

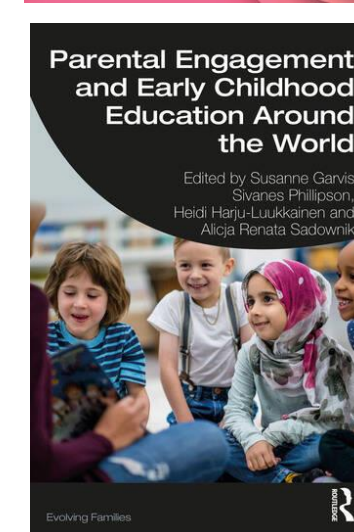
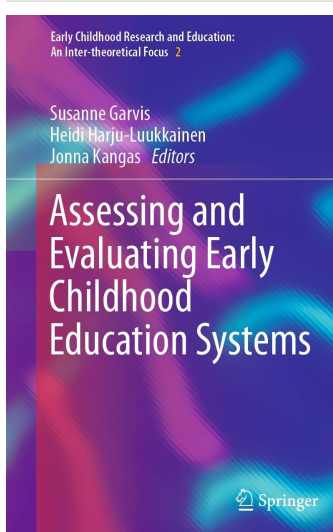
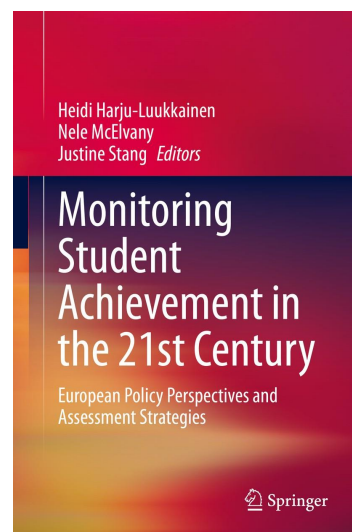
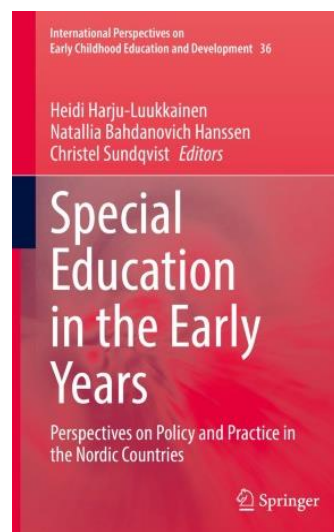
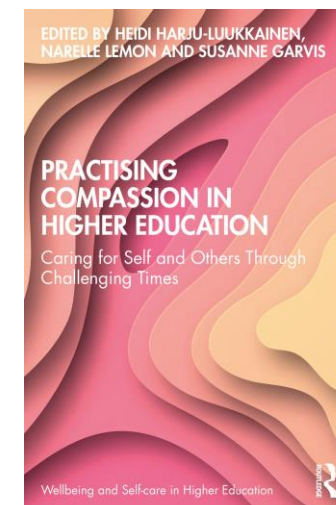
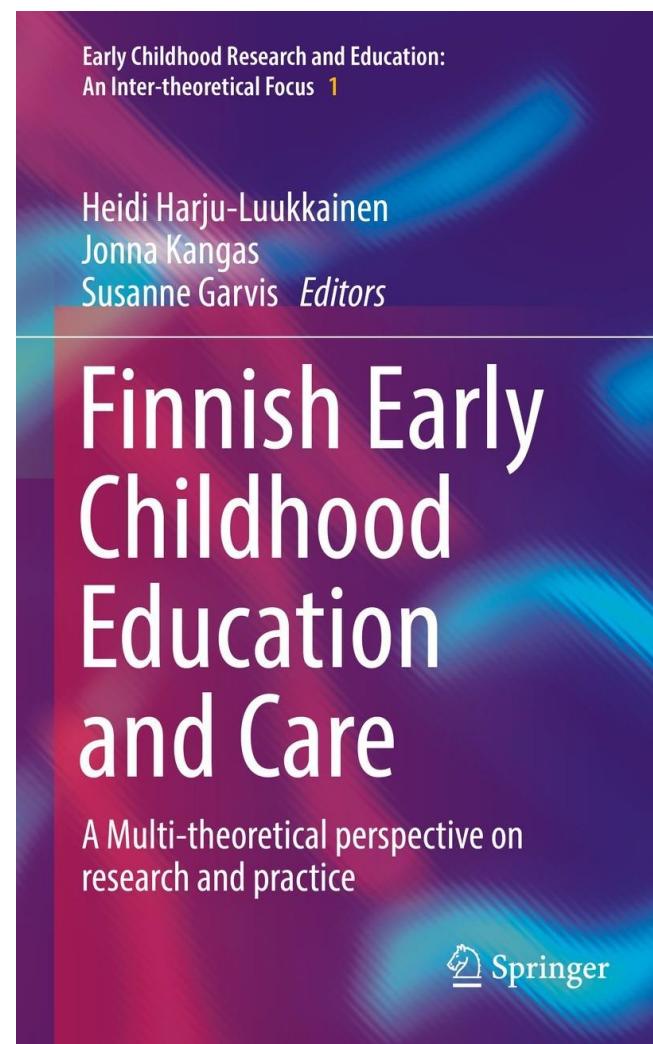
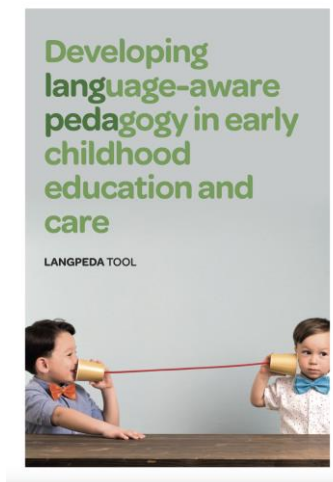
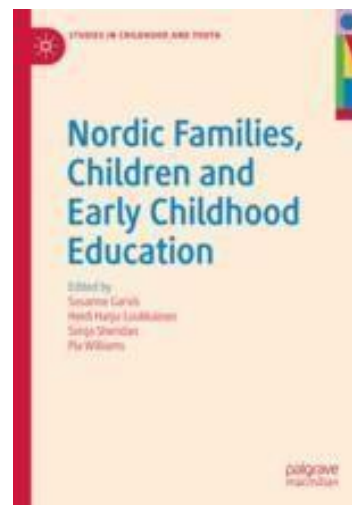
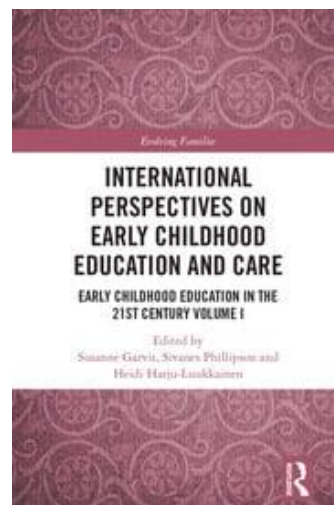
A top-down view of several children sitting around a large white sheet of paper, drawing various educational-themed illustrations. The drawings include a red brick schoolhouse with a yellow sun above it, a round analog clock, a green backpack, a pair of scissors, a ruler, a lightbulb, a globe, a calendar grid showing numbers 1 through 9, a small blackboard with the equation  $2+2=$ , a stack of books, a magnifying glass over the number 7, and a child sitting at a desk. The children's hands and arms are visible as they draw with colored pencils and pens.

# Early Childhood Education in Finland — From Policy to Practice

Professor Heidi Harju-Luukkainen  
Vice Director of Kokkola university consortium  
Director of educational unit  
University of Jyväskylä, Finland  
Nord University, Norway

Nord University, Norway





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  - This presentation
  - Related research



# Topics of today's presentation

The Finnish  
Education  
System

Early Childhood  
Education in  
Finland

Transversal  
competencies

Language-  
aware  
pedagogy

Play Based  
learning

What is  
pedagogy in  
ECEC?

Teacher training  
in Finland

The future of  
education?

# Finland and the Nordic context

- Finland, together with the Nordic countries score high in lifestyle measures and quality of life of children and adults
- The countries highlight policies that promote equity and independence
- These include family and child centered policies that promote social cohesion



# What is Finland known for?

Finland is the most stable country in the world (Fragile States Index 2021)

Safest country in the world (World Economic Forum 2017)

Freest country in the world (Freedom in the world 2017)

Second most gender equal country in the world (Global gender gap index 2022)

Most human capital in the world (World economic forum 2016)

Best primary education in the world (The global competitiveness report 2016-2017)

Happiest people (World happiness report 2022)

Most literate country in the world (World's most moterate nations)

Third in world innovation comparison (Global competitiveness report 2016-2017)

*Second best country to be a girl in the world (Girl's opportunity index 2021)*

*Among five best countries in reading, science, and financial literacy in PISA 2019 among OECD countries*



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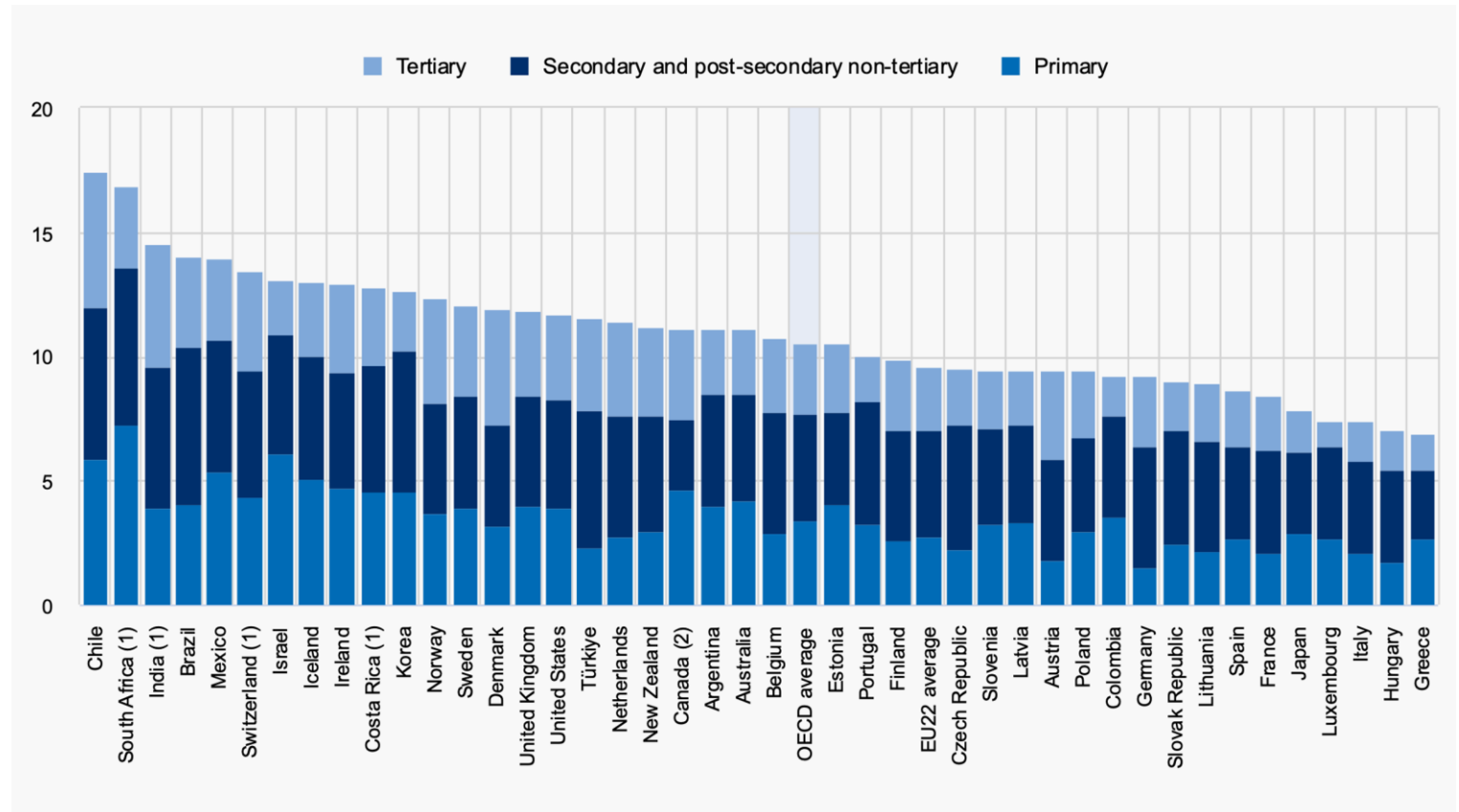
*Among five best countries in reading, science, and financial literacy in PISA 2019 among OECD countries*

