

# Developing Worldview Education Together!

## Professionalism of Finnish Early Childhood Education Teachers and Student Teachers



Opetus- ja kulttuuri- ministeriö



Undervisnings- och kultur- ministeriet

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Nonconfessional and non-binding worldview education is one of its set national ECEC curriculum content areas. Teachers have challenges in recognizing this as being a part of their professional remit as teachers. Worldview education connects to holistic education, well-being and identity construction of a child.

Drawing from the theories of professionalism, which highlight the complexity in education (Bakker 2016; Urban 2008), this study investigates praxis that is a sphere where professional knowledge is generated and implemented.

**CASE 1: UNIVERSITY OF HELSINKI**  
A long-term praxeological learning process for students and teachers  
Data: a survey, in-depth interviews, learning diaries, transcribed group discussions

**CASE 2: UNIVERSITY OF OULU**  
A child-informed philosophical inquiry  
Data: Reflective online-diaries, local curriculum guidelines, Emmanuel Levinas's philosophy of encountering otherness

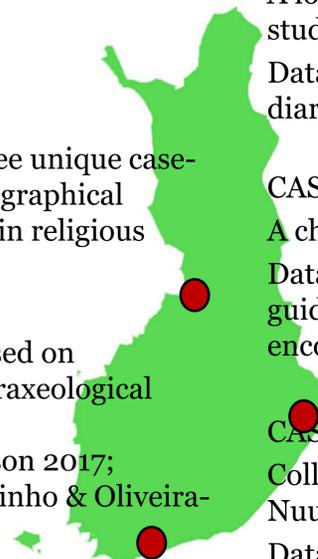
**CASE 3: UNIVERSITY OF EASTERN FINLAND**  
Collaborative Team teaching model (Havu-Nuutinen et al. 2019) for teachers and students  
Data: pedagogical drafts, video transcriptions, reflective writings

### RESEARCH

The project is an umbrella for three unique case-studies in different socio- and geographical contexts with notable differences in religious landscape.

Methodologically, the study is based on participatory, collaborative and praxeological approaches. (Pascal & Bertram 2012; Kultti & Pramling Samuelsson 2017; Newman & Leggett 2019; Formosinho & Oliveira-Formosinho 2012)

Local day care centres, teachers and student teachers work in collaboration in order to produce knowledge through critical reflexivity.



### RATIONALE

The aim of the project is to develop in-service teachers' and student teachers' professionalism on worldview education in the context of Finnish early childhood education and care.

Children need a safe place to encounter the religious and worldview dimensions of life:

**“How to create space for the exploration of worldviews as a part of culturally sensitive early-childhood education and care and teacher professionalism?”**

The goal is to identify the elements that bring quality to education concerning cultural diversity, religious and worldview plurality both from the perspective of teacher education and local day care units.

### BACKGROUND

Education concerning religions and worldviews in ECEC has been under-developed both theoretically and pedagogically.



### IMPACT

The essential part of a teacher's professional sensitivity towards worldviews is to develop the awareness of her own position of values or beliefs.

The study will bring new knowledge on ECEC professionalism, worldview education and praxeological learning in teacher education. It will also have a direct impact on the development of training and research of early-childhood education both nationally and internationally.

The findings will bring forth worldviews and religions as fundamental element in inclusive early childhood education.



### COLLABORATION

Different pedagogical models are developed and studied in co-operation with student teachers, day care centers, local museums and religious communities.

A special emphasis is put on the concept of space in education which is understood in multiple ways. Digital technology offers a good option to develop innovative and diverse learning spaces to learn.

**“Creating Spaces for Diversity of Worldviews in Early Childhood Education”**  
<https://blogs.helsinki.fi/monikatsomukselliset-tilat-varhaiskasvatuksessa>

