

Teacher Education Development Programme 2022–2026



MINISTRY OF
EDUCATION AND CULTURE





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The revised Teacher Education Development Programme 2022 describes how teacher education will be developed in the 2020s to overcome the challenges of teacher education, teaching and learning identified at different levels of education.

The programme covers teachers' core education and induction as well as career-long professional and continuous learning. Teacher educators, the Ministry of Education and Culture, the Finnish National Agency for Education and representatives of stakeholders drew it up collaboratively.

Steps towards requisite teacher competence

The 2016 Teacher Education Development Programme aptly sums up the vision of teacher education in one sentence: "Creating the best competence for the world together." The vision is still topical today and incorporates the idea of education as goal-oriented collaboration and the pursuit of broad-based compe-

tence at different stages of life. The best expertise also includes competence that creates new outcomes. The world, the society and the world of work are all changing rapidly.

We cannot achieve the extensive competence required for teaching and managerial duties with just core teacher education. Finland aims to have the world's best education system that supports learning at different stages of life in the future too.

In line with the programme of 2016, the Teacher Education Development Programme for 2022 sets **three** objectives for teachers' core education and induction and for continuous learning over the course of teacher careers:

The programme covers teachers' core education and induction as well as career-long professional and continuous learning.



Broad-based core competence, including

- in-depth competence in one's own field
- pedagogical and didactic competence
- competence related to the curriculum
- knowledge about learners and how to support different learners
- expertise in values, culture, emotions, interaction and cooperation
- research competence and critical thinking
- sustainability expertise, and
- management of diverse learning environments and digitalisation and related pedagogy.

Expertise and action that create new outcomes, including

- creative, inquisitive, bold, enterprising and inquiry-based approaches to work when facing challenges and developing teaching
- competence related to examining and solving wicked problems and adapting to them
- developing innovations for and introducing innovations into the curriculum, teaching, guidance, learning, and education and training in cooperation with networks and partnerships
- collaborative competence in local and global contexts.

Developing one's own competence and the educational institutions, including

- continuous learning and career planning
- use of research, assessments (including self-assessments) and feedback in developing oneself and the work community
- leadership and management and community competence required for creating collaborative values, practices and procedures.



Objectives of measures to develop teacher education and promoting the objectives

Objective 1. **Interest and staying power through foresight and student admissions**

Together with key stakeholders, the Ministry of Education and Culture and higher education institutions will develop foresight in teacher needs and bolster interest and staying power in the teaching and education sector. Higher education institutions will develop student admissions together using a research-based approach and by taking into account applicant diversity and their international dimension. Providers of early childhood education and care and of education and training support the wellbeing of teachers and directors as well as the development of continuous competence in line with the development plans of the educational institutions and ECEC units. Higher education institutions and other providers of teachers' continuous learning promote flexible transitions for teachers in their careers by enabling them to acquire qualifications and competence at different stages of their careers, also while working.

Objective 2. **Teachers' competence development is research-based and continuous**

When developing teacher education, higher education institutions will take into account the multidisciplinary and research-based nature of teacher education (e.g. models for teacher competence), the knowledge-based approach (e.g. working life needs, opportunities for studying and practising under supervision in different environments) and the contexts in which teachers operate (such as the personal, community and global context). Higher education institutions will cooperate to achieve a sufficiently uniform level of education that can generate common pedagogical qualifications. Providers of early childhood education and care, education and training, and continuous learning will develop teacher induction training and continuous learning together using a research-based approach.



Objective 3.

Robust teacher education and continuous teacher learning by means of cooperation and networks

Using collaborative structures, higher education institutions will strengthen the quality and effectiveness of teacher education and research as well as the competence of teacher educators. Teacher educators will take part in cooperation, networks and partnerships and in research and development projects. Cooperation will take place both nationally and internationally and across the boundaries in higher education and units as well as across educational boundaries. Besides teacher educators, cooperation applies to experts in teaching, guidance and support, teacher trainees as well as stakeholders in teacher education, such as education sector organisations, providers of early childhood education and care, actors in education and training, and the third sector. The Ministry of Education and Culture supports cooperation and networking.

Objective 4.

Skilful management to help educational institutions become learning and evolving communities

Leadership skills are part of the competence of teachers. Higher education institutions incorporate management competence studies in teacher education and provide education that deepens competence as part of the provision of study opportunities in continuous learning. Based on research, higher education institutions will develop leadership skills studies for teachers, directors of schools and educational institutions as well as directors of units in early childhood education and care. The providers of early childhood education and care and of education and training will reinforce the community-building nature of leadership and the role of pedagogical leadership in the education and training sector. Those who provide teacher education and leadership training in the education sector will jointly compile policies on key leadership competence and will develop leadership research and models for continuous learning related to leadership competence.



Major challenges stemming from society include those related to climate change,

strengthening inclusion and active citizenship, changes brought about by digitalisation, changing competence needs and the impact of demographic development, regional segregation, migration, and non-discrimination and equality (accessibility).

Organising and monitoring the objectives and measures for teacher education

Education providers and the Finnish National Agency for Education in cooperation with stakeholders will develop teacher education related to teachers' core education in higher education institutions and related to induction and career-long continuous learning. Higher education institutions will participate in different ways in developing induction courses for teachers and career-long continuous learning.

As part of their quality work, higher education institutions and education providers are responsible for monitoring how well the set objectives are achieved. The Teacher Education Forum and external evaluators, such as the Finnish Education Evaluation Centre (FINEEC) as well as researchers are also responsible for monitoring. This programme sets out the objectives for developing teacher education

and it will be specified annually in an implementation plan.

Point of departure for updating the Teacher Education Development Programme and preparing an implementation plan: challenges in education in the 2020s

The challenges and objectives identified in studies and reports related to learning, wellbeing and teachers' activities have underpinned the formulation of both the Teacher Education Development Programme the drafting of its implementation plan. The drafting of the documents also takes into account the objectives, such as access to education at different levels of education, extension of compulsory education, and continuous learning, which are related to the development of education described in education policy documents, including the Government Programme and the Education Policy Report.

The following challenges have been identified when analysing the context of education:

- **At the level of the learner, class and group:** organisation of support and guidance, support for broad-based competence, wellbeing of children and young people, commitment to learning, gaps in learning and competence, and educational equity
- **At the level of the class and group:** At the level of educational institutions and education providers: extending compulsory education, wellbeing of teachers and directors, strengthening of the community and leadership and management competence
- **At the level of society:** access to education, globalisation and internationalisation, safety and security, mitigation of climate change, promotion of sustainable development, digitalisation and artificial intelligence in education and the world of work as well as supporting the integration of learners with an immigrant background, developing models

for continuous learning, continuing education, interest in teacher education, availability of qualified teachers and directors and, on the other hand, shrinking age cohorts.

The ageing of the population and declining birth rate, the age structure of teachers and directors, changes in working life, internal migration and immigration have triggered various rapid trends related to the provision of education and access to education in a geographically wide country. These changes must be taken into account when setting and implementing the objectives of teacher education and when anticipating the quantitative need for teachers. The relevance of continuous learning, cooperation with working life and the global responsibility of education affect how teacher education and the need for teachers evolve.

Competence disparities are also major challenges from the perspective of teacher education. The objective is educational equity, non-discrimination, the wellbeing of children and young people, and interest in Finland as a place to study, work, conduct research and invest in.





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