



HELSINGIN YLIOPISTO
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Integration of Theory and Practice in Finnish Teacher Education

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Background

- In Finland all teacher education programmes for public education are in scientific universities (full responsibility)
 - Degree programme in primary (class) teacher education (since: 1979)
 - Master of Education
 - Major: education or educational psychology
 - Degree programme in kindergarten teacher education (since: 1995)
 - Bachelor of Education
 - Major: education (early childhood education)

All Master's graduates are eligible for postgraduate studies

 - Doctor of Education



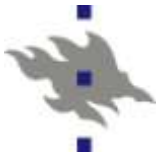
Practice teaching

- Every university responsible for teacher education has teacher training school(s) of their own
- Universities also have standing agreements with municipal day care centres and schools for their practice teaching



Student admission (2008)

Degree programme	Applications	Entrance examination part I	Entrance examination part II	Accepted	%
Class teacher education	1258	1045	362	123	9,8 %
Kindergarten teacher education	537	464	300	101	18,8 %
Early childhood master's programme	54	40	-	28	51,9 %
Special teacher education	167	95	-	15	9,0 %
Total	2016	1644	662	267	13,2 %



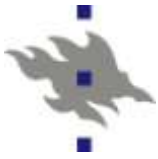
Teachers' qualifications

- Teachers' certificate of university degree suffice
- We have no auditing organizations for teachers' competencies
- In-service education of teachers' is fairly workable



Strong and democratic basic school

- Finnish (Nordic) well-fare state and its education policy have emphasis on educational equality
- More than 95% of children go to school in (nearby) public schools
- Actually, we don't have any private schools in Finland
- In PISA data variances of school averageses of a country are smallest between Finnish schools



Integration of Theory and Practice

Integration principles

- Integration presupposes differentiation
- Integration must be carried out mainly through practice towards theory



Solutions of integration

- Each practice period has aims and a character of its own
- Practice teaching should progress from simple elements towards complex unities
- Theoretical studies which give support to a particular practice period must be written out in the curriculum of teacher education program
- University school practice and field school practice should rotate meaningfully