General Aspects of Basic Education
Curriculum Reform 2016
Finland

Irmeli Halinen
Head of Curriculum Development
Finnish National Board of Education
EDUCATION IN FINLAND
The administration of education in Finland

- Parliament
- Government
- Ministry of Education and Culture
- National Board of Education (FNBE)

Education providers (local authorities):
- Municipalities
- Federations of municipalities
- Private organizations

Schools and other educational institutions

State regional organizations
Curriculum is at the heart of the education steering system.
How does the curriculum system support learning?

- Curriculum accommodates a holistic view on education and gives strong pedagogical and practical guidelines for education providers and schools.
- National core curricula and local curricula are drawn up in open, interactive and cooperative processes.
- This ongoing dialogue functions as a learning cycle; helping us
  - to identify the issues to be improved
  - to find solutions that best serve teaching and learning
  - to promote the commitment of all stakeholders to the curriculum process and the goals set for education.
Curriculum reform 2016
School is surrounded by a world of change

- Technology
- World of work
- Knowledge
- Economy
- Ecological issues
- Diversity in society
- Population
- Growing up environments of children

School

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Why improve an education system that is ranked as top quality?

Why?
The world in which schools operate has undergone major changes since the beginning of the 2000s.

What?
Competences needed in society and working life have changed.

How?
Content of teaching, pedagogy and school practices must be reviewed and renewed in relation to these changes.
What is needed in this changing world?

Person’s sense of coherence

Meaningfulness of being

Understanding the world around us

Managing daily life

Importance of education and school
Starting points for the reform process

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For the benefit of skills and education

Changes in the world

Task

Competences

Students' experiences

Learning

School culture

Value basis

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Essential in the reform

Why?

What?

How?

How to make our school a better learning environment and a supportive and encouraging community which

- enhances the meaningfulness of studying at school
- strengthens the identity of every student and his/her ability to work with others
- enhances the capacity for learning to learn and the development of other transversal competences, and similarly ensures the high quality of learning results
- supports the development of a sustainable way of living

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Rethinking the value basis of education

- Necessity of a sustainable way of living
- Uniqueness of every pupil, high quality education as a basic right
- Cultural diversity as richness

Humanity, culture and civilization, democracy

Core Curriculum Draft 15.4.2014

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Rethinking learning and learning environments

- Active role of students
  - their experiences, questions and ideas as a starting point, with viable structures that promote participation and influence

- Importance of emotions in learning

- Interaction, working together and sharing, creating new ideas promote learning

- Learning to take responsibility over one’s own learning and learning together

- Versatile learning environment, active use of technology, lots of encouraging feedback
Rethinking competences

National Goals for Basic Education and Transversal Competences
- knowledge
- skills
- values
- attitudes
- will

Core Curriculum Draft 15.4.2014
Rethinking School Culture

Responsibility for the environment
Futures orientation
Learning community
Dialogue and varied working approaches
Participation and democracy
Issues of local importance
Celebrating diverse cultures
Language awareness
Safety in daily life, wellbeing

Core Curriculum Draft 15.4.2014
The reform process
Key features of the curriculum process

- Norm-based
- Knowledge-based
- Future-oriented
- Collaborative, interactive
- Respectful attitude

Shared vision
Commitment

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A process based on partnership and transparent planning

• The core curriculum is outlined in multidisciplinary working groups supported by online consultation groups

• Education providers are asked to provide feedback; the National Board of Education website to have open consultations three times during the process
  • November 2012 - general guidelines
  • Early September 2013 - pre-primary education
  • April 2014 - basic education and voluntary additional basic education

• Key stakeholders to provide their official opinions on the new national core curriculum in the autumn 2014
Local curriculum work

Teaching and learning

Main tasks

Values

Goals

School culture

Structure of the school day

Content, materials

Support Guidance

Learning conception

Cooperation and participation

Learning environment

Working methods

Assessment

Allocation of hours
Our dream

The joy of learning could be created through wondering and understanding

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It could be about this…

“Help kids know how to make meaning and sense of what they are learning so they can see who they are.”

Mary Helen Immordino-Yang Ed. D.
Thank you!

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