

Chapter 1 : Finnish Lesson – Pasi Sahlberg

Finnish Education is a book by Pasi Sahlberg which explains how the Finnish education system has been built up to be one of the best in the world. Many people admire the way that children are schooled in Finland and so it can be a good thing to try to copy some of the things.

This review has been hidden because it contains spoilers. To view it, click here. Not competition, more data, more testing, more homework, more standardization, more accountability. It is the most desired career and getting into a college teaching program is most competitive. Fins have great respect for teachers. You have to address student inequality before you get student excellence. Preschool and welfare system - seems really essential. Maternity leave starts 2 months before birth and continues for 8 months after. Both parents are encouraged to take it and are paid full salary by a gov. Then, all have the right to voluntary day care and kindergarten if they so desire. It is to make sure they are happy responsible individuals. From the age of 7 to 16 in a peruskoulu. Ends at 16, but upper secondary education is attractive. General Upper Secondary School - prepares for college. Students free to pick class when appropriate. Year is divided into six or 7 week periods and students tested at the end of the period. Each course is completed in weeks. Must take 18 subject areas including Chemistry, philosophy, two languages. Takes 3 years usually, but some take more, some less and you can leave if you wish. Funding is based on the number of students you have, so there is an incentive to retain students. They do take a comprehensive Matriculation exam at the end which is criticized by teachers as narrowing curriculum and teaching to the test. Free to change to other track. Schools also allow students to take courses in General Upper School and General Upper Secondary students can take vocational classes at Vocational School. In theory they can take the Matriculation Exam, but few do. Not a popular choice. Some might return to education. They have become a burden on society. A big difference about Finland is that when making the choice, students have never taken a standardized test which put them into a box, and they had 2 hours of counseling per week for the two years leading up to the choice. Matriculation Exam - Take at least four subject area tests. Mostly open ended questions that test their ability to cope with unexpected tasks. ONE in your native language is required. Then, an additional for. Language, math, science or humanities. Many more optional tests. Graded by teacher and a board independent of one another. Higher Education is tuition free to all who successfully completed upper secondary school. Looks like you get aid and grants for housing and other expenses. Schools do not compete with one another. They cooperate and share best practices. Equity is not about everyone getting the same curriculum. Everybody goes to a school where they can fulfill their intentions. Prior to High School all study math and foreign language without levels. Expectations raised for all. Special Education is not for those with a disability. It is for anyone experiencing difficulty in a subject matter. Assumed that most will need it at some point. Kids are identified before they enter school. No grades for first five years. No standardized tests to compare. Schools set own goals. Greatness is when all kids exceed expectations. THIS is to evaluate effectiveness of cur. No reflection on student or teacher. Spend less time in school, less homework. There is no correlation between time in class and performance. Most students have 30 minutes of homework. Many complete it before they leave for the day. Relaxed culture, less stress. Teachers spend less time in classroom and are required to have 3 hours of collaboration per week. Provides more time to develop, reflect, observe, work with others. Salaries are a little above average. THE big key is that teachers have autonomy and respect. More admired than doctors. Because it is seen as a respected profession, many apply for teacher education. A test based upon six academic articles announced in advance is the first screen; then, universities pick those most suitable. Everyone trained as an educational researcher. Oddly, they then get thrown into the classroom without experience. No formal evaluation system of teachers. Assumed to be professionals. There is merit pay - but never based on student outcomes. Curriculum is created by teachers. There is a national framework, but no standards. School leadership just as important. More important - home life, peer influence, personal characteristics far more important. Great teachers in a constrained educational system will not succeed. You take Finland's talent and bring it to Indiana and we would not see much improvement. Author believes that we need to make slogan: Help all students find their talent and passion in

school.

Chapter 2 : Finnish Lessons (Audiobook) by Pasi Sahlberg | blog.quintoapp.com

PASI SAHLBERG is director general of the Centre for International Mobility at the Finnish Ministry of Education and Culture in Helsinki. He is an expert in educational reform, training teachers, coaching schools, and advising policy makers.

