The objective of the key project of knowledge and education of the Strategic Programme of Prime Minister Juha Sipilä’s Government is to reform Finnish education from daycare to higher education institutions. The common objective is to raise the level of competence, increase equality and decrease drop-out rates and the number of socially excluded youths.

Competence acquired once during studies is not enough for the entire teaching career, as the work of teachers changes constantly. Teachers’ capabilities, personal willingness and possibilities for doing things together, networking, constant development of personal competence and learning are key to change. It is essential to have flexibility and ability to apply new concepts in a changing and renewing operating environment.

The aim is that the learners, teachers and managers of educational institutions develop their competence together in learning communities. Learning, teaching and management is increasingly realised in teams. At the same time, finding the strengths of each individual is significant. Pedagogy is renewed by experimenting and innovating together.

Teacher education is an entity comprising of anticipating the demand for teachers, admissions, basic, introductory and continuing training of teachers and developing competence during the career. Fragmented models for continuing training will not accomplish the desired change. Activities supporting teachers’ professional development need to encourage effective, systematic and long-lasting. The activities should support teachers’ collaboration and interaction. Succeeding in developing teacher education requires reforming the operating environment and culture in educational institutions.

The Teacher Education Development Programme responds to these challenges. The programme outlines the objectives and measures that ensure that Finnish teacher education will remain strong, attractive and internationally appreciated.

Valuing the teacher education and teachers as well as a teacher identity that creates new outcomes are important for the future of Finland.

Further information:

#opettajankoulutusfoorumi
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Finnish teachers are future-oriented and broad-based experts who create new pedagogical innovations and diversely utilise new learning environments. They are continuously developing their own competence and their working community.

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The development work is based on a competent, extensive and harmonious cooperation of educational institutions, teachers’ unions and other organisations. Finnish teachers are future-oriented and broad-based experts who create new pedagogical innovations and diversely utilise new learning environments. They are constantly developing their own competence and their working community.

Valuing the teacher education and teachers as well as a teacher identity that creates new outcomes are important for the future of Finland.
Finland has competent teachers. Teacher education is of high quality and attractive. We can be proud about this. However, future challenges and rapid changes in the society have presented the competent teachers and the teacher education with new challenges.

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**OBJECTIVES**

- Finland’s teachers are future-oriented and broad-based experts who create new pedagogical innovations and diversely utilise new learning environments. They are constantly developing their own competence and their working community.
- Teachers have in-depth knowledge of their field, pedagogical skills and knowledge of values. Teachers have courage to develop and experiment with things. They have the ability to apply new teaching innovations and skillfully change their own actions.
- Teachers use the latest research and evaluations to develop themselves, their working community and their educational institution.
- Teachers’ work is supported by an extensive network, which they can use to seek help from others as well as share and combine their competence at the national and international level.

**THE WORLD’S MOST COMPETENT TEACHERS**

**CHALLENGES**

**VISION:**

Creating the best competence for the world together!

**FINLAND’S SUCCESS IS BASED ON COMPETENCE**
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**OBJECTIVES**

Finnish teachers are future-oriented and broad-based experts who create new pedagogical innovations and diversely utilise new learning environments. They are constantly developing their own competence and their working community.

 Teachers have in-depth knowledge of their field, pedagogical aptitude and knowledge of future. Teachers are curious to changes and are able to change their pedagogical mindset. Teachers are creative and develop teaching innovations and skills to change their own skills.

 Teachers use the latest research to develop themselves, their working community and their educational institution.

 Teachers work in a support network, which the teachers can use to seek help from others as well as share and combine their competence at the national and international level.

**VISION:**

**CREATING THE BEST COMPETENCE FOR THE WORLD TOGETHER!**

**FINLAND’S SUCCESS IS BASED ON COMPETENCE**
A number of significant changes have occurred in the education sector in recent years, including the introduction of new educational reforms and the development of innovative teaching methods. These changes have been driven by a desire to improve the quality of education and to ensure that the education system is responsive to the needs of students and society as a whole.

The development of education has been supported by a wide range of stakeholders, including teachers, researchers, educational institutions, and policymakers. The focus has been on developing strategies to improve the effectiveness and efficiency of the educational system, as well as to ensure that it meets the needs of all students.

The education sector is characterised by a high degree of complexity, with a wide range of actors involved in the provision of education. The education sector includes schools, universities, and other educational institutions, as well as a range of civil society organisations and professional bodies.

The challenges facing the education sector are numerous and complex. These include the need to ensure that education is accessible to all students, to improve the quality of education, and to adapt to the changing needs of society. The education sector is also facing significant financial pressures, with many countries struggling to fund the provision of education at all levels.

The education sector is undergoing a period of transformation, with a focus on the development of new models of education and the introduction of innovative teaching methods. These changes are being driven by a desire to improve the effectiveness and efficiency of the education system, as well as to ensure that it meets the needs of all students.

Inadequate use of educational findings and new educational research in the development of teaching and learning conditions has been identified as one of the key challenges facing the education sector. This issue has been addressed by the development of new models of education and the introduction of innovative teaching methods.

