EDUCATION IN FINLAND

1. EARLY YEARS EDUCATION
   - Pre-primary education
   - Basic Education
   - Vocational qualifications
   - Matriculation examination
   - Bachelor’s degrees
   - Master’s degrees
   - Polytechnic Bachelor’s degrees
   - Polytechnic Master’s degrees

2. Further vocational qualification
3. Specialist vocational qualification

4. Work experience
Local curricula are renewed on the basis of the national core curricula. School work based on the renewed curricula starts August 2016.
Pupils, teachers and the curriculum

Basic Education Act 30 §
Every school day, every pupil is entitled to have instruction, and guidance and counseling according to the curriculum, as well as sufficient support in learning and school attendance directly as the need arises.
What is the story of Finnish basic education we would like to hear in 2036?

What kind of future we want to build?

How the surrounding world chances and what is worth learning in that world?
Building the future together

Content + Way of working → Shared ideas, common direction

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Four keys to curriculum reform

Changing role of pupils
- Working together, participation
- Exploratory and creative learning

World of change
- Environment, globalization, economy, world of work, technology, diversity of society

Impact on children’s environment

Changing role of teachers and teaching
- Learning conception
- Working together and building learning entities

Changing concepts of learning and competence
- Wide and transversal, ethical, sustainable
- Interaction, learning to learn, working with knowledge

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Essential in the curriculum reform 2016

Why?
What?

How?

How would our school be a better learning environment and supporting and encouraging community?
Rethinking Basic Education

- Rethinking the underlying **values** and the **mission** of basic education
- Rethinking the **learning conception**, and pupils’ and teachers’ roles
- Renewing the idea of **learning environment**
- Rethinking the **school culture** and the relationship between the school and the community
  - School as a learning community
  - Diverse and open cooperation
- Rethinking the roles, goals and content of **school subjects**, and their influence on the development of transversal competences

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Pupils’ experiences as a starting point

- Competences
- Learning
- School culture

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Main ideas in the curriculum reform 2016

- enhances joy and meaningfulness of learning and the active role of pupils
- strengthens the identity and well-being of every pupil
- supports the ability to work with others, to communicate and interact, to think and learn, and to live in a sustainable way
- emphasizes work across subjects towards transversal competences and multidisciplinary learning modules as new tools for teaching and learning
- renews the objectives and main content areas of subjects
- supports municipalities and schools to develop as learning communities.
Learning conception in the curriculum

KEY POINTS
- Pupil as an active agent
- Interaction promotes learning
- Positive experiences and emotions promote learning
- Self-regulation and self-directedness is important
- Learning to learn is a central skill
Rethinking the value basis of education

Necessity of sustainable way of living

Uniqueness of every pupil, high quality education as a basic right

Cultural variety as richness

Humanity, equity, equality, democracy

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Rethinking the school culture

- Wellbeing and safety in daily life
- Interaction and versatile working approach
- Cultural diversity and language awareness
- Learning community
- Participation and democratic action
- Equity and equality
- Environmental responsibility and sustainable future orientation

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Rethinking competences

National Goals for Basic Education and Transversal Competences
- knowledge
- skills
- values
- attitudes
- will
Multidisciplinary learning modules in basic education

- Pupils are entitled to at least one integrative, multidisciplinary learning module every school year
- Learning modules integrate skills and knowledge of various school subjects, teachers work together
- Pupils participate in the planning of these modules
- Goals, content and ways of working are planned and decided at the local level
  - They should be interesting and meaningful from the pupils’ point of view
  - They realize the principles of the school culture
  - They promote the development of transversal competences

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Integration in teaching and learning

Main goals

- Enhance pupils’ ability to understand relationships and interconnectivity between various phenomena.
- Help pupils to connect knowledge and skills of different subjects, and to organize their knowledge into larger entities.
- Guide pupils to imply their knowledge and skills in examining various phenomena and topics, and to produce experiences on how to build knowledge together.
- Support pupils to notice connections between issues they study at school and issues of their own life, of their community, and the whole society and humanity.

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Rethinking the structure and content of subject syllabus

- Purpose of the subject
- Objectives of the subject
- Main content areas in relation to objectives
- Special objectives in relation to learning environment and working approach in subject
- Guidance, differentiation and support for learning in subject
- Pupil assessment in subject
THREE APPROACHES TO ASSESSMENT

- Assessment of learning
- Assessment as learning
- Assessment for learning

Learning
The essential objectives for assessment

- Assessment is used to support the learning and overall development of pupils, and to help pupils to understand and direct their own learning process
  - by instructive and encouraging feedback
  - by individual and community feedback
  - by developing pupils’ capacity for self-assessment and peer assessment

- Assessment is used to describe the progress in learning as well as to indicate the achievement level of pupils

- The focus in feedback is in learning, in working skills, and in behaviour
Key elements of the assessment culture

- Supportive and encouraging atmosphere
- Dialogical and interactive way of working
- Pupils are guided to understand and recognize their own learning and progress
- Fair and ethical, versatile and realistic assessment, based on the multifaceted evidence
- Information is used to improve teaching and learning practices.
CURRICULUM REFORM 2016
in a nutshell

Inclusive school
Multifaceted and deep learning
Transversal and subject competences
Sustainable way of living

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Towards the Future with Joy and Courage!

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