Teachers and principals in Finland

Finnish National Agency for Education
Unit for Information and Analysis
2018
Topics

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- Mentoring, induction programmes and professional development: 4–11
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Qualified teachers by level of education in Finland (2015)

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic education</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>General upper secondary education</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Vocational upper secondary education and training</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>Liberal adult education</td>
<td>98%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Source: Teachers and Principals in Finland survey (2016)

Finnish National Agency for Education
Availability of mentoring programmes (2013)

Percentage of lower secondary teachers with access to a mentoring programme (for all teachers in the school) as reported by principal

Table 4.3 http://dx.doi.org/10.1787/888933044803
Participation in mentoring (2013)

Percentage of lower secondary education teachers who presently have an assigned mentor to support them

Table 4.3 [http://dx.doi.org/10.1787/888933044803](http://dx.doi.org/10.1787/888933044803)

1 Finnish National Agency for Education
Percentage of teachers in Finland who have received mentoring (2015)

- Basic education: 5%
- General upper secondary education: 3%
- Vocational upper secondary education and training: 6%
- Liberal adult education: 6%

Source: Teachers and Principals in Finland survey (2016)

Finnish National Agency for Education
Access to induction programmes or activities (2013)

Percentage of lower secondary teachers with access to a formal induction programme (for all new teachers in the school) as reported by principal

Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning. Table 4.1 [http://dx.doi.org/10.1787/888933044727](http://dx.doi.org/10.1787/888933044727)
Use of teachers' development plans at different levels of education in Finland (2012 and 2015)

Source: Teachers and Principals in Finland survey (2016)
Teachers' participation in professional development (2013)

Percentage of lower secondary education teachers who undertook some professional development activities in the 12 months prior to the survey

Table 4.6 [http://dx.doi.org/10.1787/888933044898](http://dx.doi.org/10.1787/888933044898)

Finnish National Agency for Education
Continuing professional development (CDP) or mobility periods

Percentage of teachers and principals in Finland who have participated in CDP or professional mobility in 2015

<table>
<thead>
<tr>
<th>Education Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic education</td>
<td>80%</td>
</tr>
<tr>
<td>General upper secondary education</td>
<td>88%</td>
</tr>
<tr>
<td>Vocational upper secondary education and training</td>
<td>65%</td>
</tr>
<tr>
<td>Liberal adult education</td>
<td>65%</td>
</tr>
</tbody>
</table>

Source: Teachers and Principals in Finland survey (2016)
Time spent on CPD (2013)

Average number of days lower secondary education teachers devoted to structured professional development activities in the 12 months previous to the survey

Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning
Figure 4.10 http://dx.doi.org/10.1787/888933041592

* Finnish National Agency for Education
Teachers’ feeling of preparedness (2013)

Percentage of lower secondary education teachers who feel well or very well prepared for the following elements in their teaching

Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning. Table 2.4  http://dx.doi.org/10.1787/888933042504

Financial National Agency for Education
Employment status of lower secondary teachers (2013)

Percentage of teachers who work full time (more than 90% of full-time hours)

Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning. Table 2.7 [http://dx.doi.org/10.1787/888933042656](http://dx.doi.org/10.1787/888933042656)

Finnish National Agency for Education
Age distribution of teachers (2016)
Percentage of teachers over 50 years old


1 Finnish National Agency for Education
Age distribution of teachers in Finland, by level of education (%)

Source: Teachers and Principals in Finland survey (2016)
Percentage of female teachers (2016)

Share of female teachers in Finland, by level of education (2016)

- Basic education: 77%
- General upper secondary education: 69%
- Vocational upper secondary education and training: 56%
- Liberal adult education: 75%

Source: Teachers and Principals in Finland survey (2016)
Percentage of female teachers in Finland, by level of education (2013 and 2016)

Source: Teachers and Principals in Finland survey (2016)

Finnish National Agency for Education
# Teachers’ various tasks (2013)