*WE DRINK MOST COFFEE IN THE WORLD!*

# A few facts about Finland

- Finland performs well in many dimensions of well-being rated to other OECD countries
- Finland outperforms the average in education, work-life balance, environmental equality, social connections, safety and life satisfaction.
- 72 % of people aged 15-64 have a paid job, 1.2 % of the labour force has been unemployed for a year or longer.
- 91 % of adults aged 25-64 have completed upper secondary education.
- Finns earn USD 46 230 per year on average.
- In Finland between ages 5-39 finns go through 19.8 years of education.
- A well-educated and well-trained population is key to country's social and economic well-being.
- University professors are among the most highly regarded of all professionals.

Composition of  
total public  
expenditure on  
education as a  
percentage of total  
government  
expenditure (2019)



Finland/Portugal: Tertiary 2.8%/1.9%, Secondary 4.4%/4.9%, Primary 2.6%/3.2%

# EDUCATION POLICY IN FINLAND



The main objective is to offer all citizens equal opportunities to receive education

Almost free early childhood education  
Free compulsory education for 6 – 18-year-olds  
Free universities



The focus on education is on learning rather than on testing



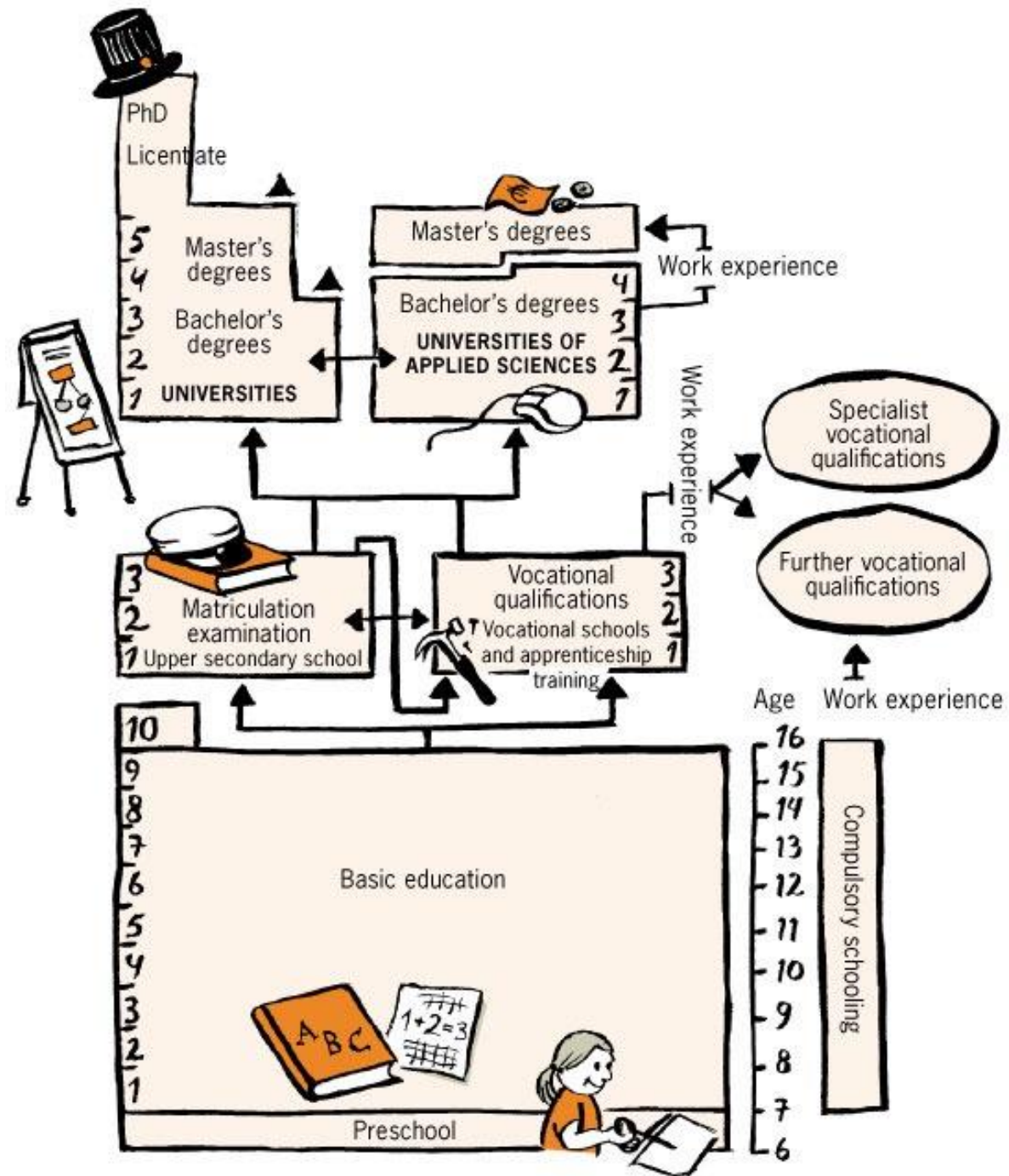
Educational autonomy is high, decentralization since 1990's

No school inspections.



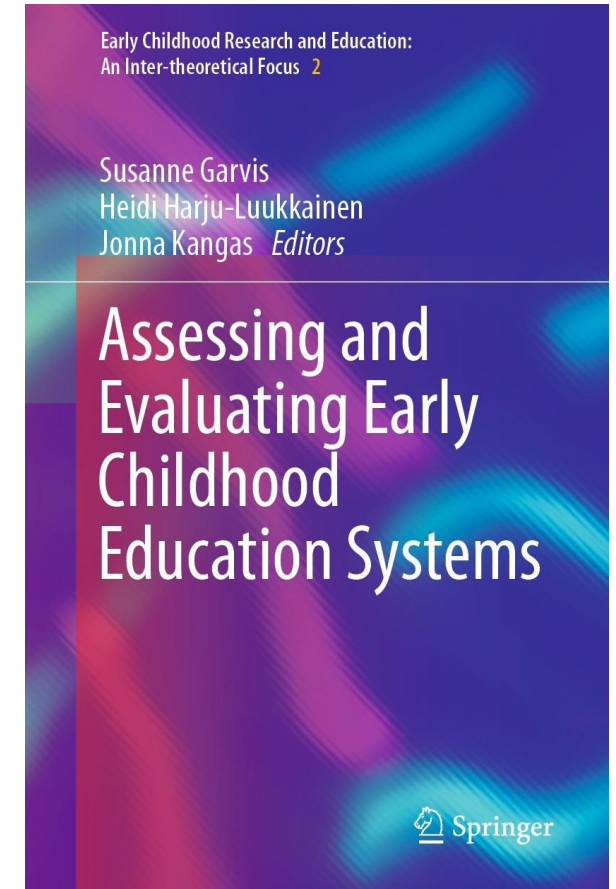
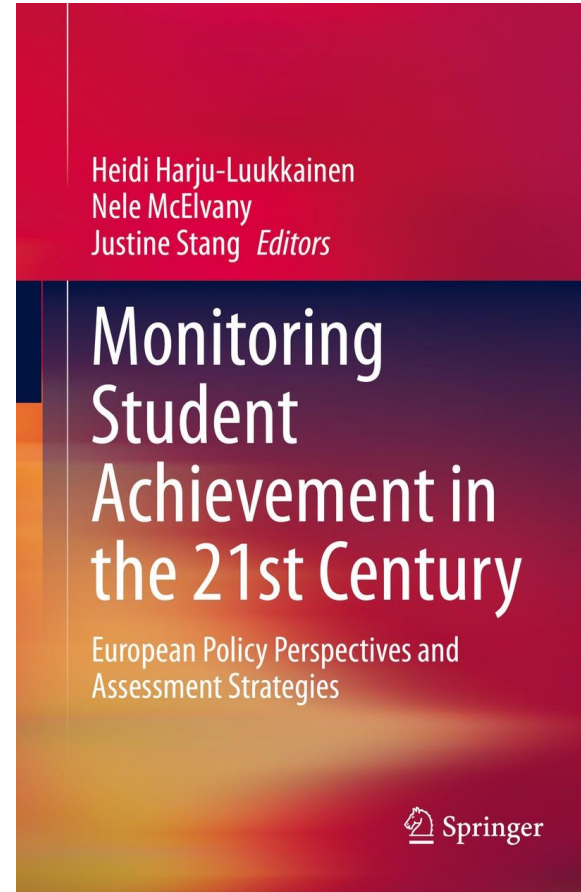
Education is seen as a key to competitiveness and wellbeing of the society

NO DEAD  
ENDS....

