

Three global trends about educational change: The Finnish Way

2018 GLA Summit
Helsinki, FINLAND
20th August 2018



pasi_sahlberg

2001

2008

1. System design that enables learning

Compulsory Instruction Hours

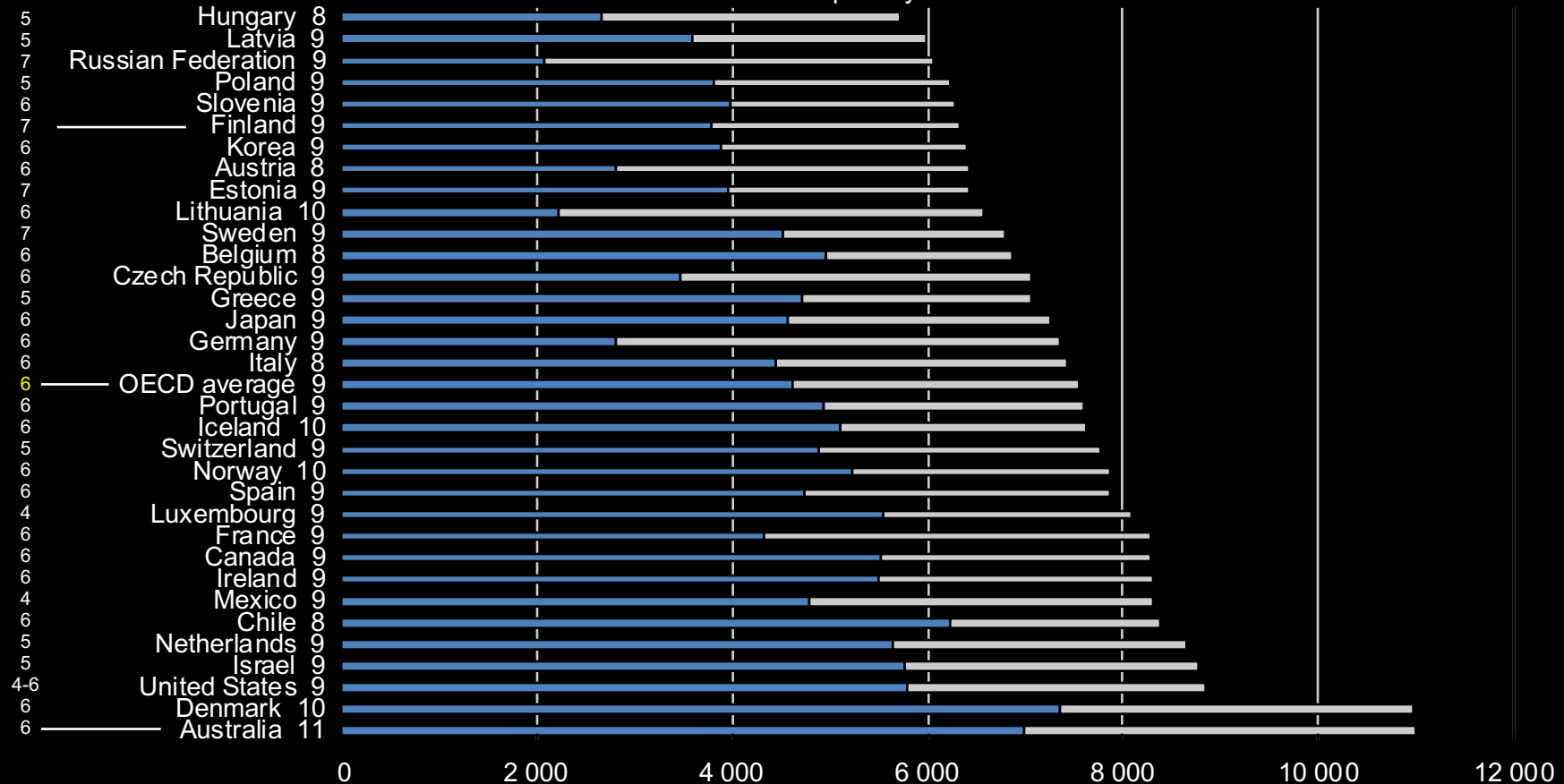
Starting age of compulsory education

Duration of primary and lower secondary education, in years

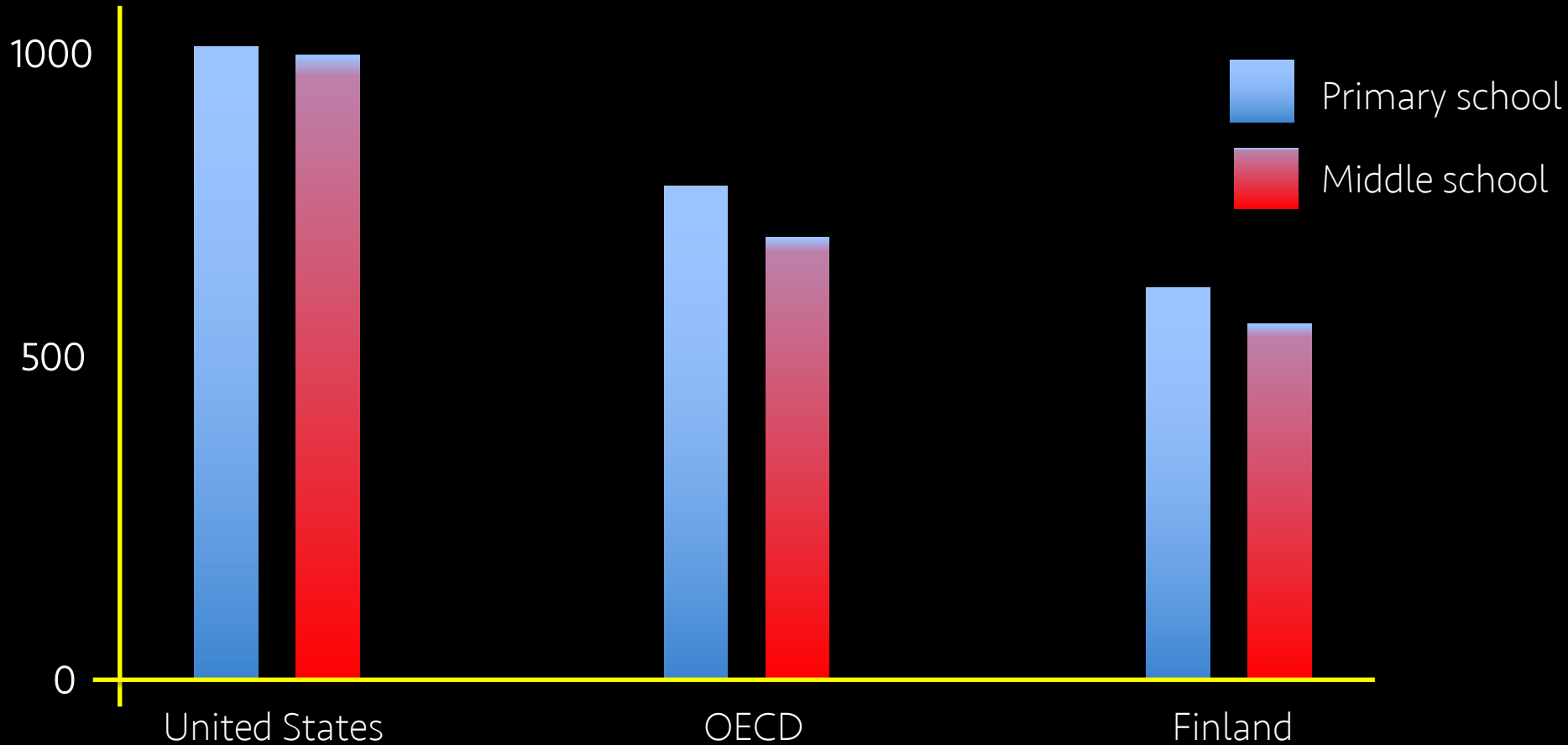
