

Finnish teachers' professionalism is built through research based teacher education and supported by the school site

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1. Finnish educational context





Characteristics of Finnish Education

Laukkanen (2008), Niemi et al. (2012), Sahlberg (2011)

- 1. Educational equality
 - minimize the influence of socio-economic background
 - education is free (books, meals, health care, ...)
 - well-organised <u>special education</u> (inclusion) and counselling
- 2. <u>Decentralisation of decision power to the local level</u>
 - leadership and management at school level the role of school principal is important
 - teachers are responsible for local curriculum and assessment



There are several reasons why teacher education is one of the most attractive programs at the Finnish universities

teachers have been educated in <u>5 year masters</u> level programs at universities during the last <u>40 years</u>,

teachers are considered as <u>academic professionals</u>, like <u>other university</u> degree holders,

school site operations and

national education policy

are supportive for professionalism of teachers,



Content of the presentation

Teachers' professionalism

1. is built through research based teacher education,

2. is supported by the school site,

3. is under the re-construction.

2. Teacher Professionalism



Different approaches to teacher professionalism / effectiveness

A professional / an effective teacher is a complex and contradictory concept (Cruickshank & Haefele, 2001; Stronge & Hindman, 2003; Goe, Bell & Little, 2008) Instead of a professional/effective a "competent", an "expert", a "quality", an "ideal" or a "respective" are used



The "professional teacher" has a solid knowledge base in order to act as an expert …

... and this expertise is supported by the policy, culture and the school site environment

<u>The "teacher effectiveness"</u> is seen in the learning outcomes, measured e.g. by a national tests.



Individual characteristics of a professional teacher

(Hargreaves & Goodson, 1996; Evans, 2008; Freidson, 2001; Urban & Dalli, 2011; Evetts, 2012)

high quality knowledge base

- Conceptual knowledge base ,
- Specific professional ideology, incl. shared understanding of professional values and ethics code.

networks & partnerships

- Include social and individual elements
- Strong institutionalization of an occupational group.

life-longlearning

- Self-regulation of and -control over the work (self-assessment)
- Autonomous role in planning and implementation (academic expertise).
- Work (activities) is complex and <u>not easy to standardize</u>.



All important

Research on teacher professionalism refers to status of teachers and depends on ... (Müller et al, 2010; TALIS 2008 survey)

individual characteristics (teacher knowledge, teaching philosophy, interaction skills, ...)

<u>school level factors (shared leadership, collaboration,</u> school-society-family partnership ...)

cultural and education policy factors at state level (*trust culture*, ...)

3. Educating professional teachers at the University of Helsinki

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interaction

special education positive feeling

cultural background assesment

internal vs. external motivation

personality traits solitude sometimes

nterest

career

competitive approach curiousity travel opportunities WAU



National Teacher Education Strategy (2001): The teacher education programmes should help students to acquire:

high quality knowledge base <u>high-level subject knowledge</u>, <u>pedagogical content knowledge</u>, contextual knowledge, <u>knowledge about nature of knowledge</u>, ...
 <u>social skills</u>, like communication skills, skills to use ICT,
 <u>moral knowledge and skills</u>, ...

connections, networks & partnerships

- knowledge about school as an institute and its connections to the society (local contexts and stakeholders),
- skill to <u>co-operate with</u> other teachers, parents, ...

life-longlearning

HELSINGIN YLIOPISTO HELSINGFORS UNIVERSITET UNIVERSITY OF HELSINKI skills needed in developing one's own teaching, the teaching profession and the local curriculum, academic skills, like research skills, ...



