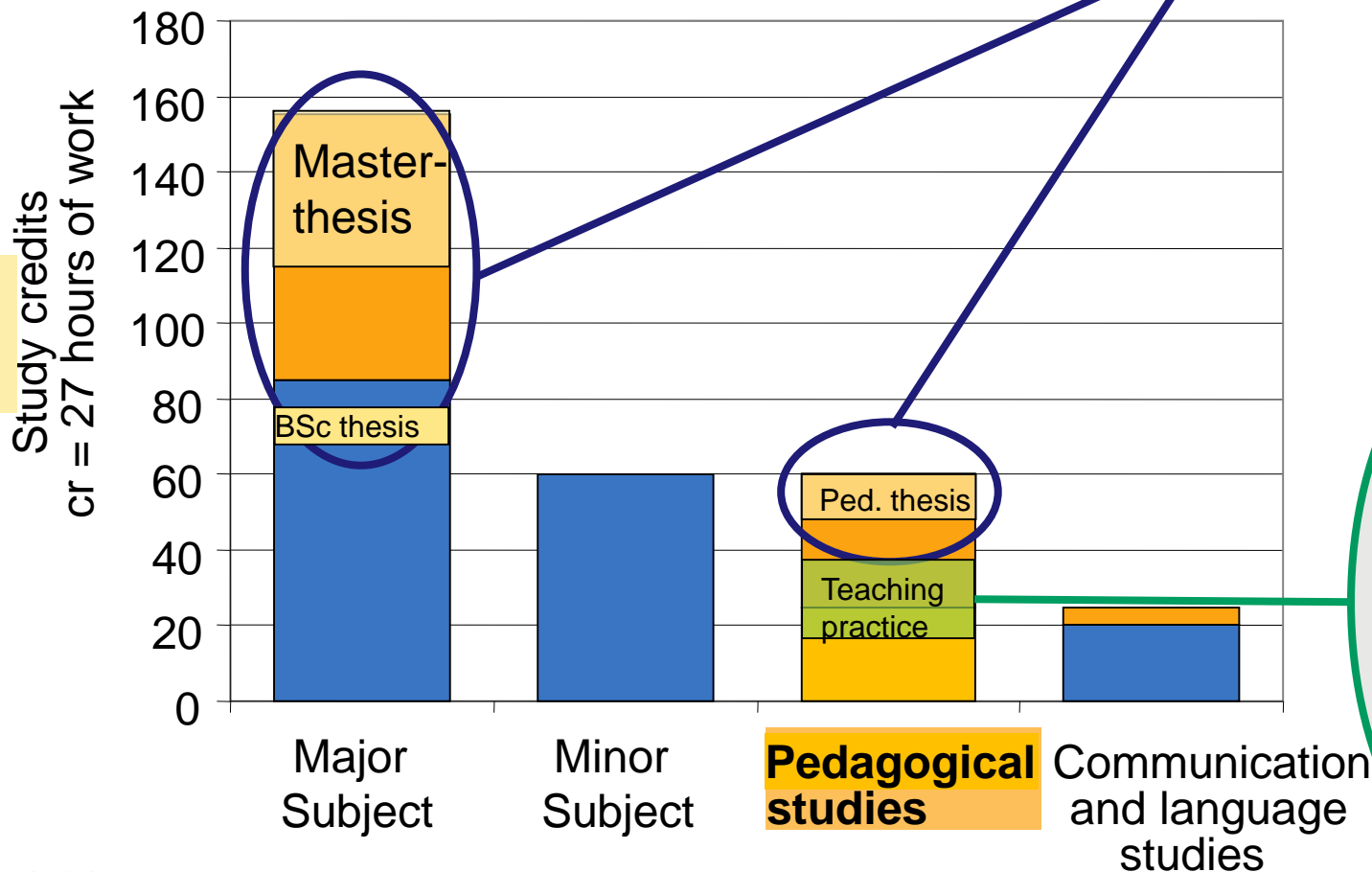
An primary (elementary) school teacher (a class teacher)

- teaches at grades 1 to 6 (ages 7 to 13)
- teaches typically all 13 subjects



Structure of the Master's degree of a secondary teacher: 3 + 2 years, 300 cr

- Master's level (120 cr)
- Bachelor's level (180 cr)



Research orientation is seen in the programs

Teachers benefit of the research orientation while they make the school curriculum, plan, implement and evaluate teaching and learning

Subject matter knowledge, knowledge about teaching and learning, and **school practise** are integrated into the students' own **personal pedagogical view**



Teacher education at the University of Helsinki

University of Helsinki (11 faculties, 31 312 students, 7 800 staff members,
Co-operation between 7 Faculties and Aalto University in Teacher's pedagogical studies)

Faculty of
Education

Master's and
Bachelor's
programmes
+Doctoral pr.