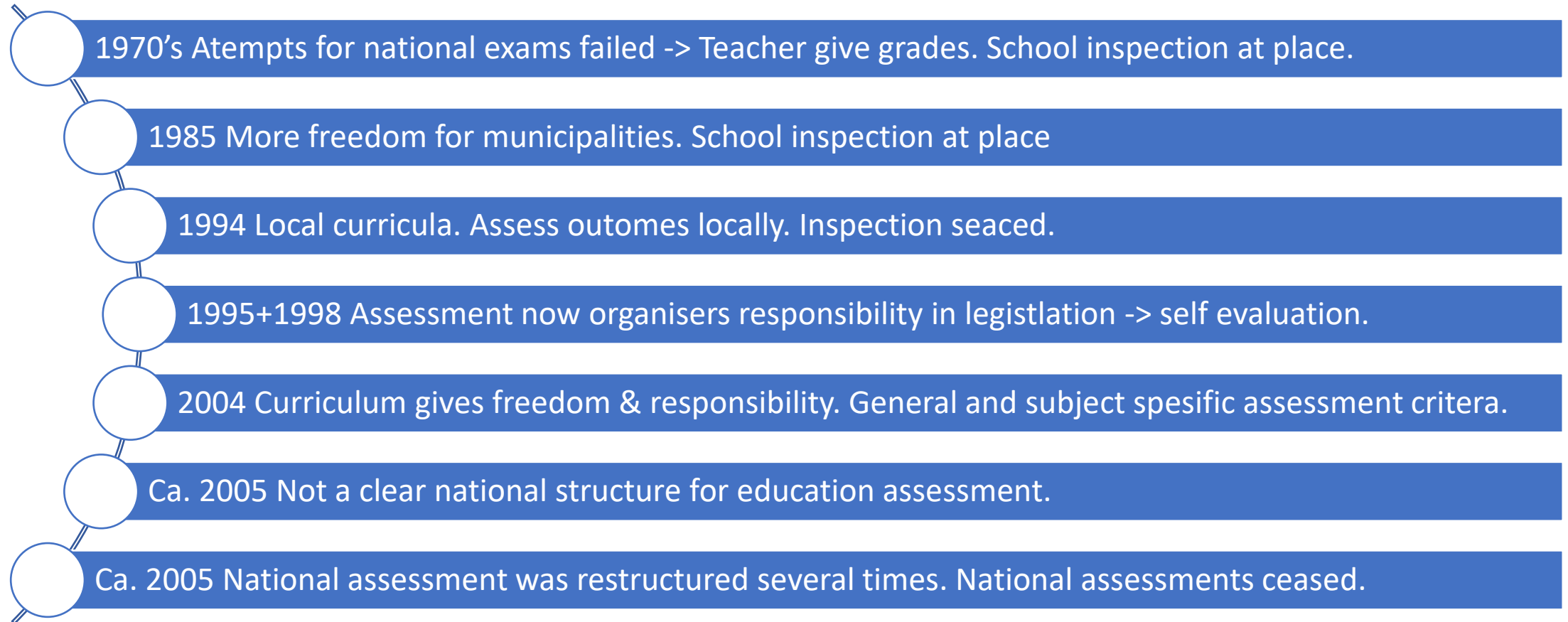


# A few words about assessment in Finland

- Very little attention has been paid to the model of Finnish education assessment and the **lack of standardised measurement and control**.
- These factors are largely contributing to the overall functioning of the system.
- The freedom of municipalities, schools and teachers in organising the education according to their best understanding might have a larger role in shaping the educational outcome than previously recognised.
- 2014 Finnish Education Evaluation Centre (FINEEC)  
-> Responsibility for evaluating learning outcomes of curriculum -> sampling based
- International assessments under the Ministry of Education and Culture
- Teacher grading is obligatory at the end of basic education. Curriculum defines learning objectives and guidelines for grading.



# Development of Finnish assessment model



# Early Childhood Education and Care



# ECEC in Finland is a societal service with a number of tasks

---

The Finnish ECEC is based on an integrated approach to care, education and teaching, the so-called “educare” model, with particular emphasis on pedagogy.

---

All children under school-age have a subjective right to early childhood education and care (ECEC) and the parents of the child decide if their child participates in ECEC

---

Early childhood education and care is a service that promotes equality and equity among children and prevents their social exclusion and strengthen children’s participation and active agency in the society.

---

In addition, early childhood education and care supports guardians in educating their children as well as makes it possible for them to work or study.



# Aims of ECEC

1. **promote the holistic growth**, development, health, and wellbeing of every child according to the child's age and development;
2. **support the conditions for the child's learning** and promote lifelong learning and the implementation of equality in education in keeping with the principles of inclusion;
3. carry out **versatile pedagogical activities** based on the child's play, physical activity, arts and cultural heritage and enable positive learning experiences;
4. ascertain that the child's early childhood education and care environment fosters development and learning and is **healthy and safe**;
5. safeguard an approach that **respects children** and ensure that the interpersonal relationships between the children and the early childhood education and care staff are as stable and longstanding as possible;
6. provide all children with **equal opportunities** for early childhood education and care, promote parity and gender equality, and help the children develop their capacity to understand and respect the general cultural heritage and each other's linguistic, cultural, religious, and ideological background;
7. **recognise the child's need** for individual support and provide the child with appropriate support in early childhood education and care, including support involving multiprofessional cooperation where necessary;
8. **develop the child's interpersonal and interaction skills**, promote the child's ability to act in a peer group, and guide the child towards ethically responsible and sustainable action, respect of other people and membership of society;
9. ensure that the children can participate in and **influence** matters concerning them;
10. **act together** with the child and the child's parent or other persons who have custody of the child for the benefit of the child's balanced development and holistic wellbeing, and support the parents or other persons who have custody with the child in their task of bringing up the child.

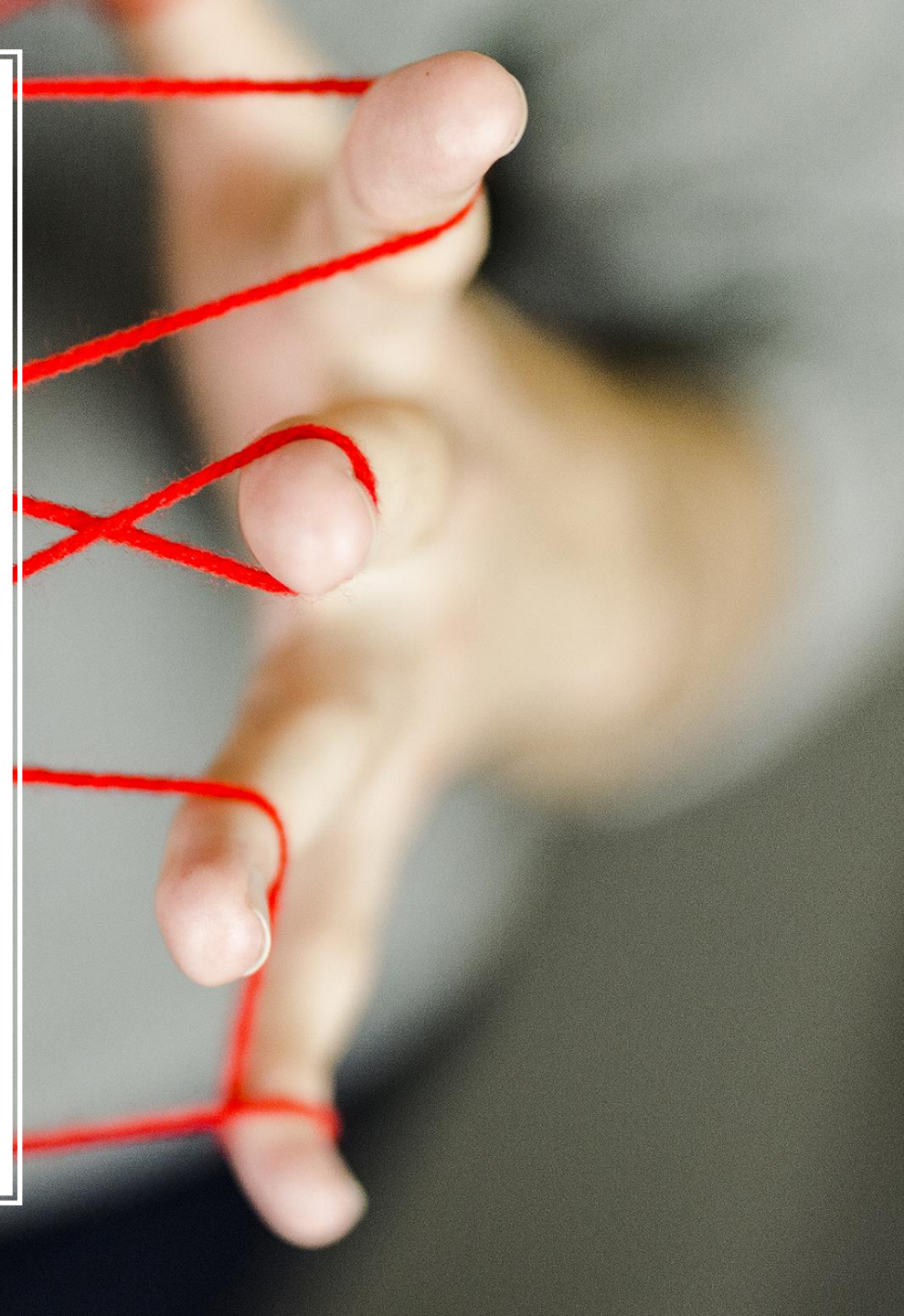
# All start with smart policies

- The **National core curriculum** for early childhood education and care is issued by the Finnish National Agency for Education.
- The preparation is done in **collaboration with stakeholders** taking into consideration the latest research and development efforts.
- The purpose of this document is to **support the implementation** of high-quality ECEC and steer the provision and it is a legally binding document.
- On an individual level the purpose is to **create equal preconditions** for the holistic growth, development and learning of the children.
- Based on this, local curricula and children's individual plans are prepared.
- It is also important to note that the national core curriculum has multiple **links to** the curricular for pre-primary education and basic education. Therefore, these documents form a unified part for the child's growing and learning.
- The municipalities in Finland are **responsible in organizing** the ECEC based on the instructions of National core curriculum through a public or private service provider.
- The ECEC is organized **in three languages**: Finnish, Swedish and Sámi.