■ Primary

■ Lower secondary

Total number of compulsory instruction hours

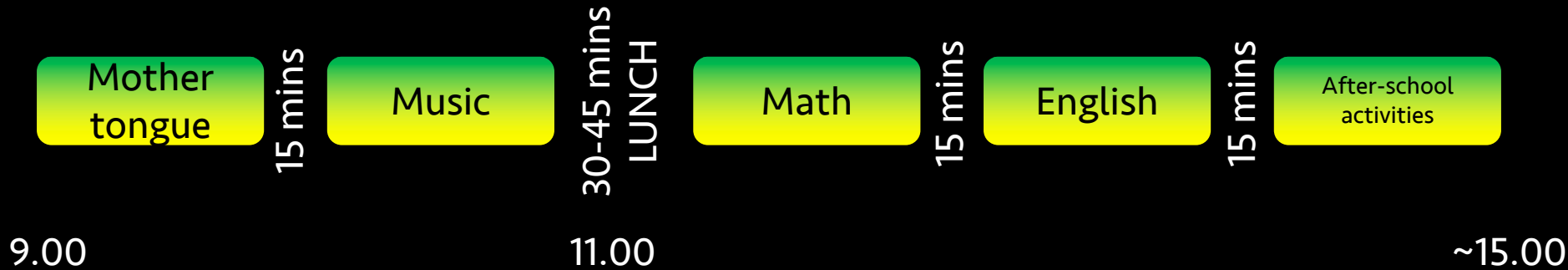


Average annual teaching hours



Time arrangement in Finnish schools

Typical 3th grade school day



2. Systems excellence through equity

Systems excellence : Quality and equity of outcomes

Student achievement in reading, mathematics and science (PISA)