A secondary (subject) teacher

typically teaches <u>at grades 7 to 12</u> (ages 13 to 19)
teaches <u>typically one major and one minor subjects</u> (e.g. math and physics)

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

teaches at <u>grades 1 to 6</u> (ages 7 to 13)

teaches typically all 13 subjects

Teacher education at the University of Helsinki

University of Helsinki			(11 faculties, 38 000 students, 7 400 staff members)					
Faculty of Behavioural Sciences Dept. of Teacher		Faculty of Arts	Faculty of Science	Faculty of Biosciences	Faculty of Theology	Faculty of Social Sciences		
Educ	ner cation	Schools						
	Secondary teacher education: pedagogical studies + subject studies							
	Primary	Primary teacher education						



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Framework for designing a teacher education programme at the University of Helsinki

Research on Research on teachers and teacher teaching and learning, education engagement, - Professional/effective teacher, development and needs - Structure and origins of teacher of learners, policy, knowledge, history, ... \rightarrow **Content** - Teacher identity, agency, ... to the program - University pedagogy. → Type of activities **Program for Pedagogical Studies Feedback EU and National** - Students' learning outcomes and strategies - Teacher education evaluations, - Staff members' self-evaluations strategy, - National level curriculum; of the programme, Forms and role of - Municipality stakeholders' feedback. assessment.

Research orientation is seen also in the planning of the programs



Structure of the master degree of a primary teacher: 3 + 2 years

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





The pedagogical studies helps the students ...

- to integrate subject matter knowledge, knowledge about teaching and learning and school practice into their own personal pedagogical view;
- to become aware of the different dimensions of the teacher profession: social, philosophical, psychological, sociological, and historical basis of education;
- to be able to collaborate in different networks and partnerships;
- to be able to reflect on their own personal pedagogical "theory/view" (reflection for, in and on action);
- to act as autonomous professional in planning, implementing and assessing teaching and learning;

HELSINGIN YLIOPISTO HELSINGFORS UNIVERSITE UNIVERSITY OF HELSINKI to develop potentials for lifelong professional development through research orientation.



Strengths in primary and secondary teacher education:

In secondary teacher education

- <u>studies in the subject</u> are organised at the department of specific subject (researchers of the subject)
- <u>pedagocical studies</u> are organised at the department of teacher education (researchers of education and pedagogy)

In primary teacher education

- <u>studies in the major subject (education/education psychology)</u>
- multidiciplinary studies (studies in PCK of all school subjects)
- Studies in research methodology and conducting research
- Professional values and ethics
- Supervised teaching practice in teacher training schools and network school

4. How do optimal school site supports the professionalism of teachers? (outcomes of recent research project)

Values and Aims of a school





How teachers experience their professionalism?

In our school, <u>teachers have versatile</u> <u>subject and pedagogical knowledge</u>.



It is **important to learn to use new technology continuously** together with

other teachers.

How teachers experience leadership?

You can recognise **goal orientation** in the operations of the school. **Interaction** is organised through ...



<u>**Openness</u>** and informing of forthcoming issues is important. ... The strength in leadership is <u>shared leadership.</u></u>

The teachers and the principals **should share a** <u>common vision</u> ... versatile **collaboration support the adoption**

Close to transformational leadership

(Marks & Printy, 2003; Huber & Muijs, 2010)



A teacher leader

(Lieberman, 1992, Harris, 2003)

is goal oriented

knowledge base

- can plan, implement and assess his/her own practices and students' learning
- has deep understanding on teaching and learning

networks & partnerships

- is able to work collaboratively with other teachers
 - is a facilitator, coach, mentor or a trainer of other teachers

life-longlearning

- is able to consume research based knowledge
- Is a curriculum specialist and innovator for new approaches
 is able to use assessment outcomes for school development.



How teachers experience learning environments?

More we have technology and resources, <u>more we need co-planning</u>, organising and support





It is important there are <u>versatile learning</u> <u>spaces where students are able to</u> <u>engage in learning alone or in a small</u> <u>group.</u> We need to design new environments.

It is important the teachers share a <u>common goal</u> [e.g., on the use of <u>technology in teaching and learning]</u> and support each other to approach these goals



How teachers experience networks and partnerships?

Networks and partnerships <u>support communication</u> in levels:

- school level (grade level and leadership teams);

- city level (thematic networks, principal networks);
- school-family-society partnerships;
- national level networks.

The use of technology supports networking

The networking should start from our needs

– not coming as orders from the city level.

