



The Inclusive Teacher Education in Finland Case Lapland

Suvi Lakkala

PhD, University lecturer

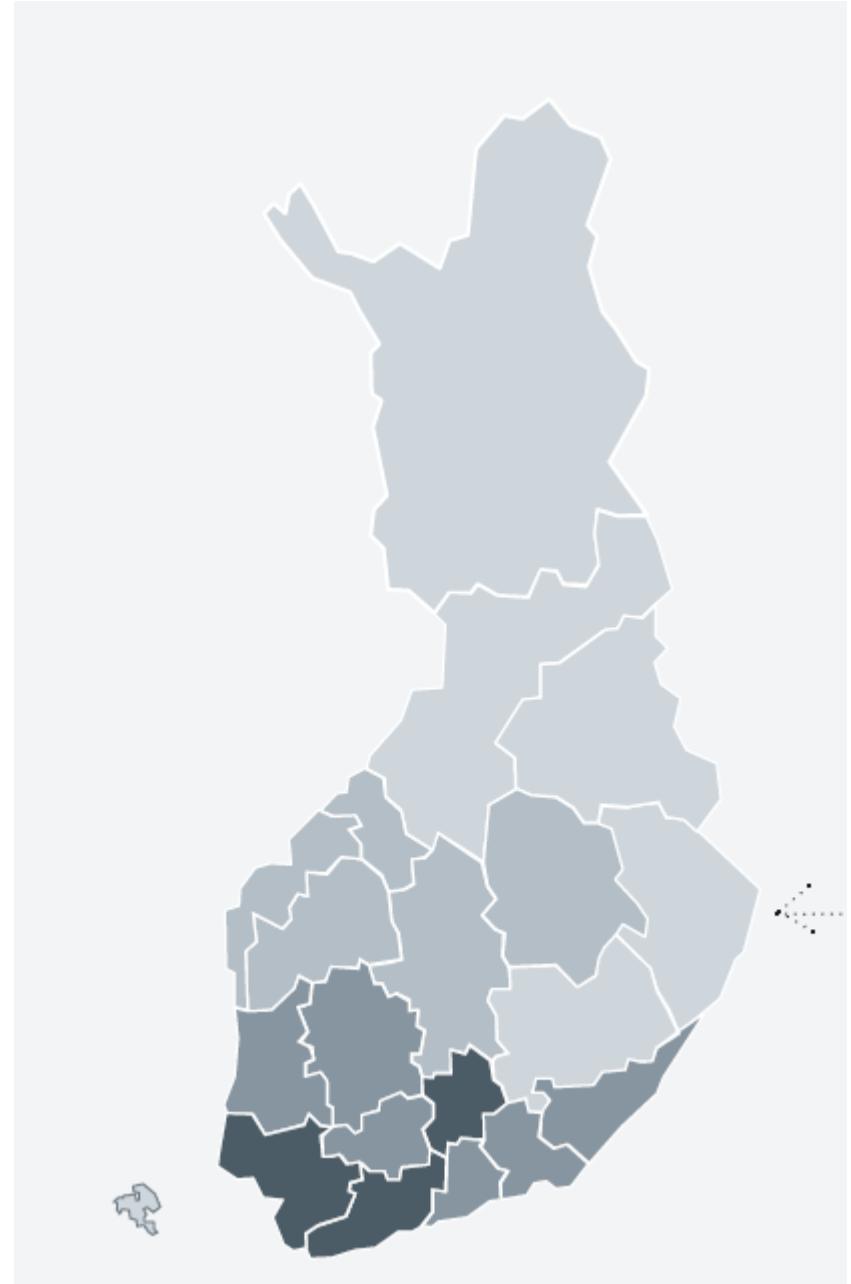
The University of Lapland

FINLAND

Population	5,4 million
Surface area	338,000 km ²
Official languages	Finnish (92 %) and Swedish (6 %). Saami language in the Saami domicile in Lapland.
Religion	Lutheran (85 %), Orthodox (1 %), unaffiliated (13 %)