Quality of outcomes

Weak equity and high quality

Strong equity and high quality

Weak equity and low quality

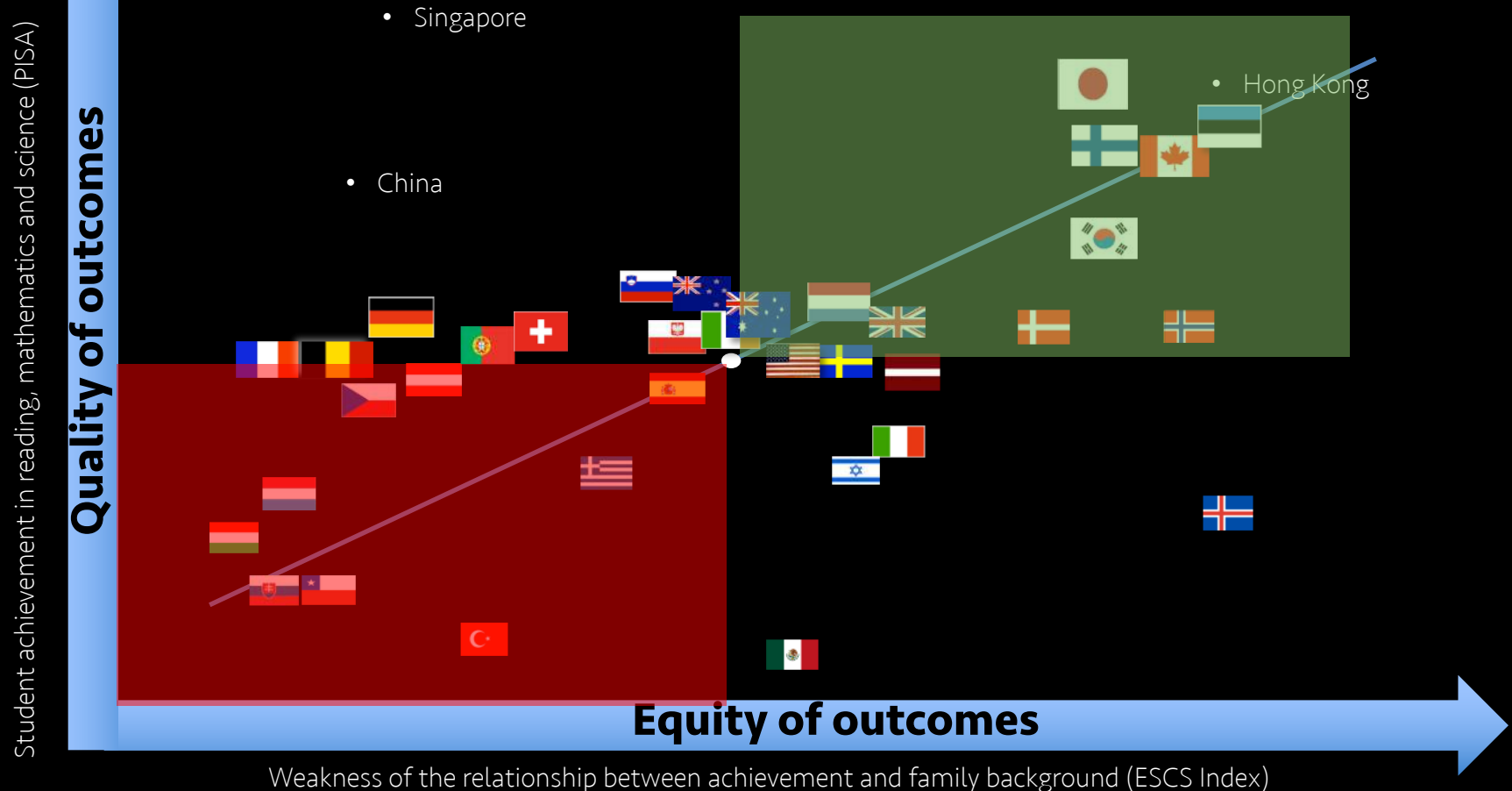
Strong equity and low quality

Equity of outcomes

