



# Curriculum of basic education – what are the needful emphases in Finland

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## Reform of general education

- ◆ The entire general education system is due for reform in terms of objectives, lesson-hour distribution, the National Core Curricula and local curricula
- ◆ Consists pre-school education, basic education and general upper secondary education
- ◆ The work will be carried out as a whole between 2012 and 2016/2017



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# LEARNING AND TEACHING

POSSIBLE SCHOOL-SPECIFIC  
CURRICULUM

LOCAL CURRICULUM – MUNICIPAL LEVEL

Teacher  
training

*Local  
needs*

Quality  
criteria

*and  
policies*

Learning  
material

National Core Curriculum 2014

**Government Decree 422/2012 governing the general national objectives and distribution of lesson hours in basic education**

**Basic Education Act and Decree**



# Core of the reform

Why? What?  How?

**The school will be developed both as a growth community and as a learning environment**



# Learning and competencies in a changing society (1/2)

- ◆ **Description of the conception of learning** to take into account the latest research, specifically:
  - In integrating the learning environment, working practices, and teaching, and defining the support for learning and for pupil assessment
  - In defining subject goals and content, where the 'how?' aspect is emphasised



## Learning and competencies in a changing society (2/2)

- ◆ In strengthening **objectives** and in defining **broad-based competence** across subject groups
  - Objectives of broad-based competence in supporting the efforts to integrate teaching
  - Competence is described as challenges set out for school work and teaching, not directly as learning objectives for pupils



## Broad-based competence in the draft core curriculum (1/2)

- Broad-based competence refers to the total of knowledge, skills, values, attitudes, capacity and will
- Competence supports the identity formation of pupils and creates an ability to lead a more sustainable life
- Competence development requires cooperation across school subjects and dealing with the questions pupils find meaningful
- Descriptions of competence have been derived from the government decree and defined in relation to the changes in the operating *environment*



## Broad-based competence in the draft core curriculum (2/2)

### Dimensions of broad-based competence (7)

- Thinking and learning
- Cultural competence, interaction and expression
- Looking after oneself and managing daily activities
- Multiliteracy
- ICT competence
- Competence required for working life and entrepreneurship
- Participation, empowerment and building sustainable future





## Working approaches in basic education and schools (1/2)

- ◆ **Importance of pupil assessment in the learning process is better described**
  - From assessment of learning towards assessment for learning, and assessment as learning
  - Importance of positive feedback



# Working approaches in basic education and schools (2/2)

- ◆ **Defining goals for developing organisational culture**
  - Goals emphasise the developing nature of organisational culture and its significance for pupils' growth and learning
  - Goals support the implementation of the value basis and tasks, and the development of broad-based competence
  - Goals emphasise coherent basic education and integrated teaching



## Schools as learning organisations (1/2)

- ◆ **Schools are communities that learn themselves while supporting their pupils' growth and encouraging all of their members to learn**
  - Strengthening pupils' positive and realistic self image as learners
  - Emphasis of unhurried pace and peace
  - Importance of self-reflection of individuals and the whole school community
  - Learning as the focus of the school's pedagogic leadership



## Schools as learning organisations (2/2)

- ◆ **Features of learning organisations**
  - Varied working approaches
  - Interaction and empowerment
  - Wellbeing and safety in daily life
  - Diverse cultures and awareness of languages
  - Responsibility for the environment and future orientation



# The Ground of the Curriculum Reform

## Pedagogical reform

- Transforming from WHAT to learn to HOW to learn?

## Building integrity of basic education

- Transversal competences, school culture, connections and collaboration between subjects

## Changing school culture

- Time to pedagogical thinking and renewal of learning environments, working approaches and assessment

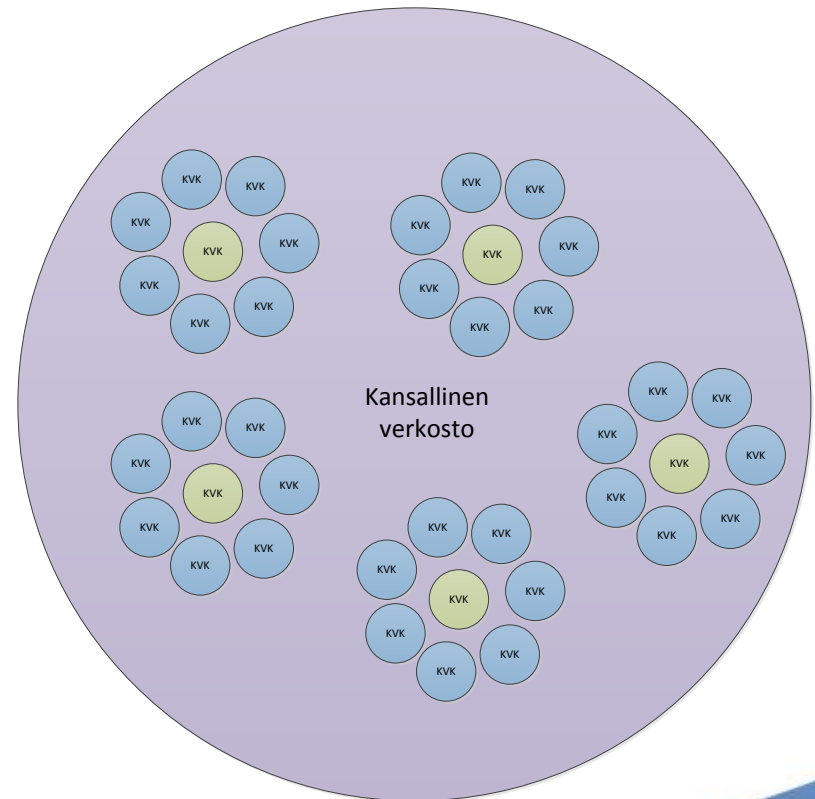
## Curriculum as a digital tool

- We are producing web-based eCurriculum with more functions
- Platform for viewing, browsing and filtering curriculum contents



# Refreshing the Future of Basic Education in Finland by School Development Network

- Each school within the development network selects 1–3 themes for development.
- The schools within the development network appoint regional or theme-specific groups that work closely together.
  - ✓ The result is a large national network, involving all development network schools (KVK).
  - ✓ In addition, there will be smaller regional or theme-specific networks (5–10 networks).





## Four Themes - Learning

- Improving competence, skills and learning outcomes
- Developing the extensive skills of the 21st century
- Increasing technological learning
- Supporting lifelong learning
- Increasing ownership of and responsibility for learning
- Making learning personal
- Increasing commitment and motivation
- Growing as a member of the working life and society



# Staff competence

- Developing and using a new type of pedagogy
- Developing and using teaching methods and arrangements
- Using technological skills in pedagogy
- Joint teachership





# Wellbeing of students and staff

- Supporting participation and the sense of togetherness
- Increasing school motivation and enjoyment at school
- Upgrading learning environments
- Improving working peace
- Encouraging towards creativity
- Supporting coping
- Supporting the growth and development of students



# Leadership

- Executing participating and shared leadership
- Supporting leadership
- Describing and evaluating the structures of leadership
- Strengthening and concretising pedagogic leadership
- Developing leadership skills



## Participation so far

- 27 municipalities
- 117 schools
  - 54 primary schools
  - 20 secondary schools
  - 34 comprehensive and upper secondary schools
  - 9 other schools



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# THANK YOU FOR YOUR INTEREST!

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