Population density in Finland (2003)
Population per square kilometre of land

- 2-13
- 13-23
- 23-37
- 37-208





TEACHER EDUCATION IN FINLAND

- There are 14 autonomous universities in Finland,
- 8 universities are educating teachers
- Teacher training schools are tightly linked to the universities, i.e. departments of teacher education as units of the faculties of education
- **Pre-school Education:** Bachelor's degrees from a university or a polytechnic
- **Basic education, forms 1-6:** class teachers, Master's degrees (education)
- **Basic education, forms 7-9:** subject teachers, Master's degrees (in the subject + pedagogical studies)
- **General Upper Secondary Education:** the same as previous
- <http://www.european-agency.org/country-information/finland>



The Finnish Universities educating teachers ○ and The Teacher Training Schools •

+ six other universities





THE GENERAL GOALS OF THE TEACHER EDUCATION

- Teachers' ability to meet children, young people and their parents,
- Teachers' ability to meet colleagues as co-operative partners
- To create a well-functioning multicultural school working as a community
- Teachers need both pedagogical and social knowledge and skills to work together when solving problems at school
- Teachers are also expected to be in open interaction with their environments.
- (Future)Teachers are expected to be able to teach heterogeneous groups, to actively participate in discussions concerning the guidelines of education and society and to be committed to work for the development of these
- <http://www.european-agency.org/country-information/finland>



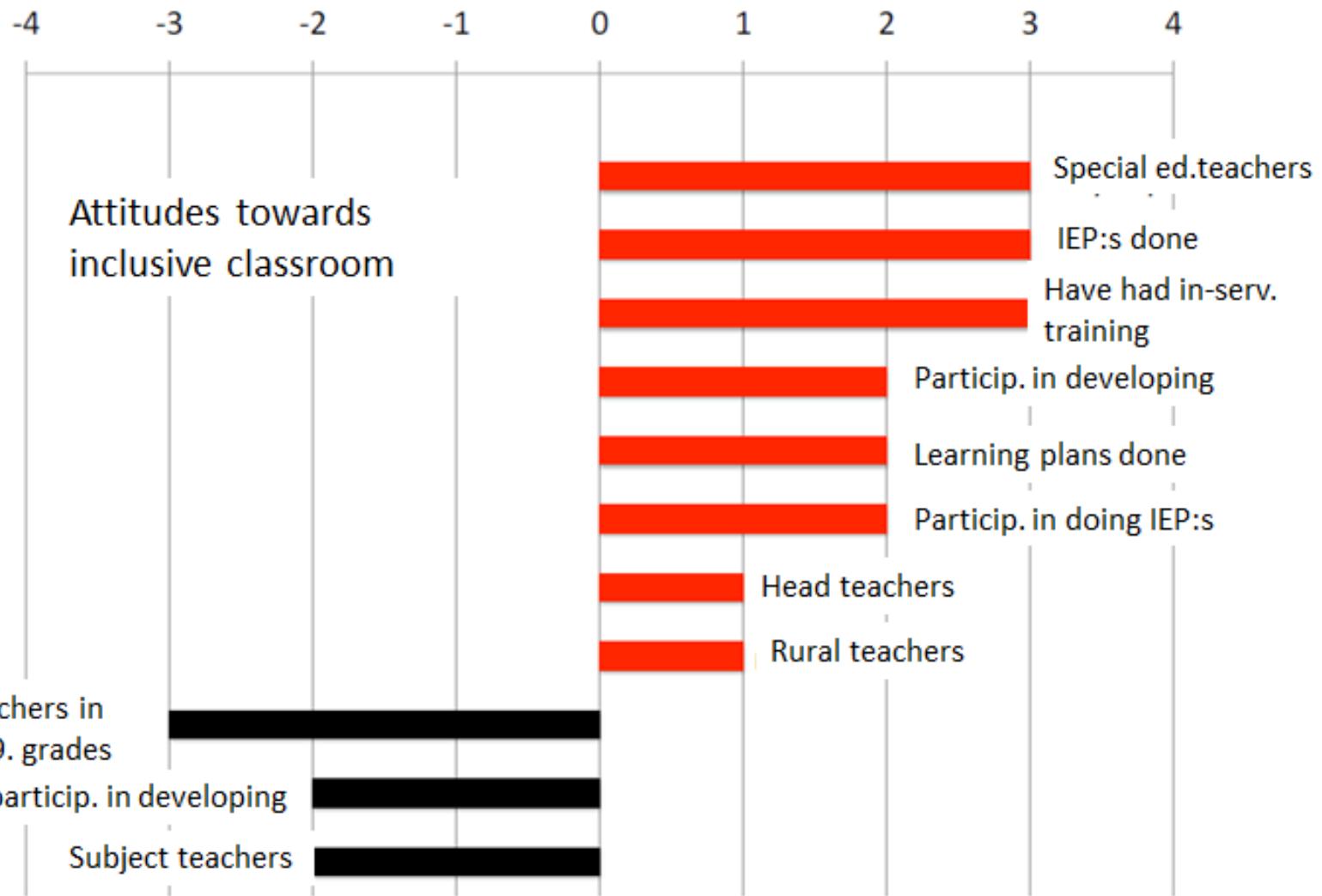
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For the North – *For the World*