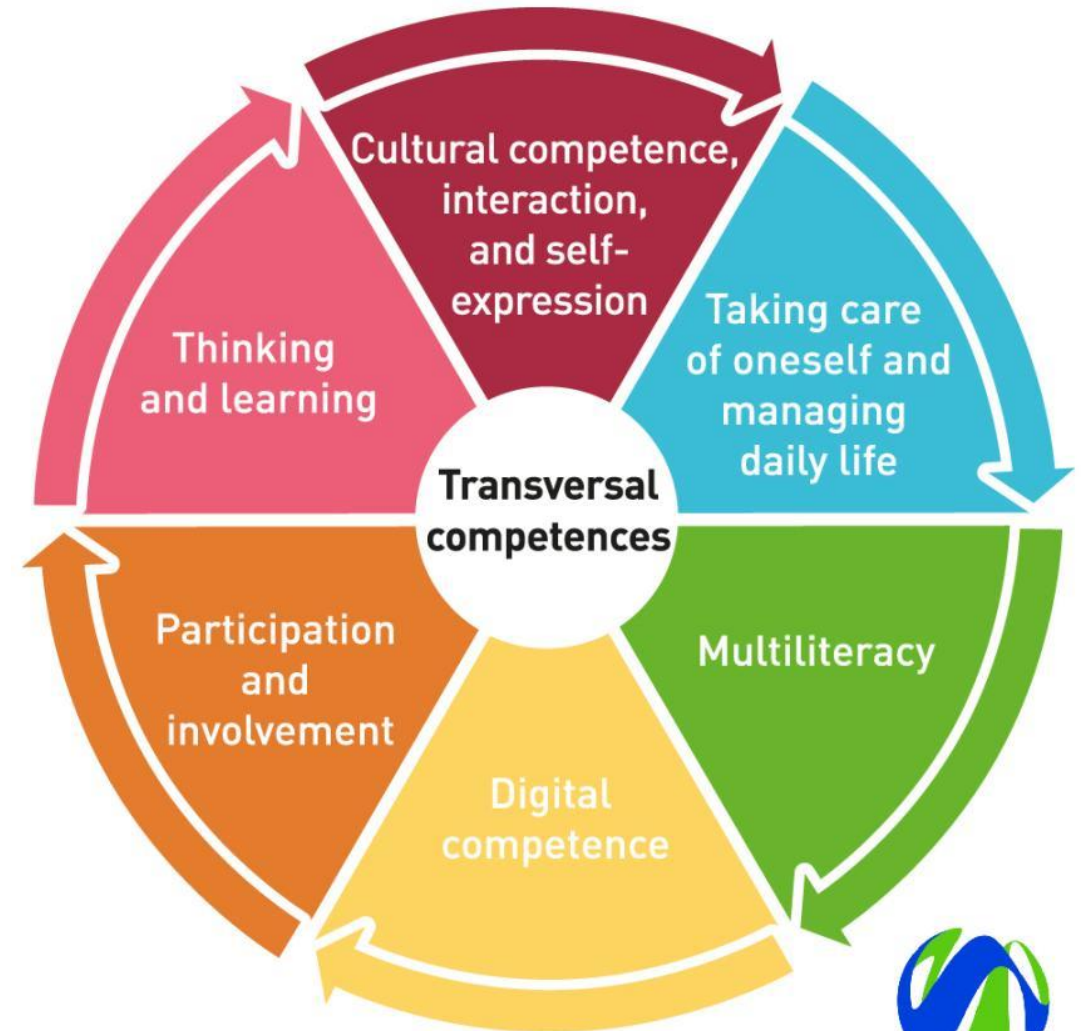
# Transversal competencies in a nutshell

- One of the aims of ECEC is to support children's transversal competencies (FNEA 2022, 21-24).
- These competencies consists of child's
  - Knowledge
  - Skills
  - Values
  - Attitudes
  - Will
- The need for transversal competencies arises from global and local changes and the need to link different knowledge and skills together for personal and societal growth.
- The main idea with transversal competencies is that children will be able to apply their acquired knowledge and skills in different situations based on the adopted values and attitudes.



*Transversal competences in ECEC  
according to Finnish National core  
curriculum*

# Transversal competences



FINNISH NATIONAL  
AGENCY FOR EDUCATION

## Transversal competences

Thinking and learning

Cultural competence, interaction and self-expression

Taking care of oneself and managing daily life

Multiliteracy and competence in information and communication technology

Participation and involvement

## Pedagogical activities in ECE

Environments in which children grow up

**Children's interests and needs**

I learn  
I experience  
I act  
I participate



I play  
I move  
I explore  
I express myself

**Education, instruction and care**

**Learning areas**

Rich world of language  
Diverse forms of expression  
Me and my community  
Exploring and interacting with my environment  
I grow, I move and develop

Operational culture

Learning environments

Working methods

Co-operation

Pedagogical documentation

Evaluation and development

**Underlying values**

**Conception of learning**

*The picture above shows all the aspects of the Finnish curriculum in short.*

# Language-aware pedagogy at the heart of ECEC

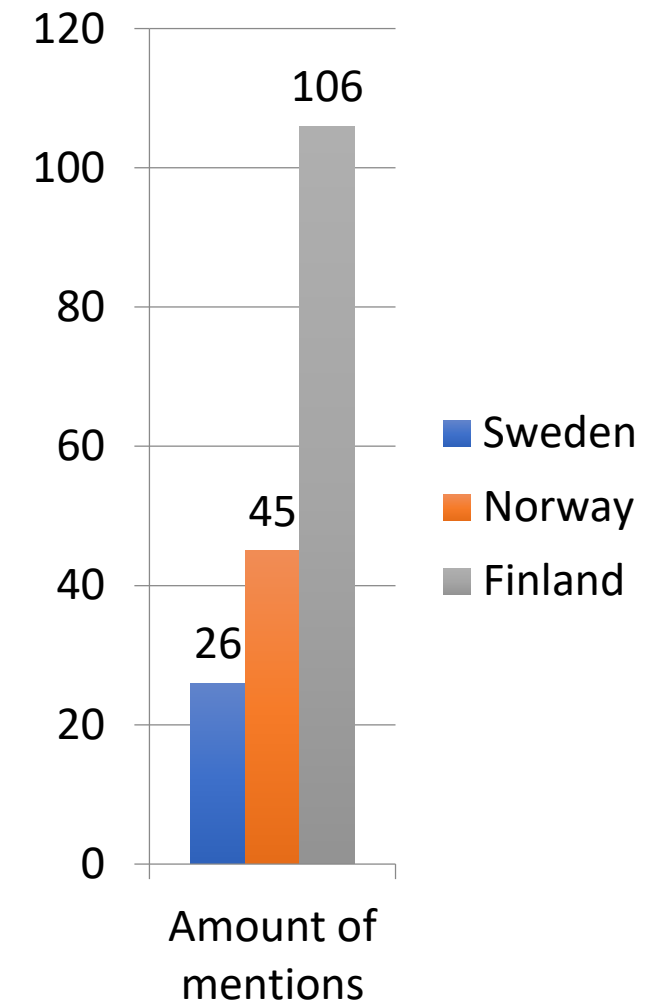
Bilingual country by constitution

Distribution of people aged 25–64 by knowledge of foreign languages, 2007, 2011 and 2016  
(%)

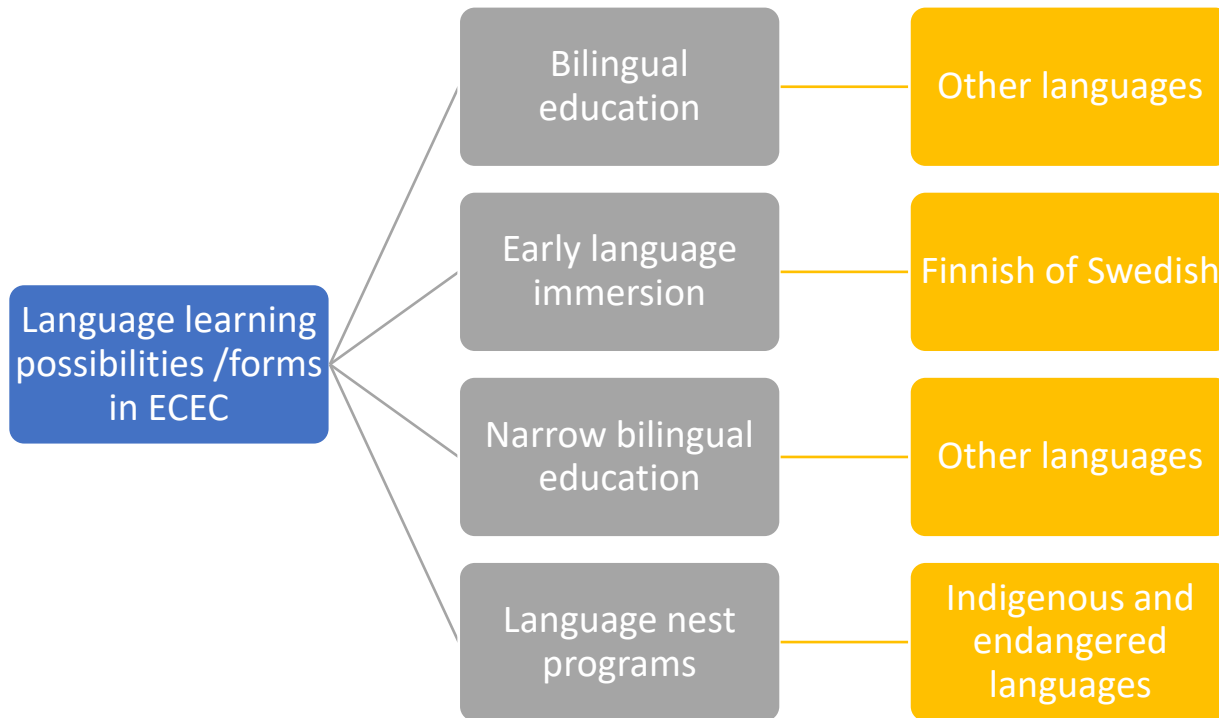
	No foreign language			One foreign language			Two foreign languages			Three or more foreign		
	2007	2011	2016	2007	2011	2016	2007	2011	2016	2007	2011	2016
EU	37.0	34.3	35.4	38.4	35.4	35.2	17.7	21.3	21.0	7.0	9.1	8.4
Belgium (*)	32.1	42.1	21.5	16.3	13.8	18.2	26.1	23.5	33.5	25.4	20.6	26.9
Bulgaria (*)	44.1	61.1	50.5	30.0	24.4	32.5	21.2	11.7	13.7	4.7	2.8	3.3
Czechia	31.9	30.9	21.0	34.6	39.6	44.7	24.7	22.4	26.9	8.8	7.1	7.4
Denmark	12.0	5.9	4.2	35.8	26.3	29.9	38.5	43.1	41.2	13.6	24.7	24.6
Germany	28.6	21.5	21.3	41.3	41.9	41.7	21.5	26.3	26.6	8.7	10.3	10.4
Estonia	13.6	14.5	8.8	30.4	24.1	26.4	35.3	35.1	39.1	20.6	26.3	25.7
Ireland (*)	:	72.7	49.2	:	20.8	29.9	:	5.2	15.4	:	1.3	5.6
Greece	43.4	41.9	33.5	44.8	43.0	48.5	9.9	12.2	15.3	2.0	3.0	2.7
Spain	46.6	48.9	45.8	35.4	34.0	34.8	13.6	12.6	14.3	4.3	4.5	5.2
France (*)	41.2	41.2	39.9	35.9	34.9	35.4	18.4	19.2	20.1	4.5	4.6	4.6
Croatia	31.4	:	26.8	39.7	:	45.2	21.3	:	21.8	7.6	:	6.2
Italy	38.6	40.1	34.0	33.8	39.6	41.6	20.9	16.6	20.1	6.7	3.7	4.4
Cyprus	14.6	16.1	10.5	59.3	56.7	62.2	17.9	19.2	20.3	8.1	8.0	7.0
Latvia	5.1	5.1	4.2	40.0	35.7	33.7	42.9	46.1	49.3	12.0	13.1	12.7
Lithuania	2.5	2.7	4.5	31.5	40.7	42.9	45.8	44.7	39.0	20.3	11.9	13.7
Luxembourg (*)	:	1.1	5.5	:	5.0	16.2	:	22.0	27.1	:	72.0	51.2
Hungary (*)	74.8	63.2	57.6	17.6	25.9	28.6	6.3	9.2	11.1	1.3	1.7	2.7
Malta	8.3	10.9	8.2	26.0	24.7	32.4	42.8	45.7	43.2	22.8	18.6	16.2
Netherlands	:	13.9	13.7	:	25.2	28.7	:	37.1	37.1	:	23.7	20.6
Austria	20.3	21.9	13.8	50.4	50.5	49.6	20.2	18.9	23.3	9.1	8.8	13.4
Poland	37.3	38.4	38.8	38.8	38.7	45.8	18.8	18.8	18.8	4.4	4.8	8.8
Portugal	51.3	41.5	31.0	22.3	26.6	28.9	17.5	20.5	24.8	8.9	11.5	15.3
Romania	65.8	:	64.2	19.2	:	24.7	9.9	:	18.2	1.5	:	8.9
Slovenia	7.7	7.6	15.9	20.5	15.0	20.7	37.2	32.6	25.7	34.6	44.9	37.7
Slovakia	11.8	11.1	11.8	21.1	38.2	21.8	38.1	38.8	38.1	32.8	21.8	28.8
Finland	16.1	8.2	8.0	16.0	13.1	15.6	29.9	29.5	31.6	38.0	49.2	44.9
Sweden (*)	5.0	8.2	3.4	44.6	31.6	45.9	31.0	29.7	31.7	19.4	30.5	19.0
United Kingdom	33.1	:	33.1	21.9	:	23.9	:	:	21.9	:	:	21.9
Norway	2.9	4.4	7.9	22.4	24.7	26.9	28.6	23.9	21.5	46.1	46.9	43.7
Switzerland	:	12.1	6.3	:	20.9	19.7	:	34.2	35.5	:	32.9	36.5
North Macedonia	:	:	31.7	:	:	38.6	:	:	20.0	:	:	9.7
Albania	:	:	59.9	:	:	25.9	:	:	10.9	:	:	3.2
Serbia	:	37.4	20.7	:	47.4	37.2	:	12.3	21.6	:	2.9	20.5
Turkey	75.5	81.8	:	21.6	15.8	:	2.6	2.2	:	6.2	:	:

Foreign languages spoken in Europe by country by Eurostat

Country	Core curriculum for ECEC	Perspective
Sweden	LPFÖ 2018, 19 pages	<ul style="list-style-type: none"> <li>The preschool shall give each child the <b>conditions to develop</b> both the Swedish language and his or her mother tongue, if the child has a mother tongue other than Swedish.</li> <li>Language, learning and identity development are closely linked.</li> </ul>
Norway	Frameworkplan for kindergartens 2017, 64 pages	<ul style="list-style-type: none"> <li>Kindergartens shall acknowledge and value the children's different forms of communication and language...</li> <li>All children shall receive <b>appropriate language stimulation</b> in kindergarten, and all children shall be able to participate in activities that promote communication and comprehensive language development.</li> <li>highlight <b>linguistic and cultural diversity</b> ...and promote diversity in communication, language and other forms of expression.</li> <li>include <b>all children in language stimulation</b> activities</li> </ul>
Finland	Varhaiskasvatussuunnitelman perusteet, 2016, 63 pages	?



# Language learning in ECEC in Finland



- Finland is a bilingual country by its constitution
- All language programmes are voluntary
- There are no policy documents stating how the second language education should be delivered in practice. However, there are some research on best practices and also descriptions of immersion didactics or pedagogy in the Finnish and Nordic context (e.g. Harju-Luukkainen, 2007; 2013; 2016; 2021; 2022a,b,c; 2023).

# Developing language-aware pedagogy in early childhood education and care

- The LangPeda tool has been developed to answer the need to develop language-aware approaches in early childhood education and care and to support the Finnish/Swedish/English language learning of multilingual children.
- The tool has been developed as a joint effort by ECEC professionals across Finland, in addition to which the tool was piloted in 27 municipalities during its development. Today almost all municipalities in Finland use it. 239 ECEC personnel have been interviewed in its usage.
- The tool helps to
  - assess and develop ECEC learning environments in relation to language awareness
  - examine the linguistic environment of a multilingual child in cooperation with the guardians
  - monitor the development Finnish language proficiency of a multilingual child.
- You can find the tool behind following link in Finnish, Swedish and English  
[https://www.utu.fi/sites/default/files/media/LangPeda\\_tool\\_Interactive.pdf](https://www.utu.fi/sites/default/files/media/LangPeda_tool_Interactive.pdf)

## Developing language-aware pedagogy in early childhood education and care

LANGPEDA TOOL



Date of assessment, group name and team members				
ASSESSMENT SCALE 1 Seen regularly – 2 Needs some development – 3 Needs substantial development				
PERSONNEL ACTIVITIES		1	2	3
1. The personnel act as linguistic models, help the child expand their vocabulary and adapt their speech to the child's level of proficiency.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What already works in the group?		What should still be developed and how?		
2. The personnel create a permissive and interactive atmosphere where the child is heard and accepted (e.g., enough time to listen to what the child has to say, tones of voice, non-verbal communication such as gestures, expressions, and touch).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What already works in the group?		What should still be developed and how?		
3. The personnel encourage the child to use the languages they speak in various situations.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What already works in the group?		What should still be developed and how?		
LEARNING ENVIRONMENT		1	2	3
1. The languages used by the child can be found in books, pictures, games, play and texts.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What already works in the group?		What should still be developed and how?		
2. Activities are differentiated to strengthen language proficiency (e.g., small groups and individual guidance).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What already works in the group?		What should still be developed and how?		
3. The learning environment is modified according to the children's needs and interests in light of their developing language proficiency (e.g., observation, use of pictures).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What already works in the group?		What should still be developed and how?		
CHILD'S INCLUSION		1	2	3
1. The personnel allow each child to be heard and included in all activities, regardless of their age, language skills or language background (e.g., gestures, use of pictures, repetition, observation).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What already works in the group?		What should still be developed and how?		
2. The personnel actively support the development of children's multilingualism together with the guardians (e.g., provide guardians with pictures of vocabulary and songs learned in day care).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What already works in the group?		What should still be developed and how?		

# Assessing language-aware learning environment

- A language-aware learning environment is based on an operational culture that support the child's development and learning in diverse ways.
- The perspectives chosen in this first form are personnel activities, learning environments and the child's participation and involvement.
- The form helps the team working with a group of children to jointly assess and record how the different statements are realized in their group.

# FORM 2A LINGUISTIC ENVIRONMENT OF A MULTILINGUAL CHILD

Child's name \_\_\_\_\_ Date \_\_\_\_\_

## Child's name

	Language	Language	Language	Language	Language
Guardian					
Guardian					
Siblings					
Grandparents					
Grandparents					
Other relatives					
Other, who?					
Other, who?					

## Child's free time and hobbies

	Language	Language	Language	Language	Language
Friends					
Adults (e.g., hobby instructor)					
Books, stories etc.					
Music, nursery rhymes etc.					
TV, computer, tablet etc.					
Other activity, what?					
Other activity, what?					

## Child's ECEC or pre-primary education

	Language	Language	Language	Language	Language
Learning environments					
Personnel					
Friends					

# Examining languages in child's environments

- This form helps the educators to examine the languages of a multilingual child and the situations in which they use language(s) in collaboration with the guardians.
- It helps to clarify when, where and with whom the child uses their languages.
- It visualizes the languages the child hears in their environment. The guardians' view of the child's languages, competence and learning is an important starting point for planning language-aware pedagogy.
- This supports discussion with the parents about the importance of language competence and makes the child's linguistic environment visible, producing valuable information that can be used by the personnel, together with the guardians, to strengthen the development of proficiency in all the child's languages.

A photograph of two young girls playing with a jump rope in a park. The girl on the right is jumping over the rope, wearing a red and white striped shirt and black pants. The girl on the left is holding the rope, wearing a light blue and white striped shirt and black pants. The background is a lush green park with trees and a wooden play structure. The text "Play based learning" is overlaid in the center.

Play based learning



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#### Abstract

Early childhood education and care is a current interest in many countries. Many international studies have highlighted the importance of high-quality early education environments where learning and play are integrated. Studies show that these types of learning environments have a positive impact on children's future prospects and overall development. Critical curriculum steering documents from Finland and Brazil form the basis of this study and can similarly be shown to define the quality of these environments, as well as providing definitions of playful learning in these differing cultural contexts. A content analysis explores patterns of the cultural and pedagogical differences of definition. This descriptive comparison permitted similarities and

# A few words about play and playful learning

- Kangas, J., Harju-Luukkainen, H., Brotherus, Gearon, L, Kuusisto, A. (2020). **Outlining play and playful learning in Finland and Brazil: A content analysis of early childhood education policy documents.** Contemporary Issues in Early Childhood. <https://doi.org/10.1177/1463949120966104>
- Kangas, J. & Harju-Luukkainen, H. (2022) **Creating a Theoretical Framework for Playful Learning and Pedagogy - The Finnish Perspective.** In Harju-Luukkainen, H., Kangas, J. & Garvis, S. Finnish Early Childhood Education and Care - From Research to Policy and Practice, Chapter 14, Springer Nature.



# Play as a source of development, learning and well-being

- Children do not personally see play as a vehicle for learning but a way of spending time, living, and perceiving the world instead.
- For the child, the significance of play lies in the play itself. Play produces joy and pleasure for the children.
- Children are active agents when they play: they structure and explore the surrounding world, create social relations and form meanings based on their experiences.
- Through play, children can process experiences that they find difficult. Play makes it safe to experiment, try and fail.
- Play evolves and takes different shapes as children gain more experiences.
- Interactions between the personnel and children as well as among the children lay a foundation for the development of thinking, language and developing play skills.
- In a learning environment that encourages playing, adults are also learners. The personnel together with guardians discuss the importance of play and observations related to children's games and play.