Weakness of the relationship between achievement and family background (ESCS Index)



Systems excellence : Quality and equity of outcomes



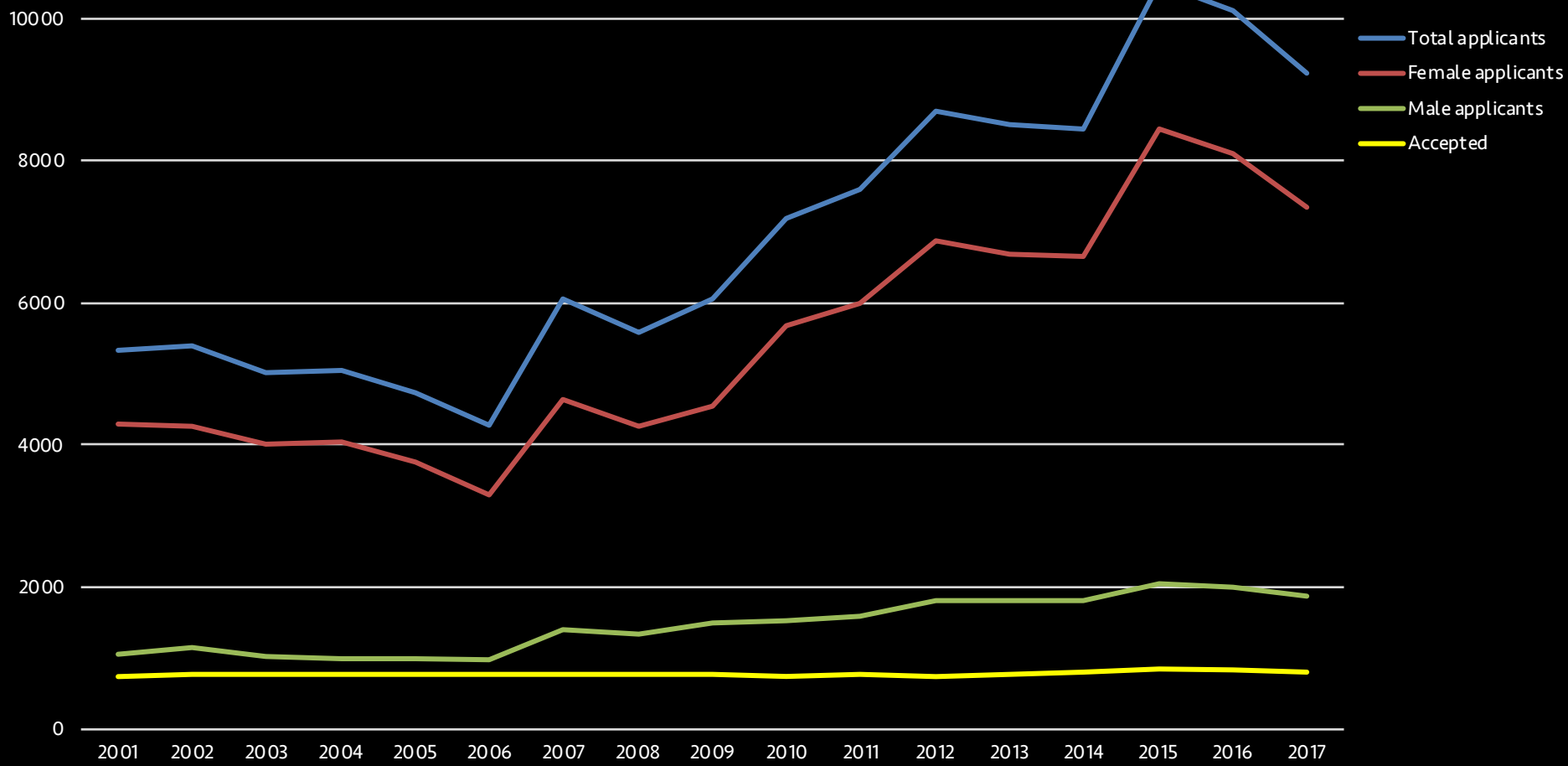
3. Collaborative professionalism

MYTH:

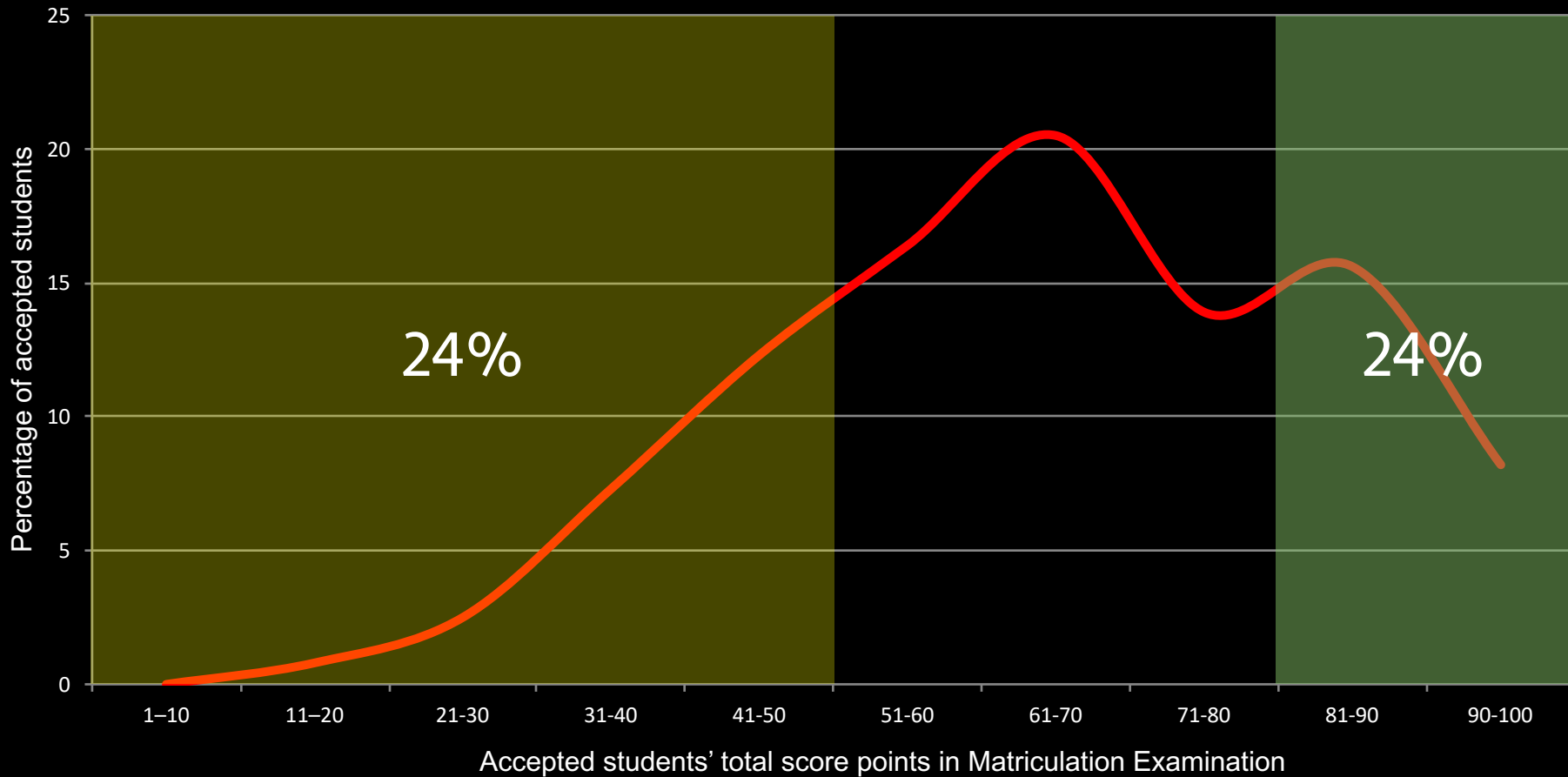
“We need to attract the best and brightest to join the profession. Teachers are the key in today’s knowledge economy, where a good education is an essential foundation for every child’s future success.”