In order to support adoption ...



<u>School-family collaboration</u> is organised through parents' clubs & classroom committees.

 I have <u>designed</u> with other teachers, <u>pupils</u> and out-of-school collaborators a new model for School-Community Collaboration (SCC) that <u>engage</u> primary pupils in SCC.

•<u>SSC creates learning</u> <u>environments</u> for creative use of ICT.





We have <u>designed</u> in a grade level team the use of smartphones in science learning in order to <u>personalise pupils'</u> <u>learning</u>



5. Finnish Teacher Education Forum

Renewal of teacher education as a part of national reform program



The aims of the Teacher Education Forum is to...

- analyse the research outcomes related to teacher education.
- Benchmark strategies and policy documents in other countries and organisations.
- Organise a <u>national brainstorming</u> related to renewal of teacher education.
- prepare a Development Program for Teachers Pre- and In-service Education (life-long professional development).



Support the implementation of the program.



Challenges in Teacher Education According to the Research on Teacher Education ...

Some views behind the development of teacher education in various contexts (Cochran-Smith & Villagas, 2015)

Good teaching/teachers has an impact to economic growth and well-being of students

(e.g., Furlong, Cochran-Smith, & Brennan, 2009; McKinsey & Company, 2007; OECD, 2005; World Bank, 2010)

Outcomes of research on teaching and learning, engagement and individual differences have had and should have an impact to continuous improvement of education in all levels: (Cochran-Smith et al., 2015).



Teachers should learn continuously new competences, e.g. for inclusion, for preventing drop-outs, networking and co-teaching skills, coming from the needs of society (Paine et al., 2015).



OECD TALIS definition to teacher professionalism: professionalism index

Knowledge base for teaching (initial education and competence for life-long professional development)

Peer networks:

Opportunities for exchange and support needed to maintain high standards of teaching Teacher professionalism Autonomy: Teachers' decision-making power over their work (teaching content, course offerings, discipline practices; role of inspection and testing)

TALIS Teacher professionalism index (based on teachers' self-evaluations)





Teachers skills/ student skills

(OECD Assessment of tertiary graduates' and teachers' Numeracy skills)

Numeracy test scores of tertiary graduates and teachers



Challenges for teachers (according to TALIS survey)



Student-level

- Support students engagement in learning
- Guiding active learning processes
- Responding to the needs of individual learners
- Integrating formative and summative assessment

Classroom level

- Teaching in a heterogeneous (inclusion) and multicultural classrooms
- Emphasising the learning of 21st century competencies
- Design and use of learning environments

School level

- Working and planning curriculum in teams and networking
- Evaluating practices, planning and implementing improvements or education reforms
- Using digital tools for teaching and administration, etc.



Teacher education should be based on a clear, shared vision







Web-Based Brainstorming: Listening all parties in teacher education https://www.survette.com/38560-31466-7@pilot1&2tyj79

¡Vamos a crear la educación del futuro, juntos!



Fotógrafo Atte Tanner

Bienvenidas son sus ideas para el programa de desarrollo de formación de profesores y docentes.

Usted puede expresar ideas en sus propias palabras, asi como evaluar las ideas de los demás

otros. Las respuestas son anónimas.

Tardará aproximadamente de 10 a 15 minutos en participar.

Gracias por su colaboración.

Inicio

Piense ampliamente ¿Qué es importante en la educación del futuro?

Instrucciones:

Anote brevemente su idea en el espacio titulado: "Tu respuesta en breve". Anote una idea a la vez. [Máximo 60 caracteres]

Y detalla la idea en el espacio que dice "Por favor desarrolla tu respuesta". [Máximo 1500 caracteres]

Haga clic en "Guardar respuesta". Puede guardar tantas respuestas como quiera.

Cuando termine, haga clic en "Proceder" para continuar con la siguiente página.

Piense de punto de vista de educación superior y continua Tu respuesta en breve (52 caracteres) New idea Por favor desarrolla tu respuesta (1481 caracteres) This is a good idea

¿Qué es lo más importante para el desarrollo de la formación docente / profesores?