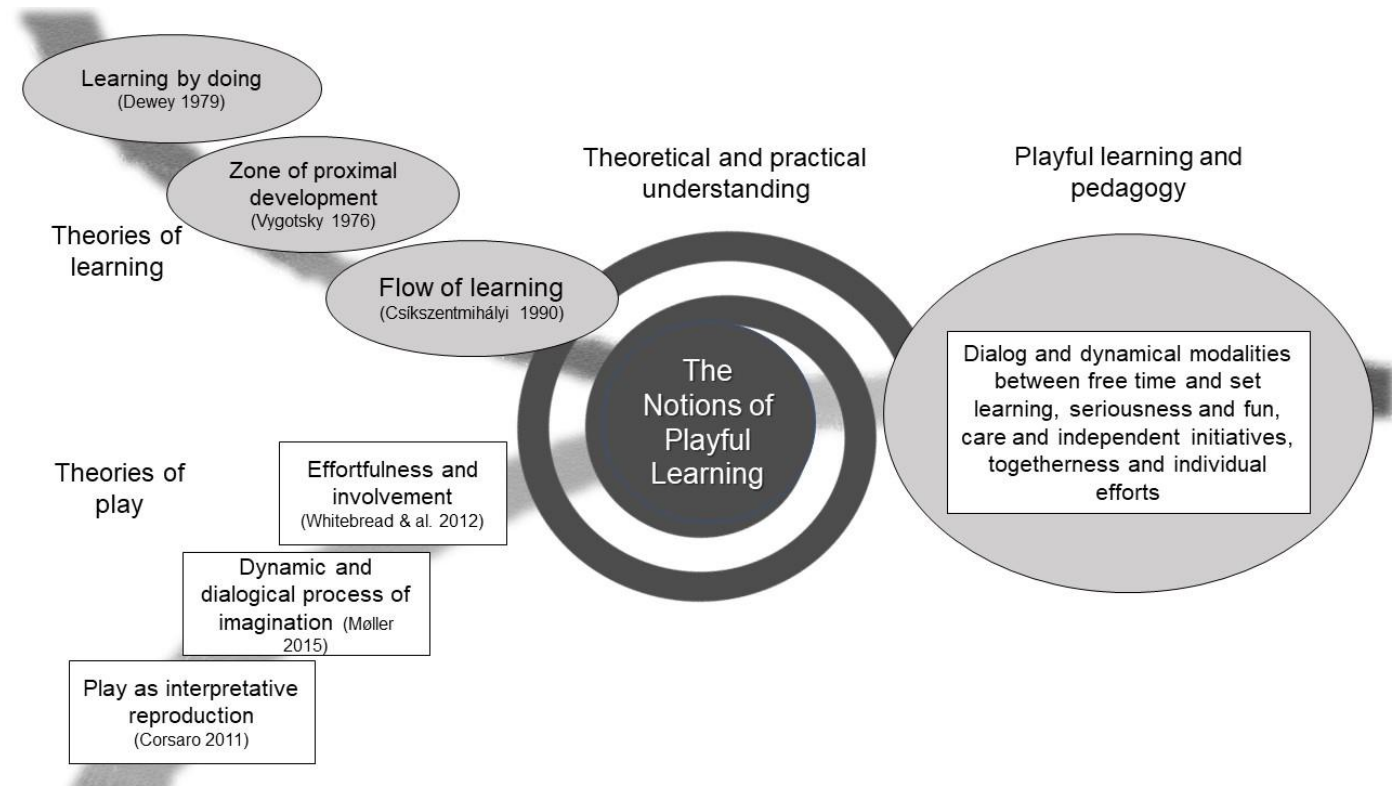


# Play is a key working method in early childhood education and care in Finland

- The personnel has the duty to provide children with opportunities for different kinds of play and games.
- Also to secure the preconditions for playing, supervise the play in a suitable way, and ensure that each child gets an opportunity to participate in playing together according to their skills and capabilities.
- The personnel must support the development of the children's play with a systematic and goal-oriented approach by either guiding it from outside or participating in it.
- The personnel must acknowledge the significance of concentrated exploration, spontaneous creative expression as well as boisterous play and physical games on children's well-being and learning.
- Different situations may be enriched by introducing playful aspects to them.
- The personnel must observe and document the children's play. Observation of play increases the personnel's understanding of children's thoughts and interests as well as their emotions and experiences.

# THEORETICAL FRAMEWORK FOR PLAYFUL LEARNING AND PEDAGOGY – THE FINNISH PERSPECTIVE

- In early childhood education, the value of play for the child and its pedagogical significance for the child's learning and holistic development is important
- Playful learning is at the heart of a sustainable way of teaching and learning that will enable us to meet the challenges of the future.
- Children should be seen as skilled and active actors who, through their actions and interactions, shape their environment, social structures and, above all, their learning.



Kangas, J. & Harju-Luukkainen, H. (2022) Creating a Theoretical Framework for Playful Learning and Pedagogy - The Finnish Perspective. In Harju-Luukkainen, H., Kangas, J. & Garvis, S. Finnish Early Childhood Education and Care - From Research to Policy and Practice, Chapter 14, Springer Nature.

If defining playful  
learning is hard...  
what about ECE  
pedagogy?

What does ECE pedagogy consists of? How  
would you describe it?

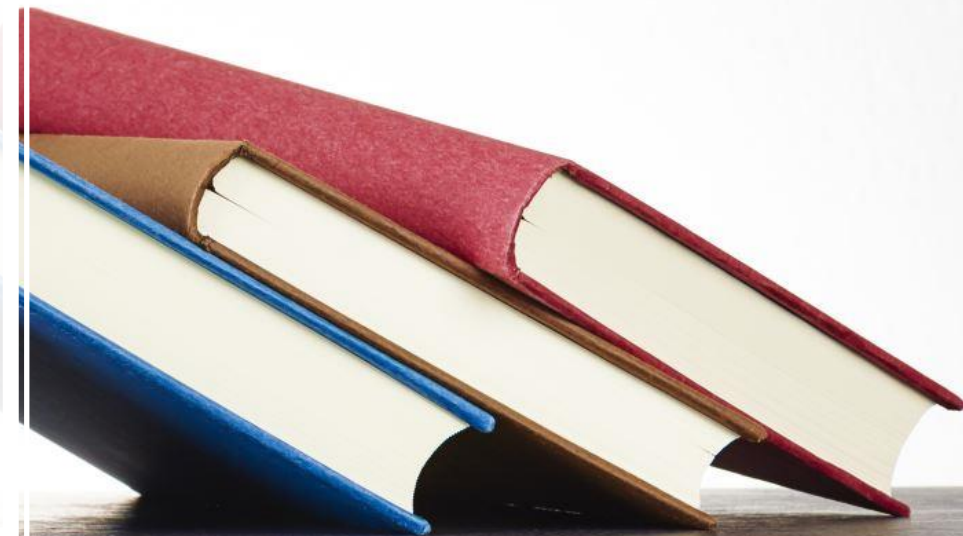


# What is ECEC pedagogy?

- In the context used in Nordic countries and Central Europe, the concept of pedagogy is related to the support of children's development through holistic care and education -> social pedagogic tradition.
- ECE pedagogy is formed through its multidimensional definition related to historical, cultural, political, social, and societal factors.
- It is therefore connected with curricula, values, and philosophies that currently influence our thinking.
- The concept of pedagogy covers the practice, teaching orientation, organization of the learning environment, and the operational culture.
- These create tensions between practice and theory.
- **Therefore the concept of early childhood pedagogy is dynamic and needs constant reconceptualization by teachers and policymakers.**

# Looking deeper into pedagogy

- The purpose of our research was to deepen our understanding and reconceptualize the Nordic early childhood education pedagogy with the help of an integrative literature review.
- 41 scientific papers and reports were selected for a review.
- We were able to identify a total five themes across the documents describing approaches to pedagogy from different viewpoints.
- These approaches to pedagogy were pedagogy through (1) interaction, (2) scaffolding, (3) didactics, (4) expertise, and (5) future orientation.



# HOW CAN WE APPROACH PEDAGOGY?

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## *Thematic approach to pedagogy*

## *Keywords describing the approach*

*Pedagogy through interaction*

*Care, sensitivity towards the child, belonging, interaction, personal wellbeing, sense of security, safety, and care*

*Pedagogy through scaffolding*

*Support to expand learning, children's agency, co-operation, zone of proximal development, participation, shared meaning-making,*

*Pedagogy through didactics*

*Subject orientation and management, curriculum, traditional teaching, self-regulation, cognitive learning*

*Pedagogy through expertise*

*Profession, knowledge, know-how, competence, skills, methods*

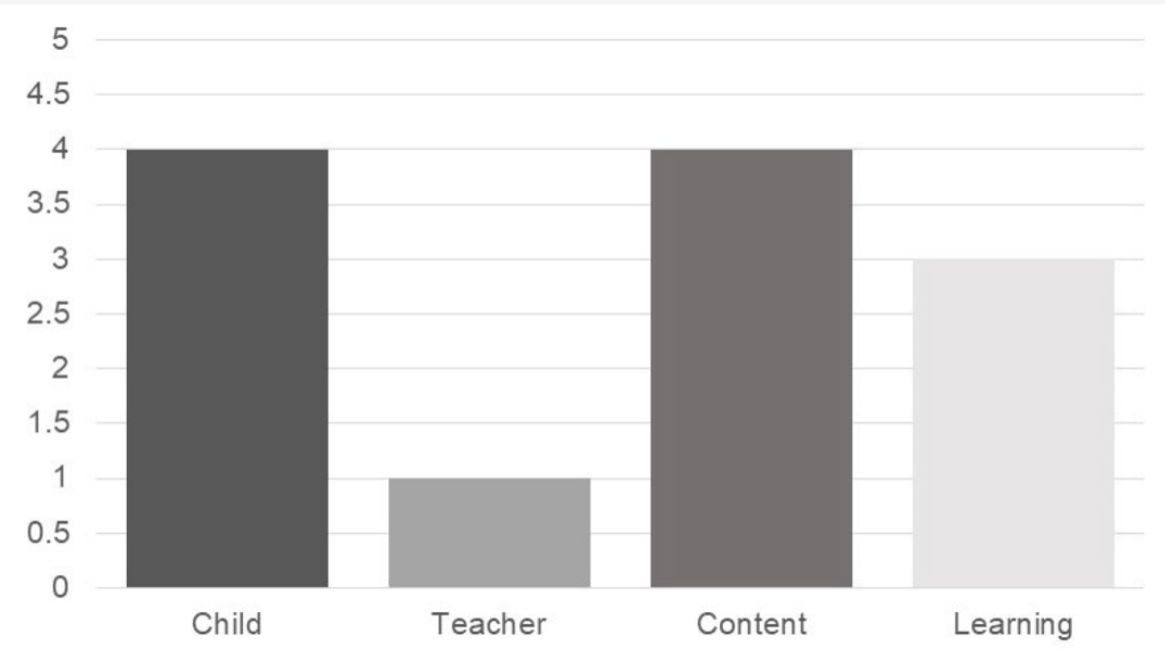
*Pedagogy through future orientation*

*Curriculum, goals of education, sustainable education, future teachers, innovations, transversal competencies*