- Andreas Schleicher, the OECD Director of Education and Skills

Applicants to primary school teacher education programmes in Finland



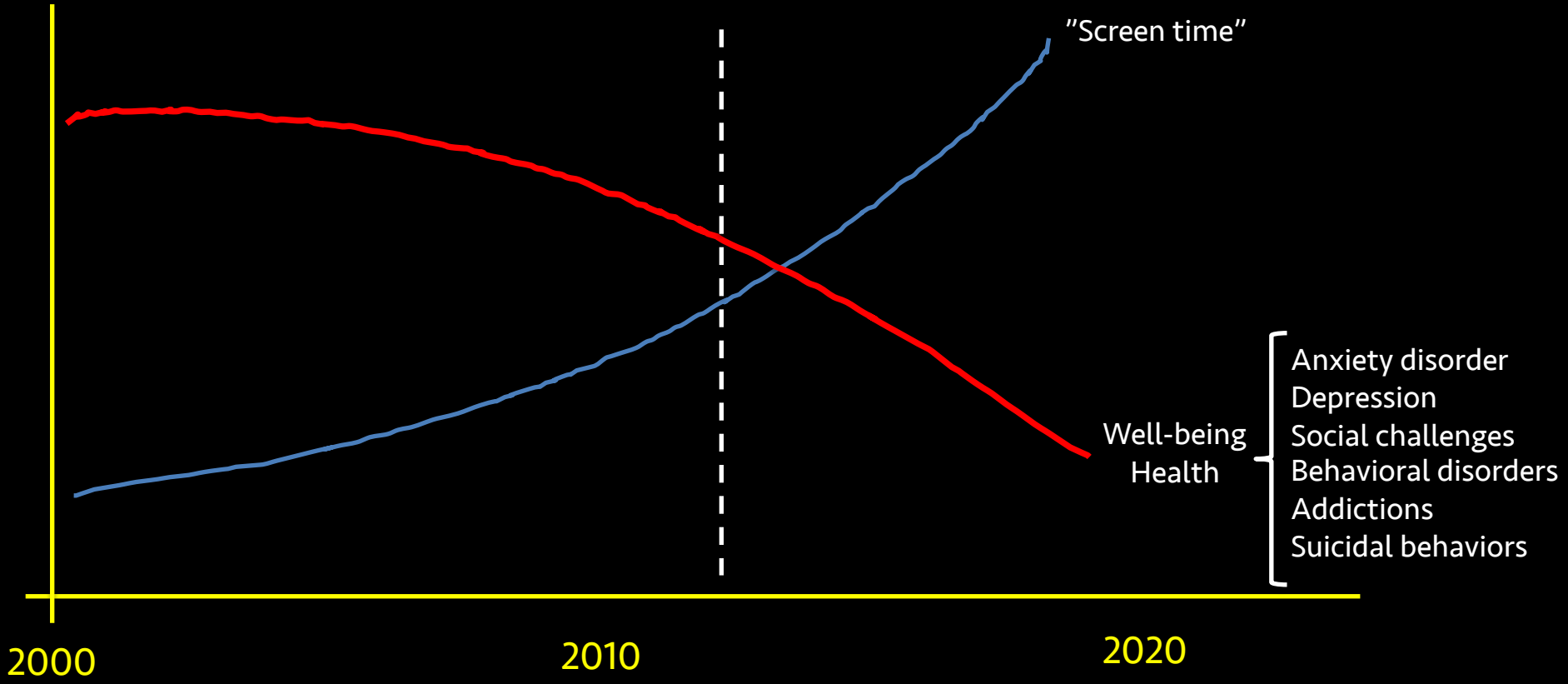
Academic profile of accepted primary school teacher education students in the University of Helsinki in 2014