Average weekly number of 60-minute hours lower secondary education teachers report having spent on selected activities

Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning. Table 6.12 [http://dx.doi.org/10.1787/888933046798](http://dx.doi.org/10.1787/888933046798)

<table>
<thead>
<tr>
<th>Country</th>
<th>General administrative work</th>
<th>Student counselling</th>
<th>Marking/correcting</th>
<th>Team work and dialogue</th>
<th>Individual planning</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finland (12)</td>
<td>15</td>
<td>12</td>
<td>10</td>
<td>18</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Norway (16)</td>
<td>14</td>
<td>11</td>
<td>12</td>
<td>17</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Netherlands (16)</td>
<td>13</td>
<td>11</td>
<td>10</td>
<td>16</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Poland (17)</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Iceland (15)</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>14</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Denmark (40)</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>13</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Estonia (16)</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>12</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Sweden (42)</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>11</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>England (UK) (46)</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Korea (127)</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Alberta (Canada) (48)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Japan (54)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>OECD Average (38)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
## Percentage of teachers who have received formal appraisal, lower secondary (2013)

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>100</td>
</tr>
<tr>
<td>Japan</td>
<td>96</td>
</tr>
<tr>
<td>Denmark</td>
<td>91</td>
</tr>
<tr>
<td>Iceland</td>
<td>80</td>
</tr>
<tr>
<td>Finland</td>
<td>74</td>
</tr>
</tbody>
</table>

**OECD average 92%**

Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning. Table 5.2 [http://dx.doi.org/10.1787/888933045620](http://dx.doi.org/10.1787/888933045620)

Finnish National Agency for Education
Feedback to teachers (2013)

Percentage of lower secondary education teachers who have been appraised by the following bodies

Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning. Table 5.4 http://dx.doi.org/10.1787/888933045791

Finnish National Agency for Education
### Evaluation and appraisal of teachers (2013/14)

**Lower secondary education**

<table>
<thead>
<tr>
<th>Country</th>
<th>External evaluator (in general an inspectorate)</th>
<th>School head</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>on a regular basis under specific circumstances (such as promotion)</td>
<td>on a regular basis under specific circumstances (such as promotion)</td>
</tr>
<tr>
<td>Finland</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Denmark</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Norway</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Iceland</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Estonia</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>United Kingdom</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Germany</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Netherlands</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Poland</td>
<td></td>
<td>●</td>
</tr>
</tbody>
</table>

Source: European Commission/EACEA/Eurydice (2015): The Teaching Profession in Europe: Practices, Perceptions, and Policies. Figure 5.4

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 Finnish National Agency for Education
Teacher’s actual salaries relative to earnings of similarly-educated workers (2016)

Salaries 85% or more of salaries of similarly-educated workers

Pre-primary
(3 years - school starting age)

Teacher’s actual salaries relative to earnings of similarly-educated workers (2016)

Salaries 85% or more of salaries of similarly-educated workers

Primary


Finnish National Agency for Education
Teacher’s actual salaries relative to earnings of similarly-educated workers (2016)

Salaries 85% or more of salaries of similarly-educated workers

Lower secondary, general programmes


Finnish National Agency for Education
Teacher’s actual salaries relative to earnings of similarly-educated workers (2016)

Salaries 85% or more of salaries of similarly-educated workers

Upper secondary, general programmes

Teacher's salaries relative to earnings of similarly-educated workers (2016)

Actual salaries of all teachers, relative to earnings for full-time, full-year similarly-educated workers (weighted averages), 25–64 year olds

<table>
<thead>
<tr>
<th>Pre-primary (3 years - school starting age)</th>
<th>Primary</th>
<th>Lower secondary, general programmes</th>
<th>Upper secondary, general programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden EU27 average</td>
<td>Norway</td>
<td>Finland</td>
<td>Poland</td>
</tr>
<tr>
<td>0.5</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>0.6</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
</tr>
<tr>
<td>0.7</td>
<td>0.8</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td>0.8</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td>0.9</td>
<td>0.6</td>
<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td>1.0</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>