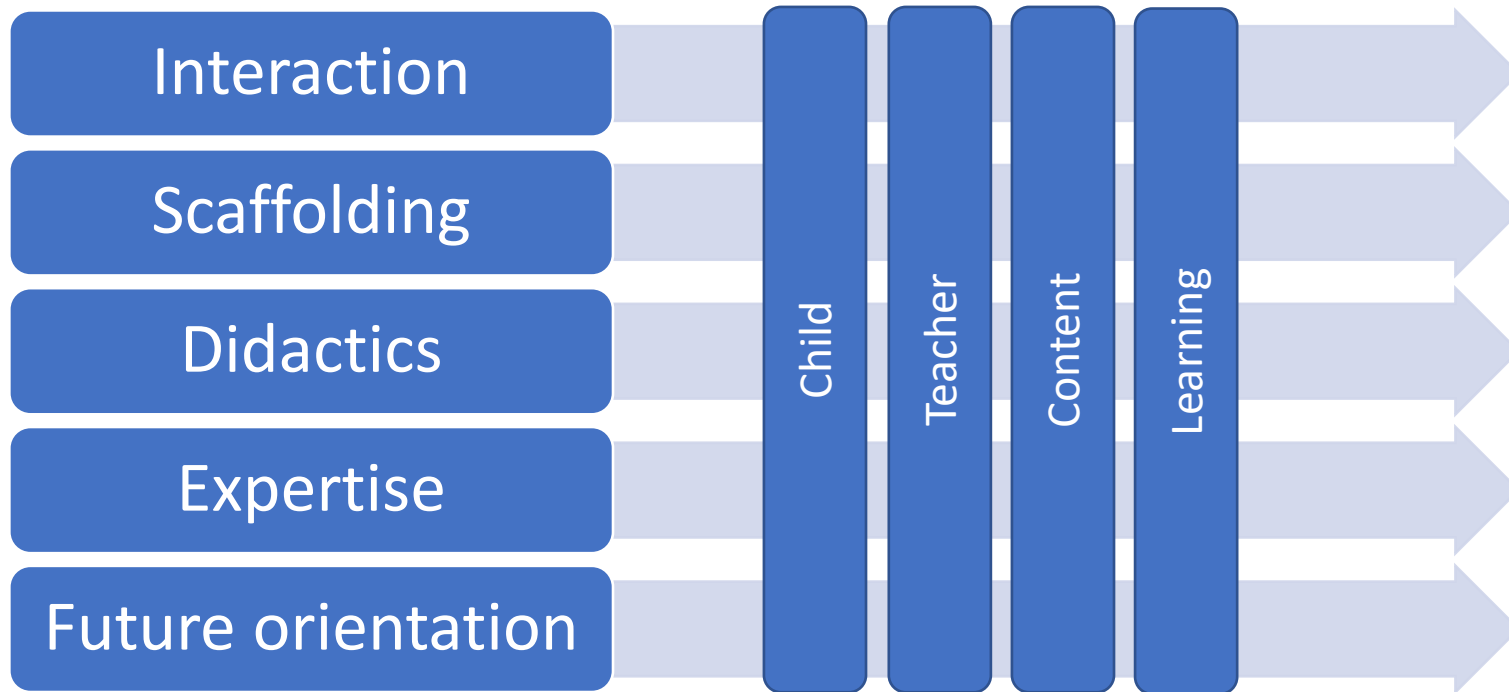
# So what?

- The five approaches to pedagogy and their tensions are visible in all pedagogical activities in ECE.
- However, these do also have shared elements that are cross sectional.
- These areas are all needed when pedagogy is implemented and developed, but they are as essential also when pedagogy is considered and discussed as a theoretical phenomenon through a dynamic Nordic dialogue.
- The areas are not hierarchical but parallel: they exist next to each other in a horizontal framework and cannot be stacked.
- These areas are also dynamic, and they change over time, situation, and participation.
- The understanding of pedagogy is needed to develop ECE further

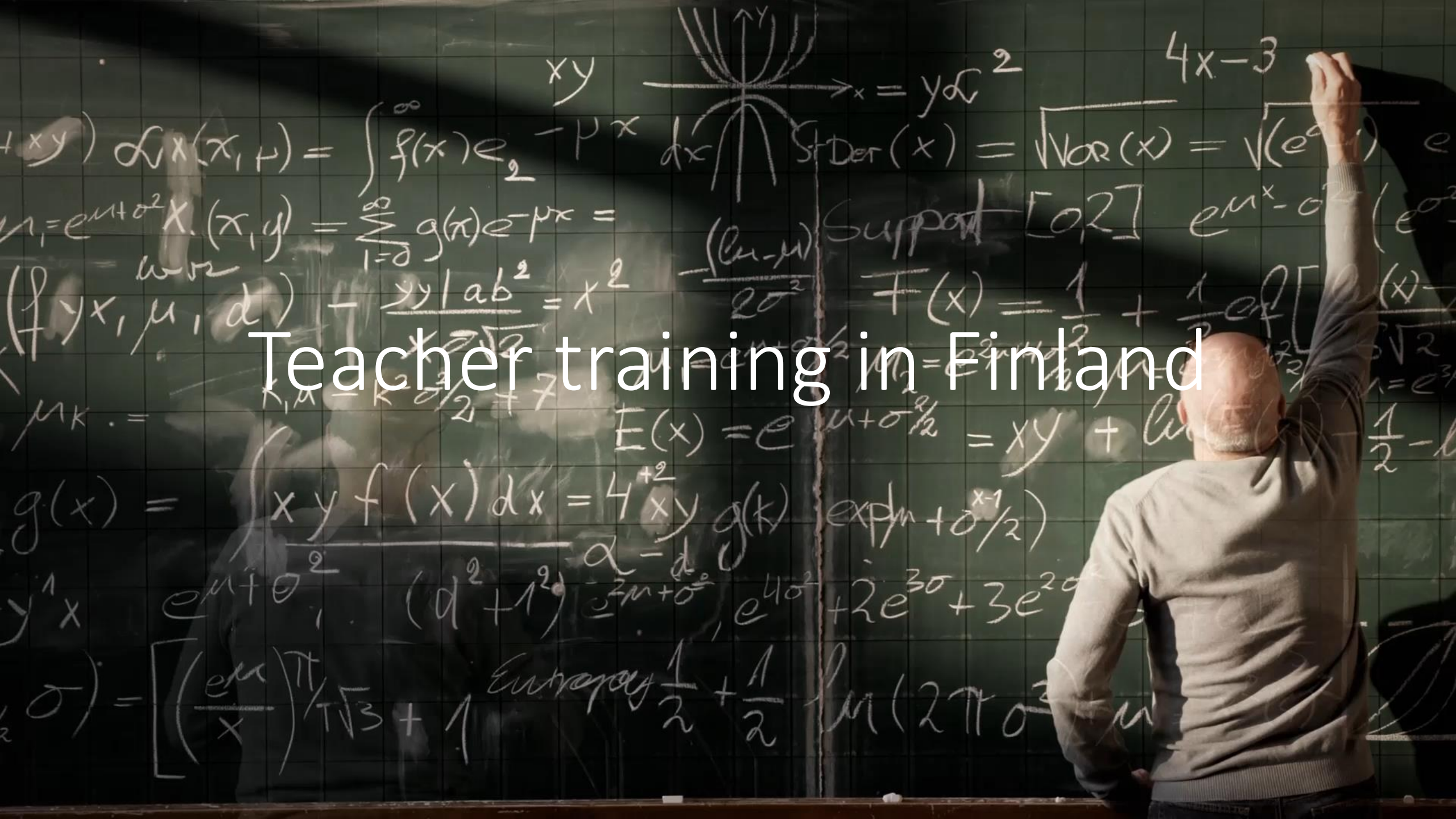
**Figure 2.** Four elements of pedagogy in a tentative framework.



# Approaches and elements of pedagogy within Nordic dialogue

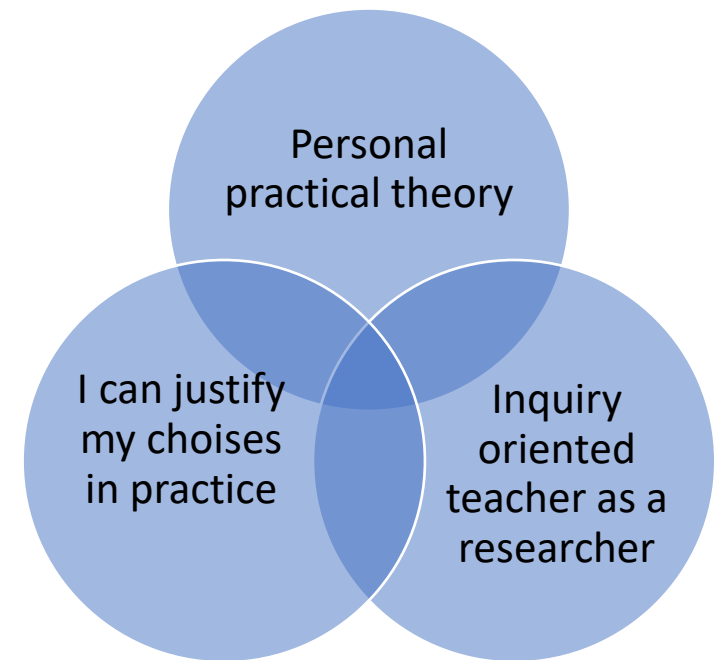


# Teacher training in Finland



# Introduction to teacher training in Finland

- The trust that teachers enjoy in Finnish society reflects the high quality of their training.
- In 2010 there were more than 10 applicants for each of the 660 available slots for class teacher program
- During the career the expectation is to combine the roles of inquiry oriented researchers and practitioners and to build a personal practical theory
- In Finland, higher education institutions decide independently on the contents of teacher education.
- All teacher education also involves pedagogical studies and guided practical training



# Multiple types of teacher training programs

Age of the children	Type of schooling	Teacher education	Teacher qualification
0-6	Preschool	Early childhood teacher education	Bachelor's degree
6	Preschool year	Early childhood teacher education or class teachers	Bachelor's degree or Master's degree
7-15	Basic education	Class teachers and subject teachers	Master's degree
16-	Upper secondary school	Subject teachers	Master's degree
16-	Vocational school	Vocational teachers	Master's degree
19-	Higher education	University teacher, lecturer, professor...	Mostly PhD