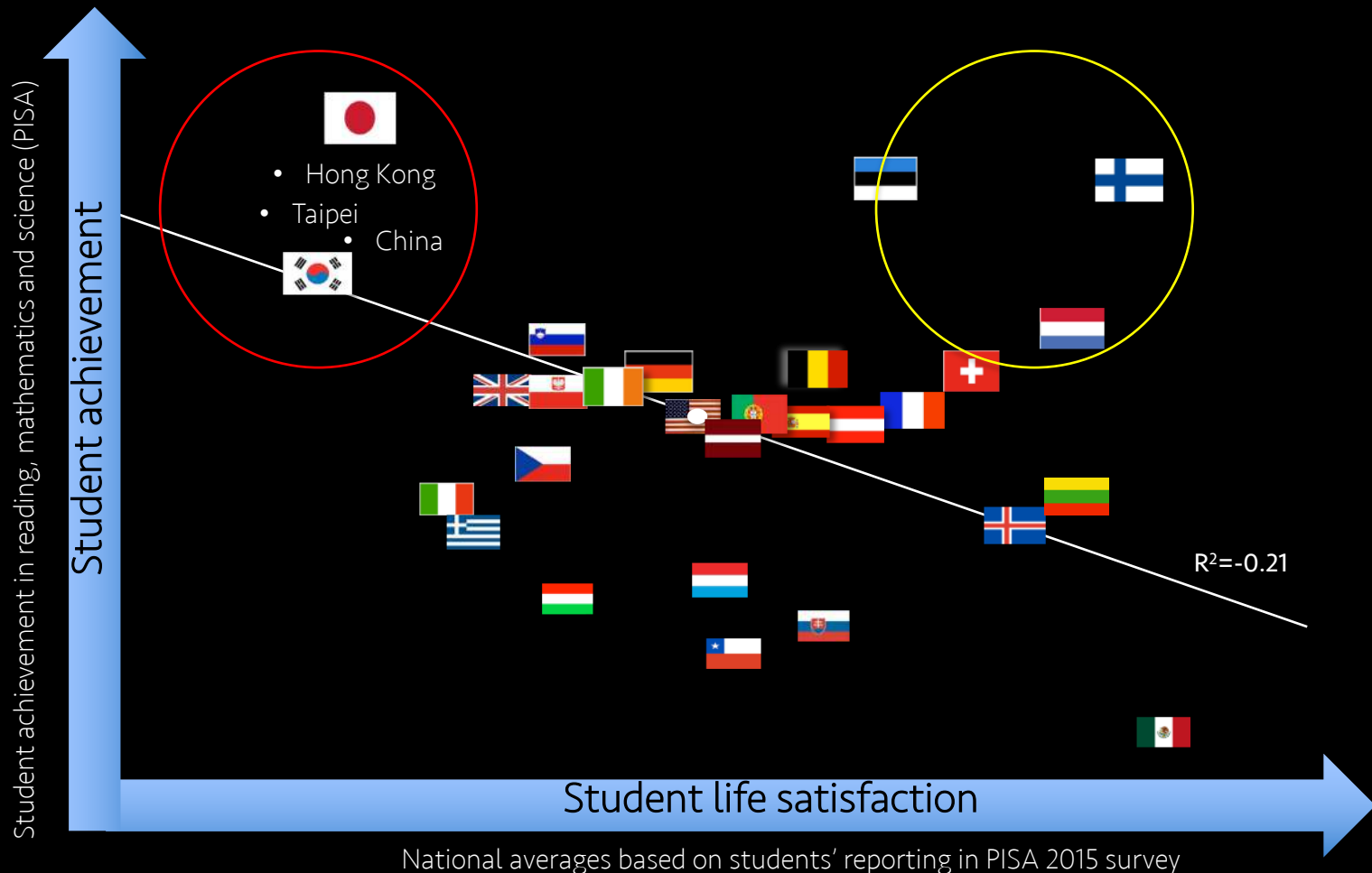


“Teaching is a collaborative, not isolated, occupation, in which teaching is viewed as a team sport, not an individual act of courage. Teachers plan and problem solve collaboratively, and generally have scheduled time to do so. Teachers observe other teachers in action and are observed and mentored, so that teacher knowledge and expertise are shared. Expertise is shared within and across schools to extend quality practices system-wide. Successful practices and results of teacher research are published for conferences and in professional journals for teachers.”

- Linda Darling-Hammond & al. (2017). Empowered Educators. How high-performing systems shape teaching quality, p. 233.

Collective professional focus:
Well-being and achievement





Growing Up Digital

(Alberta Teachers Association &

Harvard Medical School)

DISCONNECTING

Alberta teachers have observed dramatic changes in their student populations over the past three to five years.

EMOTIONAL AND SOCIAL CHALLENGES



of teachers say that the number of students with emotional challenges has increased.



of teachers say that the number of students with social challenges has increased.