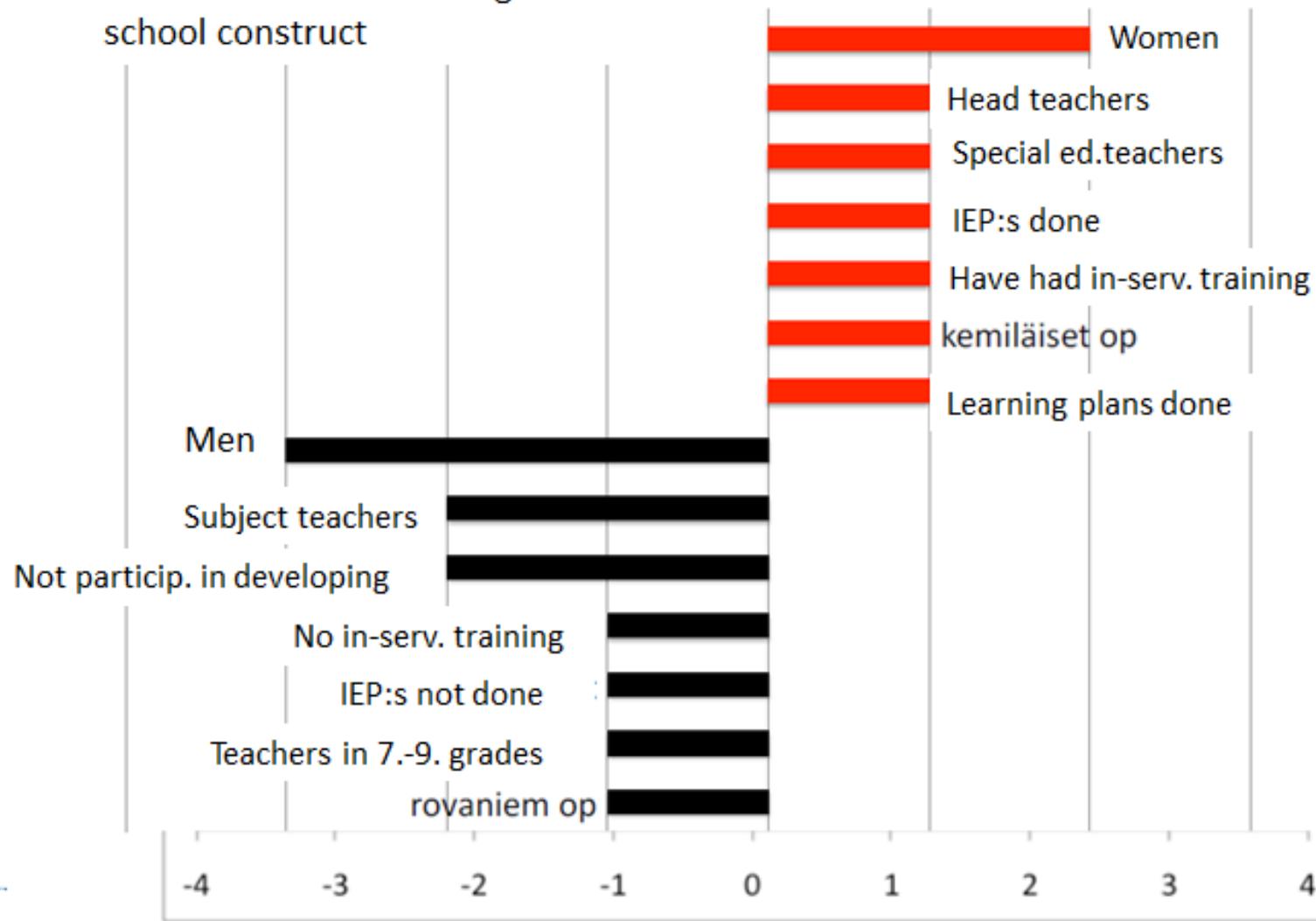


A Study on Lappish teachers' perceptions of inclusive pedagogies

- *Aim:* To map out the teachers' perceptions in the participant municipalities of the Lappish developmental network, while a lot of development work had done (nationally in Finland)
- *Implementation:* In 2010, basic education teachers (N=327) in two towns and one rural municipality in Lapland, were asked to describe their experiences and perceptions of inclusive teaching arrangements.
- Class teachers 144 (44 %), special education teachers 52 (16 %), subject teachers 115 (35 %) and head teachers 16 (5 %), total response rate 58 %
- Statistically: Questionnaire including 42 items (Likert scale), Three factors (reliabilities over .70) by Suvi Lakkala & Helena Thuneberg (published in Finnish)
- Qualitatively: three open questions, to be published in English: by Lakkala, Uusiautti & Määttä



Attitudes toward the neighbourhood school construct





Results of the statistical part

Conclusions:

Teacher become more positive towards inclusive classroom and the neighbourhood school (the mainstream school) after they:

- have experience in making IEP:s or learning plans
- participate in developing the neighbourhood school in the national projects
- have in-service training in inclusive education
- face inclusion in daily school life like rural teachers have in Ranua
- have appropriate teacher education like special education teachers
- have experience in working in quite inclusive settings in their town like teachers in Kemi



It is possible that teachers who have negative attitudes,

- are used to teach in or have a possibility to use segregated settings and services, like teacher in Rovaniemi
- have not appropriate education for inclusive settings, like subject teachers



Results of the qualitative part

Conclusions:

According to teachers' perceptions the inclusive school **culture** is about

- Appreciative attitudes, commitment
- Open discussions within the personnel
- Co-operation and discussions with the parents
- Acknowledging the pupils' diversity



According to teachers' perceptions the functional and promoting inclusive **policies** are

- Based on local and school-specific solutions
- About the reformation of teachers' profession
- Based on team work, negotiating, following up, networking and co-teaching
- Creating procedures or systems to flexibly modify support during the school year

In many cases the perceptions were related to the paradigm of integration:

- Small groups for behavioral problems or aggressive pupils; thus the neighbourhood school may not have enough preparedness in such cases
- Not willing to teach "troublemakers"; thus maybe not acknowledging one's own role or not having enough competences



According to teachers' perceptions the inclusive practices are about

- Pedagogies are built up of several components
- Adjustable learning environments, suitable for working in groups
- Pedagogics building pupils' and students' positive self-image; providing experiences of success
- Seeing school as a social community: teaching in collaborative ways, peers helping each other, different aged pupils studying together