Special education teacher, Master's

The profession of a teacher is regulated and defined in legislation

Student  
admission,  
University of  
Helsinki –  
competitive  
climate

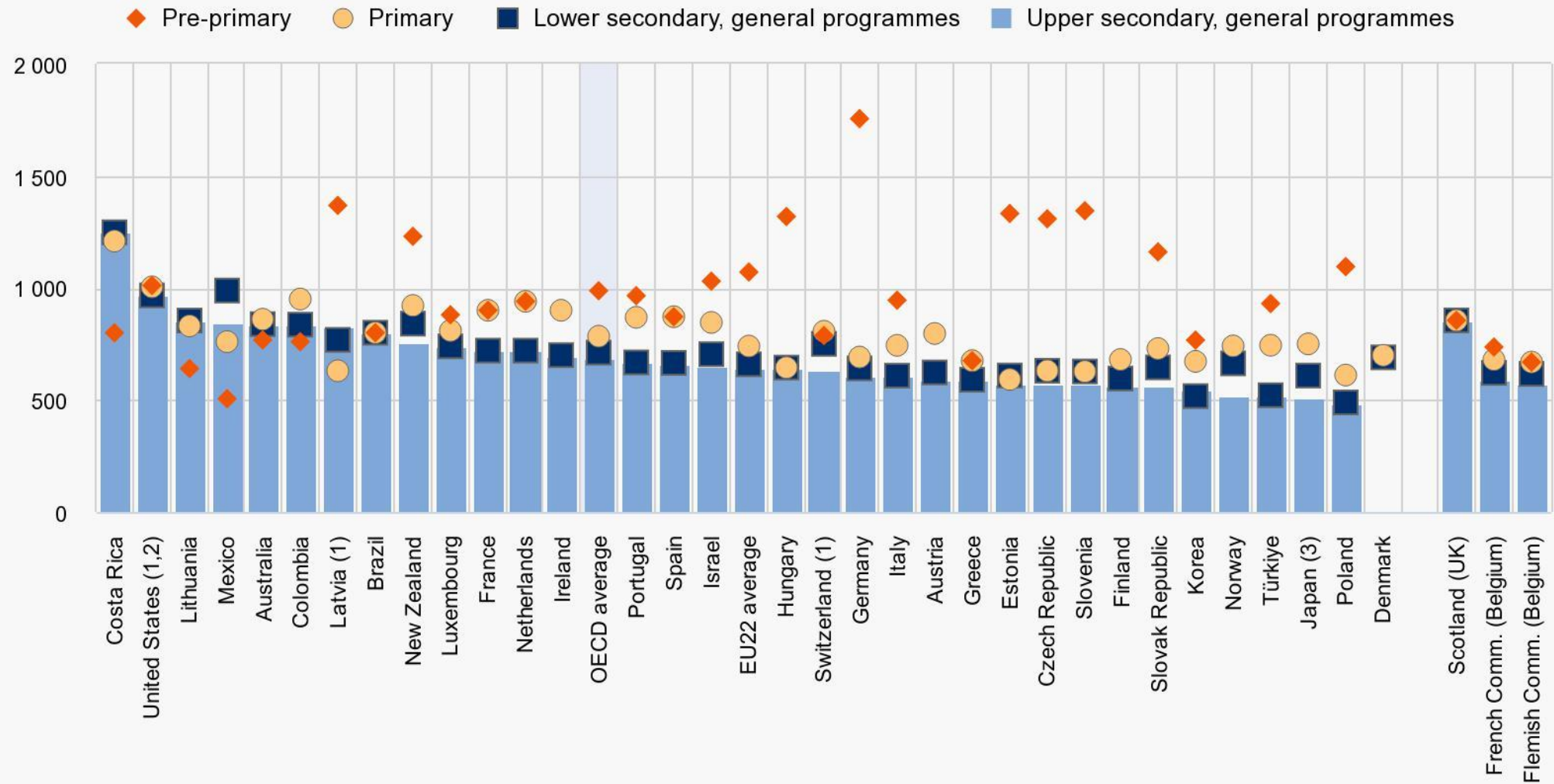
Degree program	Applications	Entrance examination part I	Accepted	%
Class teacher education program	1807	1365	120	7 %
Preschool teacher education program	998	766	120	12 %
Special education teacher program	766	579	40	5 %
Degree program	Applications	Entrance examination part I	Accepted	%
Medicine	1335	884	112	8 %

# The work of teachers is very independent

- In Finland, teachers have many professional freedoms and opportunities to impact their work and the development of their work community.
- Teachers have the power to decide which teaching methods and learning materials they want to use.
- The Finnish system is based on **trust in teachers and teacher education**.
- In Finland, no national evaluation or registration of teachers takes place.
- The work performed by teachers is demanding and requires regular inservice training and the opportunity for further education.
- The parties responsible for the inservice training of teaching staff are the teachers themselves and their employers, most commonly municipalities. The employer is responsible for education based on the collective agreement for public servants; the minimum duration of this education is three working days outside of school days per academic year.
- In addition to the employer, also the Ministry of Education and Culture supports the in-service education of teachers.
- The objective of state financed inservice training is to provide principals and teachers with equal opportunities to develop their competencies.



# Teaching time on different levels of education



# Priority areas for teacher workforce planning - Global challenges!

- Improving teacher supply
  - Increase the number of people choosing teaching as a career
- Strengthening initial teacher education
  - To ensure initial teacher education supports teacher supply and delivers classroom ready graduates
- Keeping the teachers we have
  - To improve retention by increasing support for teachers, enhancing career pathways, reducing unnecessary workload and freeing up teachers to focus on core teaching tasks and collaboration.
- Elevating the profession
  - To recognise the value of teachers bring to students, communities and the economy.
- Better understanding future teacher workforce needs
  - Improve the information available for teacher workforce planning



[https://atea20.wildapricot.org/resources/1993%20The%20National%20Teacher%20Workforce%20Action%20Group\\_Report\\_10.pdf](https://atea20.wildapricot.org/resources/1993%20The%20National%20Teacher%20Workforce%20Action%20Group_Report_10.pdf)

An aerial, high-angle view of a dense urban landscape, likely New York City, showing a vast array of skyscrapers and buildings. The image is characterized by a strong vertical symmetry, with a bright, hazy light source in the center creating a lens flare effect that radiates outwards, illuminating the surrounding city. The text "How does the future look like in education?" is overlaid in the center, positioned within the bright area.

How does the future look like in  
education?

# How do we know how to educate our teachers?



Teacher education is constantly battling with a discrepancy. We are supposed to educate teachers for the future, but we do not know how the future looks like. Teachers with current education will be working for decades in the future.



We only have research-based information of the moment at hand and of the past.



Therefore, educating teachers for the future needs continuous development from many instants in the policy chain of the education system. Key to success is collaboration.



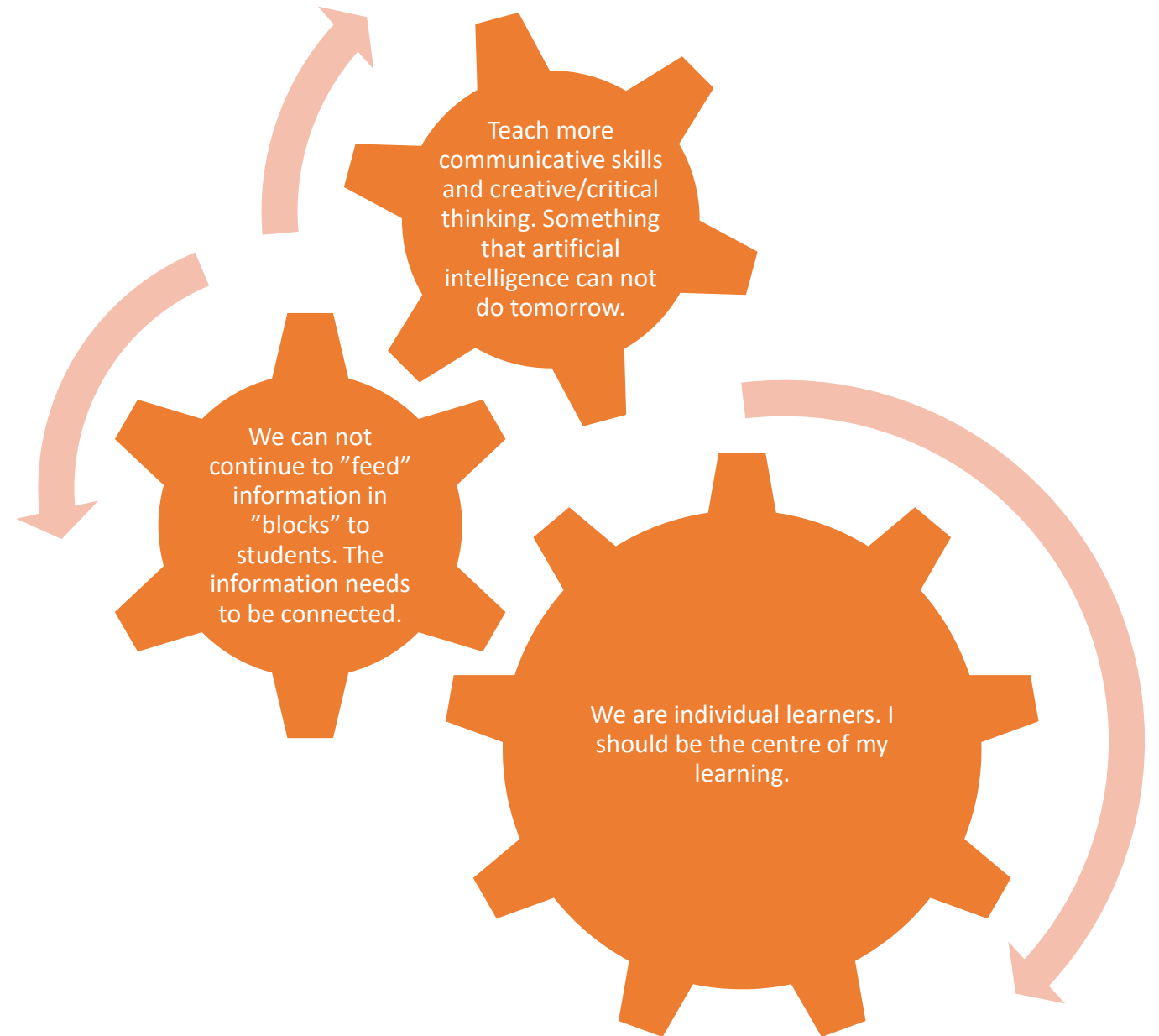
One of the important tasks of this work is to identify most likely challenges in the future that needs to be addressed with the help of teacher education.

# What do we need to be successful in the future as societies?

- To be successful, we need to secure the equality and equity of societies.
- Secure financial resources for education.
- Highlight smart policies that support children and families.
- Develop teacher education ongoingly
- We need new pedagogical solutions that help individuals and communities to learn.
- We need to change the learning culture of schools and societies.
- We also need to change how we look at information and learning.



We need  
active and  
competent  
individuals for  
tomorrow!



The way young people live and  
learn have changed.  
The education need to change  
too!

Thank you for your attention!  
Obrigado pela sua atenção!  
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