85%

of teachers say that the number of students who need behaviour support has increased.



“ Is a student's increasing online presence decreasing real-world satisfaction and positive peer-to-peer interaction? ”

— Elementary school teacher

MOOD DISORDERS

3 out of 4 teachers say that the number of students with cognitive challenges has increased.



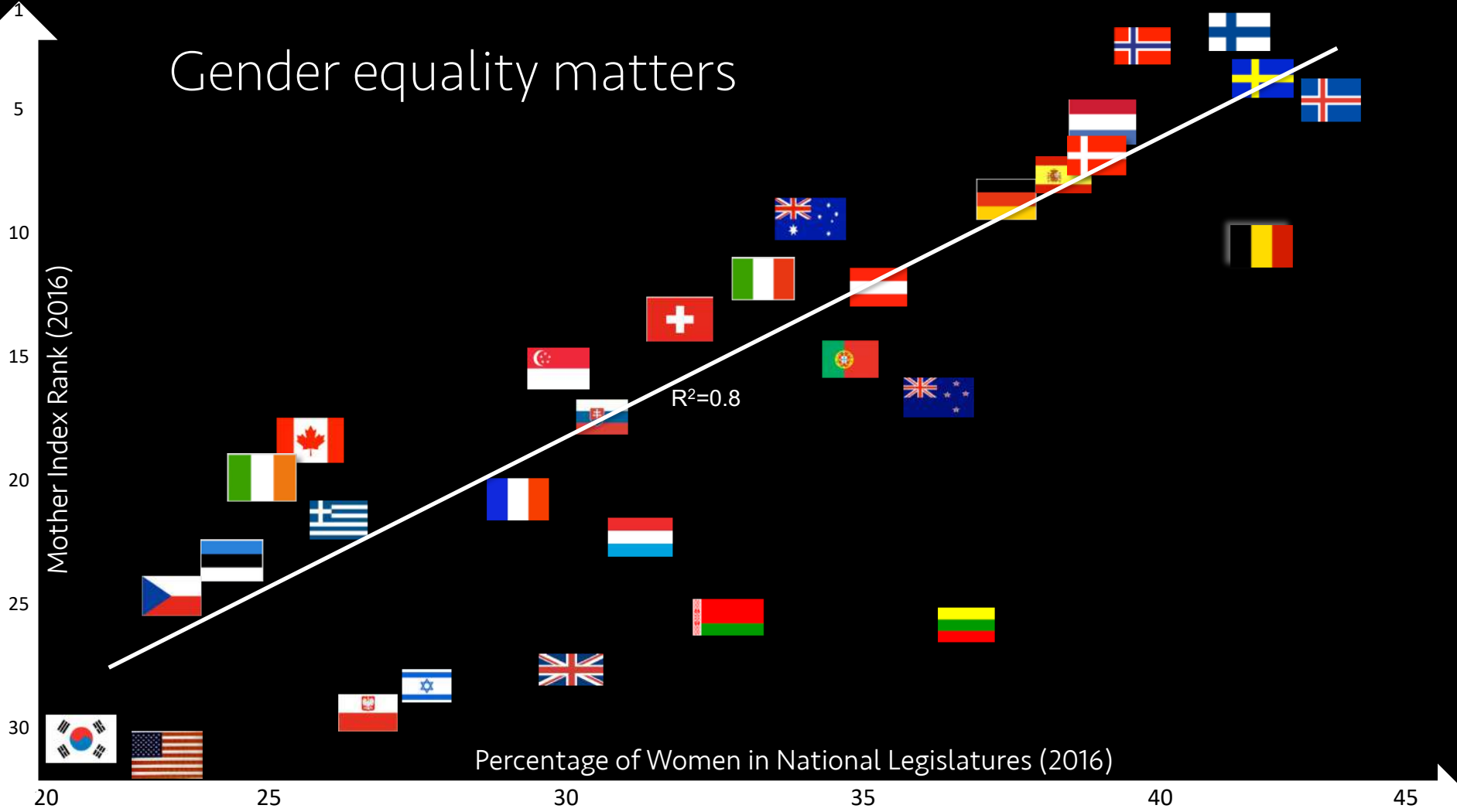
STUDENT CHALLENGES

ANXIETY DISORDER **85%**

DEPRESSION **73%**

Empowered women

Gender equality matters



THANK YOU!



pasi_sahlberg