Abajo se muestran las ideas y pensamientos que son importantes para otros participantes sobre la educación del futuro. Evalúelos bajo la perspectiva del desarrollo de la formación docente. Puede ver la descripción detallada al colocar el cursor sobre cada respuesta.

Instrucciones:

- · Arrastre las mejores ideas alrededor del centro y las peores ideas fuera del centro
- Puede mover las ideas varias veces.
- · Cuando haya concluido, haga clic en "Proceder".

Flexibilidad: Perder el miedo a los cambios, adaptarse a ellos.

Creatividad: Dar soluciones distintas a situaciones comunes o buscar respuestas a nuevas situaciones.

Colaborar con los demás, compartir ideas, opiniones..

Ser honesto con uno mismo y con los demás.

Ser conscientes de que lo que hacemos o lo que dejamos de hacer

Lo más importante en el desarrollo

Actuar responsablemente sabiendo lo que se hace y prever las consecuencias

Tener respeto por las personas con las que convivimos aunque puedan tener diferente cultura, religión, opiniones políticas...

¿Qué va a cambiar?

De acuerdo con usted, estos son los puntos más importantes para desarrollar la formación docente.

Por favor indique con más precisión, qué va a cambiar desde su punto de vista. ¿Qué más hay que hacer? o ¿qué hay que hacer en una nueva forma? ¿Cómo puede usted contribuir al éxito desde su rol actual?

You evaluated:

1. Actuar responsablemente sabiendo lo que se hace y prever las consecuencias

2. Tener respeto por las personas con las que convivimos aunque puedan tener diferente cultura, religión, opiniones políticas...

3. Ser conscientes de que lo que hacemos o lo que dejamos de hacer

Important in the development of teacher education (n=1809)



Aims for teacher education <u>lack</u>

- <u>holistic view</u> which take into account initial teacher education and continuous professional development

- teachers need various competences – not only classroom level competences

Aims for pre- and in-service teacher education



- Curriculum knowledge and skills
- <u>Creativity, curiosity, risk-taking</u>, and innovative ways of thinking, collaboration and networking
- <u>Design</u> and adoption of innovations
- novel Entrepreneurship education

- Deep knowledge in <u>subject</u> <u>matter and pedagogy</u>
- Knowledge about learning, <u>diversities</u> among learners,
- <u>Collaboration</u> and interaction, <u>digital</u> and research skills
- Awareness about <u>schools'</u> <u>societal connections</u> and ethical code

Competence for development of own expertise and school

- <u>Development of the school</u>
 <u>culture</u> in different networks and partnerships with students,
 parents other experts and stakeholders.
- Willingness and competence for the development of own expertise through reflective activities and research based knowledge

Main areas in the teacher education development

Holistic view to teachers' pre- and in-service education

Selection ... quality pre-service education induction phase ... lifelong professional development (variation in PD)

Goal orientation and plans for all levels

- Personal development plan: 1) in the beginning of studies; 2) during the studies; 3) in the beginning of teacher profession; 4) during teacher profession; ...
- Development plans for the provider of education and for schools

Renewal of 'programs' and organizing the programs

Emphasizing innovativeness

All areas of teacher education. Kindergarten, primary,

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adult education, professional development

Emphasizing networking, collaboration,...

Research based teacher education

- Training programs and practices are based on research
- Student teachers learn 1) research skills, 2) to generate novel ideas/practices, 3) to assess their practices, 4) to reflect alone and in a group

Professional leadership in all levels of education

- Towards learning communities through shared leadership
- Strategic planning and quality culture



In teacher education we need ...

more		less
professionalism	—	bureaucracy
clear, shared and long term vision based on research outcomes and brainstorming	-	ad hoc ideas coming from the politicians
Decentralization, collaboration	-	Standardization, rankings
quality culture at local level, trust based responsibility	-	heavy quality control, accountability
collaboration, networking and partnerships	-	competition and rankings