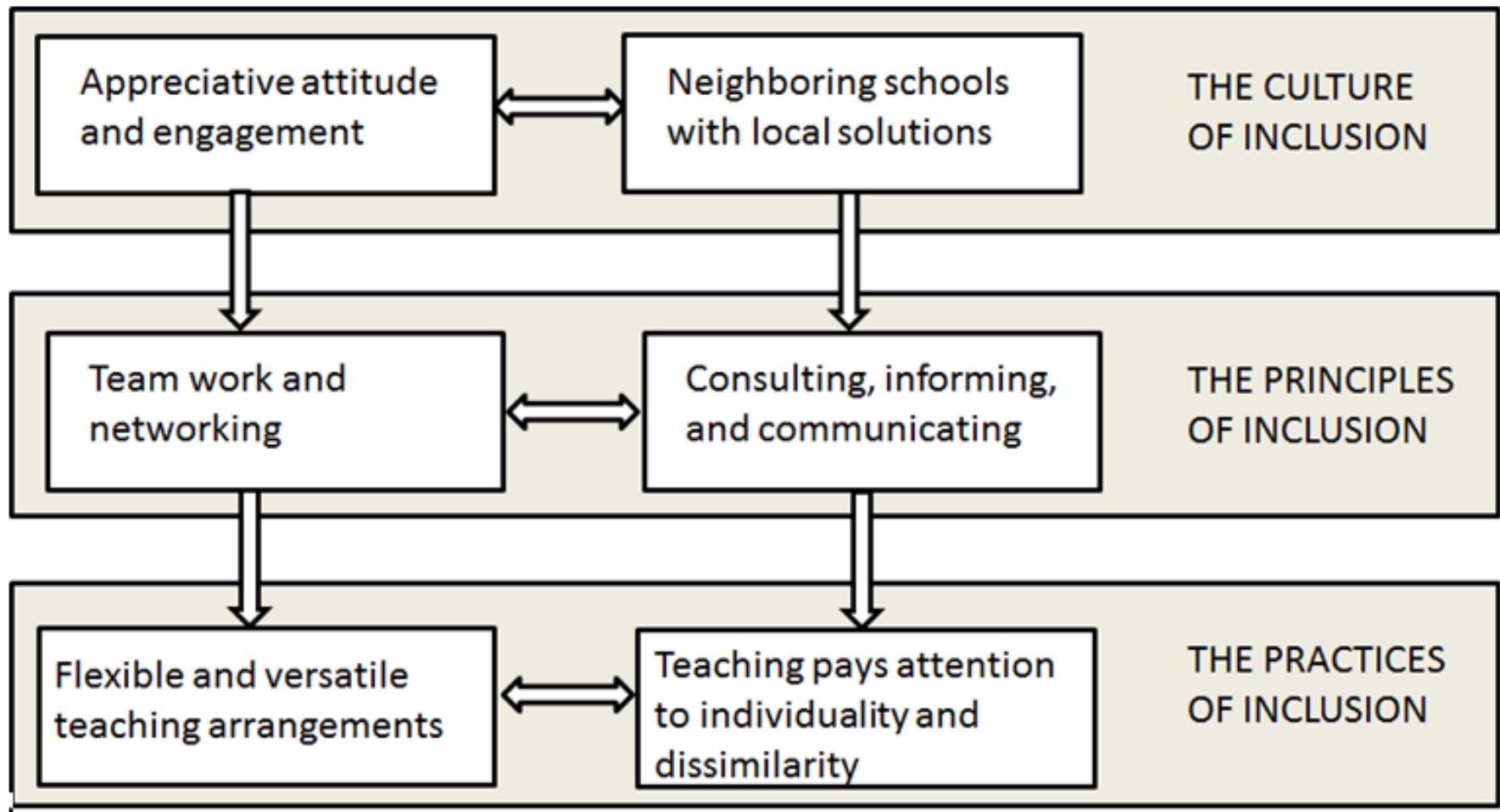


Figure: Inclusive school indexes (cf. Booth & Ainscow 2002) experienced by Finnish teachers (designed by S. Lakkala, in 2013)