Finland National Agency for Education
Teacher's salaries relative to earnings of workers with tertiary education (2016)

Actual salaries of all teachers, relative to earnings for full-time, full-year workers with tertiary education

Additional payment for outstanding performance in teaching in less than half of the OECD countries (2017)

School resources (2013)

Percentage of lower secondary education teachers whose school lacks the following resources (reported by principals)

- Shortage of qualified and/or well-performing teachers
- Shortage of teachers with competences in teaching students with special needs
- Shortage or inadequacy of instructional materials
- Shortage of support personnel

Table 2.19  http://dx.doi.org/10.1787/888933041212

Finnish National Agency for Education
Principals' qualification rate in Finland, by level of education (2016)

Percentage of qualified principals

- Basic education: 99%
- General upper secondary education: 100%
- Vocational upper secondary education and training: 91%
- Liberal adult education: 98%

Source: Teachers and Principals in Finland survey (2016)
Principals' level of formal education (2013)

Percentage of lower secondary education principals who have completed a higher education qualification (ISCED level 6-7) or PhD (ISCED level 8)

Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning. Table 3.9
http://dx.doi.org/10.1787/888933043815

Finnish National Agency for Education
Leadership training in principals' formal education (2013)

Percentage of lower secondary education principals who report that instructional leadership training or course was included in their formal education

Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning. Table 3.10 http://dx.doi.org/10.1787/888933043891

Finnish National Agency for Education
Ratio of students to teaching staff in basic education (2016)

Students per teacher


Finnish National Agency for Education
Ratio of students to teaching staff in upper secondary education (2016)

Students per teacher

General programmes

![General programmes chart]

Vocational programmes

![Vocational programmes chart]

Source: OECD (2018): Education at a Glance 2018. Table D2.2. [https://doi.org/10.1787/888933805268](https://doi.org/10.1787/888933805268)

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Ratio of students to teaching staff in primary education (2016)

Finland: 13

OECD: 15

EU: 14

Source: OECD (2018): Education at a Glance 2018. Table D2.2. [https://doi.org/10.1787/888933805268](https://doi.org/10.1787/888933805268)

Finnish National Agency for Education
Ratio of students to teaching staff in lower secondary education (2016)

Finland: 9
OECD: 13
EU: 11

Source: OECD (2018): Education at a Glance 2018. Table D2.2. [https://doi.org/10.1787/888933805268]
Ratio of students to teaching staff in upper secondary education (2016)

Finland: 17
OECD: 13
EU: 12

Source: OECD (2018): Education at a Glance 2018. Table D2.2. [https://doi.org/10.1787/888933805268](https://doi.org/10.1787/888933805268)
Group size in Finland (2016)

Grades 1-6

20

Grades 7-9

16

Source: Teachers and Principals in Finland survey (2016)

Finnish National Agency for Education
Average group size in basic education in grades 7–9 (2016) Finland

15.9 students

Source: Teachers and Principals in Finland survey (2016)
## Average group size in basic education in Finland

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-6</td>
<td>20.7</td>
<td>20.24</td>
<td>19.66</td>
<td>20.1</td>
</tr>
<tr>
<td>Grades 7-9</td>
<td>17.3</td>
<td>17.14</td>
<td>16.46</td>
<td>15.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19.6</strong></td>
<td><strong>19.2</strong></td>
<td><strong>18.8</strong></td>
<td><strong>18.7</strong></td>
</tr>
</tbody>
</table>

Source: Teachers and Principals in Finland survey (2016)
Read more:

https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-profession-europe-practices-perceptions-and-policies_en

https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-careers-europe-access-progression-and-support_en


OECD, 2014: TALIS 2013 Results: An International Perspective on Teaching and Learning.  

http://www.oecd.org/education/education-at-a-glance/