

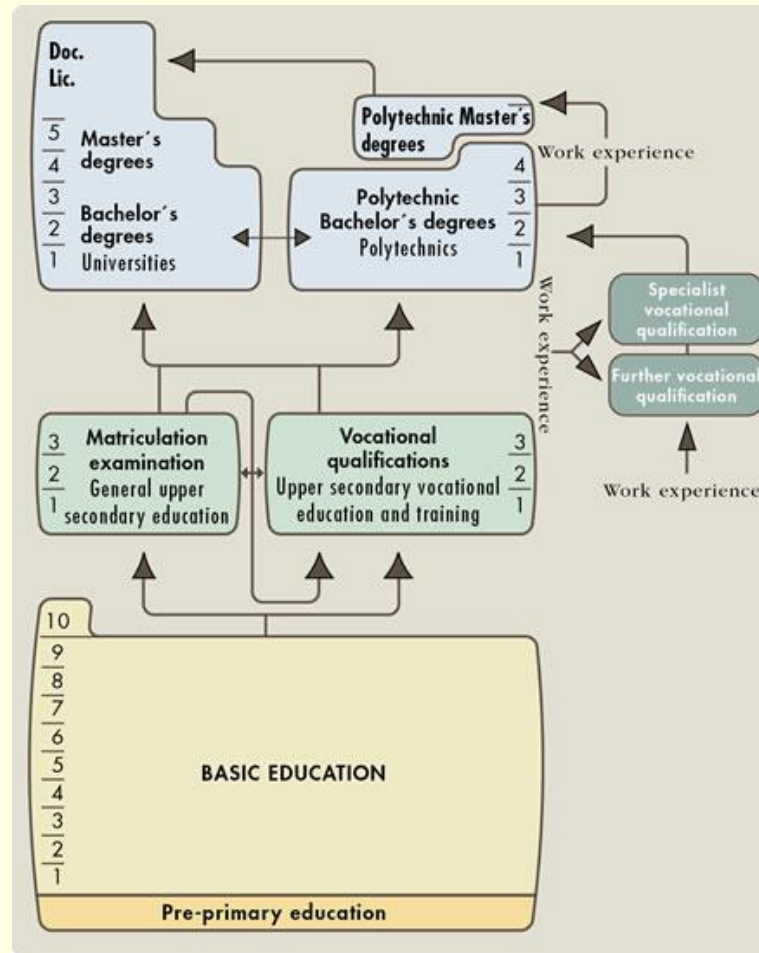
Finnish education model- pedagogical approach

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1. Finnish education model

- Education is considered to be one of the fundamental rights of all citizens, regardless of age, domicile, financial situation, sex or mother tongue
- Education is the responsibility of the Ministry of Education. The National Board of Education works with the Ministry to develop educational aims content and methods for primary, secondary and adult education
- The schools have the right to provide educational services according to their own administrative arrangements as long as the basic functions, determined by law, are duly carried out

2. Finnish education structure



3. Finnish learning environment

- Finnish classrooms are typically described as learner-centred
- As the emphasis on student self assessment would suggest, students are expected to take an active role in designing their own learning activities
- Students are expected to work collaboratively in teams on projects, and there is a substantial focus on projects that cut across traditional subject or disciplinary lines

4. Teachers in Finland

- enjoy pedagogical autonomy in the classroom
- are considered pedagogical experts
- are entrusted with considerable independence in the classroom
- have decision-making authority as concerns school policy and management
- are deeply involved in drafting the local curricula and in development work.
- have responsibility for the choice of textbooks and teaching methods

5. Pedagogical approach in Finland

- The conception of learning, where students own activity and interaction with the teacher, other students and the learning environment is important, is steering the schoolwork, teaching, the organization controls
- Student deals with and interprets the received information based on his / her earlier knowledge (constructive pedagogy approach)
- Political consensus to educate all children together in a common school system
- An expectation that all children can achieve at high levels, regardless of family background or regional circumstance
- Single-minded pursuit of teaching excellence
- Collective school responsibility for learners who are struggling
- Modest financial resources that are tightly focused on the classroom
- A climate of trust between educators and the community.

5. Pedagogical approach in Finland

- Pupils' learning and well-being of the individual is supported and related instructions have been recorded nationwide basis for the curriculum.
- Both schools and the learning outcomes and assessment of pupils are in the nature of encouragement and support. The aim is to provide information that will help both schools and pupils to develop
- There are no national tests of learning outcomes and school ranking lists
- Teachers at all levels of education are well trained and strongly committed to their work
- All teachers are required by a Master's degree and initial teacher training includes practical teaching training
- The teaching profession in Finland is a valued and popular, so students can be chosen the best in young people
- In Finland there is substantial attention to subject-specific pedagogy for prospective primary as well as upper-grade teachers.

6. Conclusions

- Teachers
 - High quality
 - Autonomy
- Student centered
 - Support
 - Constructive learning
- Trust
 - No national tests of learning outcomes
 - No school ranking lists

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