Inclusive Teacher Education in the University of Lapland

- We have arranged in-service training of the teacher educators of the faculty and teacher training school: lectures and conversational afternoons by dialogical methods concerning inclusive education etc.
- We do team supervising and team lecturing, we have a mentoring group supporting writing articles
- We have included team work and team teaching to teaching practice periods: Teachers learn to share their pedagogical ideas, develop them and teach together
- We are giving co-operative and dialogical ways of studying and doing exams, also multiple ways of studying
- We are giving courses of inclusive education
- Differentiating is included in subject didactics and pedagogies



Developing teacher identity in educating pre-service teachers in Lapland

Interpretive approach:

- Pre-service teachers' own assumptions, beliefs, personal histories and interests are paid attention to
- Teacher learning is experiential: analyzing and interpreting, reflecting one's experiences, important metacognitive skills
 - to make them also conscious of their prior experiences, school memories, unconscious beliefs etc.
 - to aid them to gradually build their professional identity and professional knowledge, personal theories

Prof. Anneli Lauriala 2011

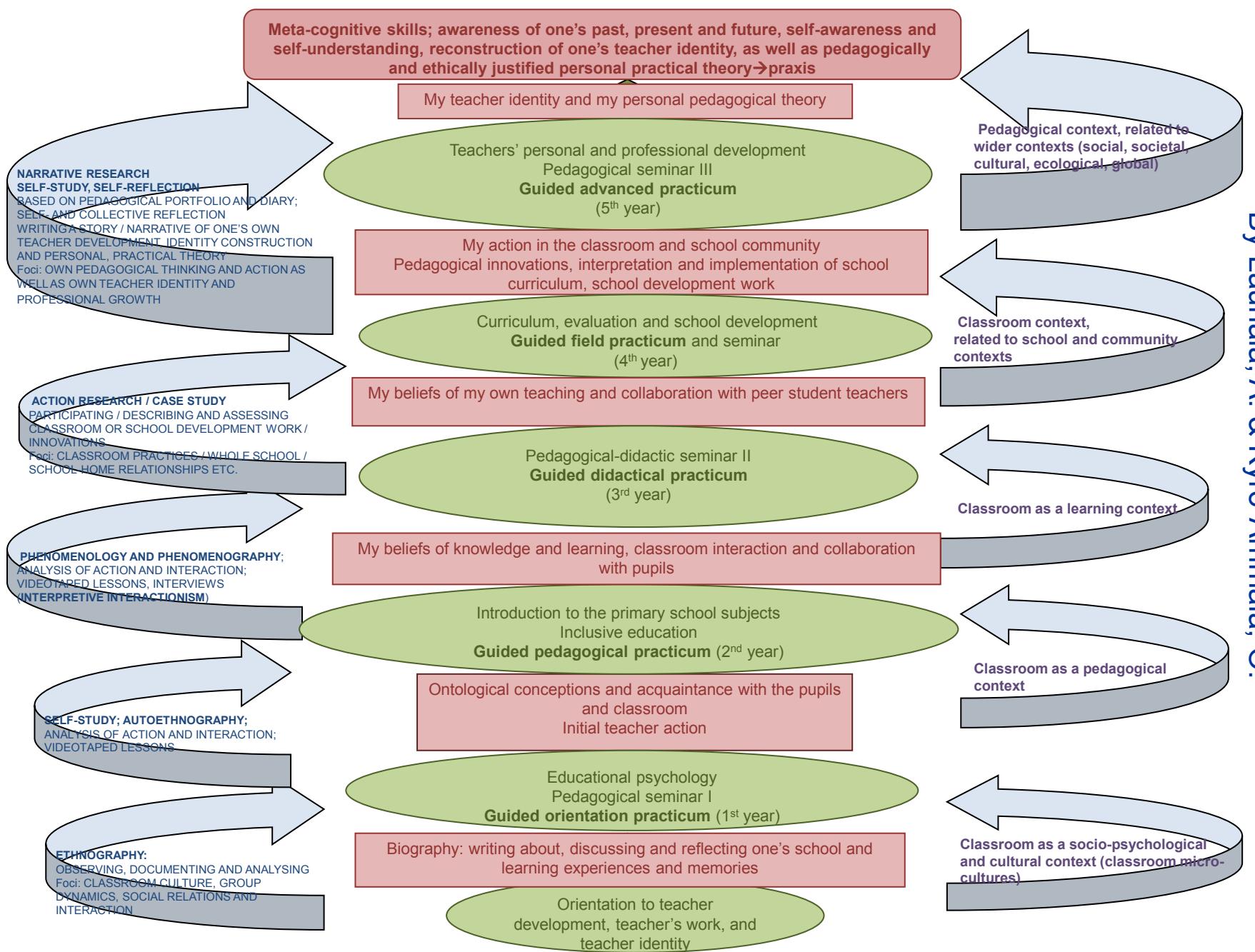


Integrating theory, practice and research studies at the University of Lapland

Inquiry-orientation

- In each phase: different foci of attention, script for describing and noticing events (portfolios)
- Dialogue with theory and practice
- Integrating studying research methods with pedagogical studies; research approaches and data gathering learned in authentic teaching situations