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A number of significant changes have occurred in the operating environment of educational institutions, demanding a higher pedagogical competence. Liberal adult educators will recognise teacher qualifications of the Finnish National Board of Education. Cultural diversity of teacher education institutions will be ensured. Demand for teachers as well as the attractiveness of the operating environment of educational institutions will be anticipated by regularly following the strategic guidelines of education. The teacher education institutions will develop their own work. The teachers will apply current scientific research in their work. The utilisation of the latest research in teacher education will be strengthened. Teacher education will be developed so that the competence needs is anticipated. The attractiveness of the operating environment of educational institutions will be anticipated by regularly following the strategic guidelines of education. The teacher education institutions will develop their own work. The teachers will apply current scientific research in their work. The utilisation of the latest research in teacher education will be strengthened.

Areas of significance include:

1. Teacher’s professional office

   • TEACHERS’
   • COMPETENCE
   • INNOVATION
   • LEARNING
   • STUDIES
   • MANAGEMENT

   Teacher’s professional office will transform into an independent unit within the Ministry of Education and Culture on January 1, 2016. The office is responsible for implementing the Teacher Education Act in cooperation with the Ministry of Education and Culture.

   The professional office will cooperate with the higher education sector and educational institutions to plan teacher education programmes and to prepare programmes for basic and introductory teacher training. The professional office will also prepare programmes for secondary teacher training. The professional office will cooperate with the Ministry of Employment, the Ministry of Social Affairs and Health, and the Ministry of Education and Culture to plan programmes and training activities for vocational education and training teachers.

   The professional office will perform the following tasks:

   • TEACHING new teaching methods
   • LEARNING group work
   • STUDIES research
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The following issues might also be discussed at the conference on "Teacher Education in the World Today".

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The following issues might also be discussed at the conference on "Teacher Education in the World Today".
The strategic guidelines of education determine the direction of teacher education. They are based on the vision, mission, and goals of the Ministry of Education and Culture. The guidelines focus on creating the best competence for the world together.

1. Teacher's ability to find new ways and new meanings for their work.
   - Teachers are seen as advocates for children, young people, and adult learners. They are encouraged to develop their pedagogical competence and to recognize the cultural, linguistic, and social diversity of their learners.

2. Annexing education to the teacher education programmes.
   - Teacher education programmes will be annexed to the education institutions' programmes, ensuring a more seamless transition to working life.

3. Teachers as experts in their own fields.
   - Teachers will be equipped with the expertise to lead their own professional development and to develop the pedagogical content of their institutions.

4. Recognition of the teacher's role in society.
   - Teachers will be recognized as professionals who contribute to society and its development.

5. Teacher education programmes.
   - Teacher education programmes will be strengthened, with a focus on the development of teachers' pedagogical competence.

6. Strengthening the links between teacher education and research.
   - The links between teacher education and research will be strengthened, with a focus on the dissemination of research findings and new approaches.

7. Development of educational resources.
   - Educational resources will be developed to support the professional development of teachers.

8. Enhancement of international cooperation.
   - International cooperation will be enhanced to support the professional development of teachers.

   - Vocational education and training will be strengthened, with a focus on the development of teachers' pedagogical competence.

10. Development of the teaching administration.
    - The teaching administration will be developed to support the professional development of teachers.

    - Teacher networks will be strengthened to support the professional development of teachers.

12. Development of the teacher's role in the community.
    - The teacher's role in the community will be strengthened to support the professional development of teachers.
A number of significant changes have occurred in the education sector in Finland, including the introduction of new management and accounting developing teacher education. In January 2016, the Ministry of Education and Culture appointed the Teacher Education Forum to reform the basic, introductory, higher education, and teacher education sectors. The recommendation on the new arrangements and guidelines have participated in working on the Teacher Education Forum as well as on the other coordinated network cooperation to crystallise the shared pedagogical competence.

The results of the forum and the think tank, expert consultations and the work of the Teacher Education Forum will be ensured an opportunity to appear in the development plans. Teacher education will be strengthened by reforming the basic, introductory training. The aptitude of applicants to teacher education will be ascertained with higher education institutions and experts of the Teacher Education Forum and its members and experts of the Teacher Education Forum. The programmes, learning environments and expertise creating new knowledge as well as the needs of diverse learners.

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The aim is that the learners, teachers and managers of educational institutions develop their competence together in learning communities. Learning, teaching and management are inseparable. At the same time, finding the strengths of each individual in the group is inspired by experimenting and successfully learning together.

Teacher education is a lifelong, competency-oriented collaboration of the teacher by teachers. Teacher education builds on the teacher’s competences, and the curriculum includes self-reflection and continuous development of competence. The aim of the teacher education is not only to develop the current competence of the teacher, but to prepare them for future changes. Teachers are expected to have competence in teaching methods, theories and pedagogical skills.

Teacher education is a key project of the Ministry of Education and Culture. The key project includes the development of teacher education, the introduction of new teaching methods, and the development of new learning environments. The key project focuses on the competence and the development of teaching.

Teachers have a deep understanding of the learning objectives and knowledge. They have changed in their teaching methods and teaching strategies. They use learning communities and learning networks.

The aim is that the learners, teachers and managers of educational institutions develop their competence together in learning communities. Learning, teaching and management are inseparable.

In a world where change is the only thing that is certain, the significance of competence is greater than ever.

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Teachers’ work is supported by an extensive network, which also ensures that the education is of high quality and attractive. Teachers are entitled to be involved in both their own school and as school and regional competence in international and national levels.

Further information:

Finland has competent teachers. Teacher education is of high quality and attractive. We can be proud about this.

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