Teacher
Training
Schools

Faculty
of
Arts

Faculty
of
Science

Faculty
of
Bio-
sciences

Faculty
of
Theology

Faculty
of
Social
Sciences

Faculty
of
Medicin

Secondary teacher education:

pedagogical studies + subject studies

Primary teacher education



Teacher's pedagogical studies for teacher students in Bachelor and Master program in the Faculty of Educational Sciences

■ **Teacher's pedagogical studies 60cp**

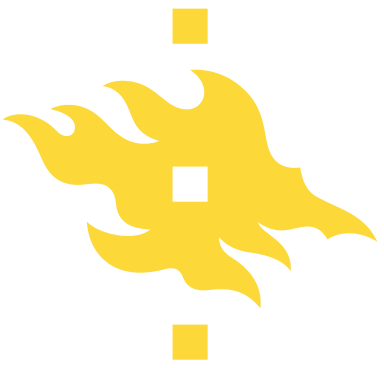
- Social, Cultural and Philosophical Foundations of Education 5 cp (BP)
- Planning, Implementation and Assessment of Teaching I 5cp (BP)
- Planning, Implementation and Assessment of Teaching II 5cp (BP)
- Psychology of Learning and Development 5cp (BP)
- Support for Learning and Well-being 5cp (BP)
- Teaching Practice I 10cp (BP)
- Teaching Practice II 10cp (MP)
- Teacher as a researcher 10 cp (MP)
- Approaches to Curriculum for Developing Educational Institutions 5 cp (MP)



Pedagogical studies of subject teachers **(Co-operation between 6 other Faculties and Aalto University in Teacher's pedagogical studies)**

- **Teacher's pedagogical studies 60cp**
- Psychology of Learning and Development 5cp (MP)
- Planning, Implementation and Assessment of Teaching 10cp (MP)
- Basic Practice 10cp (MP)
- Social, Cultural and Philosophical Foundations of Education 5 cp (MP)
- Support for Learning and Well-being 5cp (MP)
- Advanced Practice 10cp (MP)
- Teacher as a researcher 10 cp (= 8cp seminar and 2 cp didactics) (MP)
- Approaches to Curriculum for Developing Educational Institutions 5 cp (MP)

- <https://guide.student.helsinki.fi/fi/artikkeli/opettajan-pedagogiset-opinnot>



OECD TALIS – Teacher “Professionalism index”

Knowledge base for teaching (competences learned during initial education and in life-long professional development)

Teacher professionalism

Peer networks:
Opportunities for exchange and support needed to maintain high standards of teaching

Autonomy: Teachers’ decision-making power over their work



Objectives



- Pedagogical knowledge
- In-depth competence in one's field, content knowledge
- Societal, global and ethical questions
- Emotional and interaction skills
- Entrepreneurial attitude
- Change competency

- Knowledge about curriculum
- Creativity, curiosity, risk-taking
- Ability to create and apply new innovations on teaching (e.g. digital competence)
- Ability to reflect and evaluate
- Teacher's agency

- Developing school culture
- Developing personal competence based on research
- Networking and community competence

NEW LEARNING ENVIRONMENTS

LEARNING ENVIRONMENTS OF THE FUTURE WILL COMBINE CONTACT TEACHING WITH DIGITAL TOOLS AND SERVICES.

IN HELSINKI, WE ARE DEVELOPING LEARNING SPACES AND TECHNOLOGIES TO BE USED IN TEACHING TRAINING ALL OVER THE WORLD.

BLENDED LEARNING ENVIRONMENTS IN TEACHER EDUCATION



UNIVERSITY OF HELSINKI

Contextualising learning through the driving question

Knowledge Building Approach

Putting students ideas and practices in the centre

Construction of an artefact

Knowledge-practice Approach

Following science practices, typical to real science

Engaging students in learning through changed practices ...

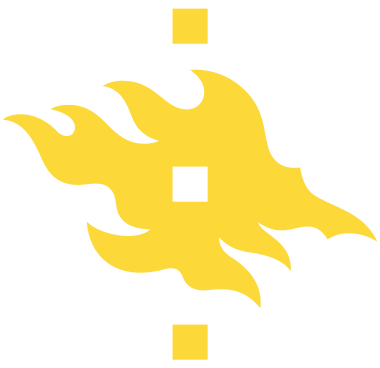
Putting social interaction to the centre

Scaffolding

Culture of collaboration at the Faculty of Education



<http://vimeo.com/60818003>



Three pre-conditions in order to have success in decentralised education

- Common, national level, **long term strategic aims** and preparation of local level plans **collaboratively** (in interaction), like curriculum and equity plan, and implementation of the plans;
- **Quality work**, student assessment, continuous improvement of learning environments and practices at the local level **collaboratively**;
- **Professional teachers** who are able to collaborate, able for broad planning and assessment of own teaching and students' learning outcomes.



Academically
qualified professional

TEACHERS

at all levels of education
support and encourage
students to succeed
in school.



THANK YOU!



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