- Engaging in pedagogical development and innovation work as part of teacher studies

Anneli Lauriala 2011



Personal, pedagogical diary: During their studies teacher candidates describe, interpret and reflect their practicum experiences, focusing in the specific, given aspects in each phase, dialogue with theory

Digital, pedagogical portfolio: Teacher candidates collect, document, reflect and assess their practicum experiences in relation to lectures and literature, both individually and collectively (in pedagogical seminars)

By Laurila, A. & Kyö-Ämmälä, O.



Reflections at inclusion: The teacher competencies to be accomplished

- Teacher as a researcher
 - Acknowledging the contextual linkage in culture and time
 - Being able to flexibly adjust teaching and curricula
 - Collaborative skills
 - To be developed: multi-agency work
- See the new project Multi-Agency-at-School Project: Reinforcing social inclusion by combating discrimination

<http://www.ulapland.fi/Suomeksi/Yksikot/Harjoittelukoulu/Tutkimus-ja-hanketoiminta/Monitoimijuus-koulussa/In-English>



OTHER RESEARCH INFORMATION PRODUCED IN THE UNIVERSITY OF LAPLAND

'Boys of the North at school' –project

- *Aim:* to enhance equity and enhance boys' school motivation and improve school attainments
- *Implementation:* University & school collaboration
- *Results:* Teachers learn to **share their pedagogical ideas and develop them together**
- Important to pay attention to local cultures, history and sources of living
- Parents' participation enhanced
- Published in: Lauriala, A. and Laukkanen, M. (2010) Boys' motivation at school and future orientation in Lapland, In: Insights and outlouds : childhood research in the North. Kronqvist, E-L., & Hyvönen, P. The University of Oulu. Acta Universitatis Ouluensis, pp. 19-30



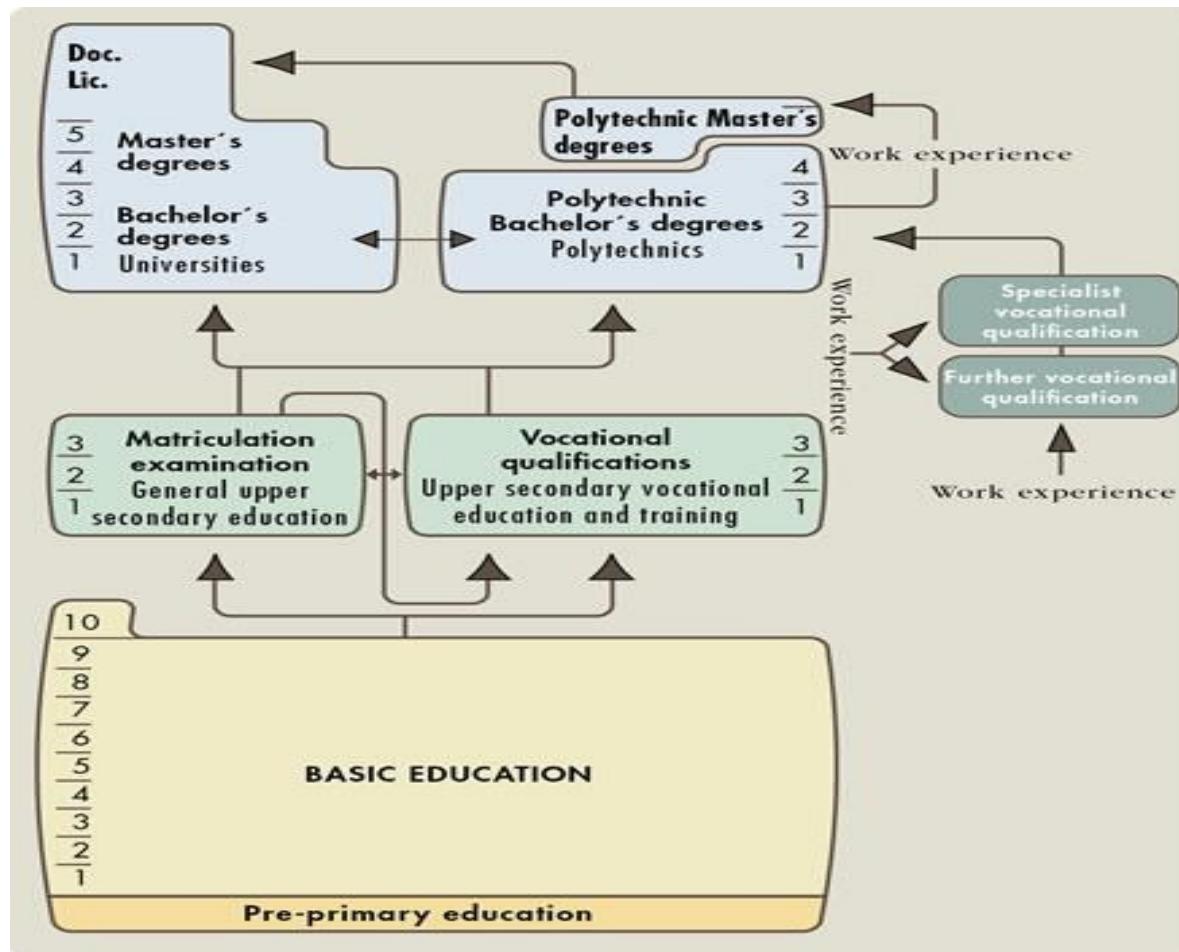
A Glance at Inclusion in a small Community

- Aim: To investigate the key competencies of a teacher in small rural schools in the North
- Implementation: Ethnographic research approach (class observations and interviews)
- Results:
 - Teachers' showed understanding of the local contexts and their impact on learners
 - As faced 'inclusion by default', the teachers committed for addressing and responding to diversity by using collaborative problem solving
 - A range of environmental and instructional practices was used for the development of communication and functional skills
 - Multi-grade teaching necessitated curriculum differentiation
 - Teachers were connecting the curriculum content to the local context
 - Also multi-grade co-teaching by combining groups and teaching together
 - All resources in making different kinds of arrangements for learners were used in the small community

To be published in: **Väyrynen, S.** (2013) A Glance at Inclusion in a Small Finnish Community: Essential Teacher Competencies. In: Walton, E. & Moonsamy, S. (eds.) Making Education Inclusive.



The general structure of education in Finland – always access in all levels





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Thank You - Welcome to Rovaniemi!