Public school teacher, education activist, PhD Pasi Sahlberg and the Finnish "Truth About Finnish Schools" I decided to ask Finnish educator and author Pasi Sahlberg for his thoughts on the previously-noted, supposed "truth" about Finland and its education system. I have saved the entire post here. Here are some excerpts: Finnish schools only demand the most basic of educational levels to be met about 4th grade level. After that, you are on your own to finance any real education. It is on the basis of this very basic level that they are scoring so well. It is more based on: As for being freer, that only happened there once the testing showed that teachers were effectively being trained to produce the kind of citizen designed by the state. There was no need for the test or the accountability measures after that point. This is also the point at which teachers were given autonomy in the classroom as there was no longer a need for "observations". Incidentally, the above quote about "fashioning the will" can be found in the publication, Address to the German Nation , by German philosopher, Johann Gottlieb Fichte The same criticism of adopting the Prussian model is also levied against American "founder of the common school movement" Horace Mann. I decided to ask Finnish educator and author Pasi Sahlberg for his thoughts on the previously-noted, supposed "truth" about Finland and its education system. First, some information on Sahlberg: Pasi Sahlberg is Finnish educator, author and scholar. He has worked as schoolteacher, teacher educator, researcher and policy advisor in Finland and has studied education systems and reforms around the world. His expertise includes school improvement, international education issues, classroom teaching and learning, and school leadership. His best-seller book "Finnish Lessons: What can the world learn from educational change in Finland" Teachers College Press, won the Grawemeyer Award. More on his website: He is experienced in classroom teaching, training teachers and leaders, coaching schools and advising education policy-makers around the world. Pasi is an international speaker and author who has given more than keynote speeches and published over articles, chapters and books on education. Pasi Sahlberg I figured he was qualified to offer a word on the "truth" about Finnish schools. Here is his initial reaction: Mercedes, Thanks for passing me these texts. I have read all sorts of things about Finnish education but this one goes beyond all of them. It makes me wonder if that is written by a serious person? I assured Sahlberg that the text was serious and asked that he please respond. He replied that "the entire piece of writing is so far off" and was not sure addressing it would help. However, I noted that my concern was that others would read the above skewed version of Finnish "truth" and take it for reality. At that, I am pleased to note, Finnish Sahlberg offers the following response to the narrow, American version of "socialist" life in his country: When I ask people almost anywhere I go what do they think when they think about Finland they see similar things: Snow, cold, trees, lakes and It is true that only a few people have visited Finland, home of 5. Therefore lack of knowledge of my home country is understandable. This is what one would find: Today Finland is one of the most competitive market economies, leads the world in innovation and technological advancement, and has one of the least frequent incidences of corruption anywhere. Further inquiry would reveal that this Scandinavian country, together with its Western neighbors, also is a leader in empowering women in politics and perhaps therefore has only a few children who live in poverty, has one of the smallest income inequalities in society, gives every child a right to high-quality early education, offers universal healthcare and free higher education to all, and has - probably for these reasons - one of the happiest people on the planet. And, on top of all this, Finland also tops the international league table in freedom of press. Call it socialism if you wish, most Finns and many Americans living in Finland find this type of lifestyle worth of their taxes that I pay here just as much as I did back home without any of these benefits. Oh, yes, and Common Core? Well, since teachers are highly educated professionals there is no need for tight central government control of what or how teachers teach in Finland. Teaching and learning are highly individualized in schools and customized to the needs of children and communities. Teaching is such a

popular profession in Finland that only the lucky ones are selected to teach. Sounds too good to be true? Welcome and take a look. Good further readings about Finland: What can the world learn from educational change in Finland. Finland as a knowledge economy 2. Lessons on policies and governance. The People, LLC, post ends as follows: Do we want the end of assessments? We have to go one better there, as well, to say that we want rid of all data-driven anything. There are still teachers around many of whom got let-go just cuz they suddenly could be who still remember being able to decide within their classroom what it was that each student needed and the direction that they wanted their curriculum to go for the year. Just human interaction, talent, and a dose of common sense. We want the things they are selling based on Finland--we just want nothing to do with the Finnish Model. America already did exactly what we are discussing and did it better than anyone else in the world as evidenced, not by tests and data, but by innovation and ingenuity and standard of living. Way to go, Amer-u-cuh. Originally posted at deutsch

Chapter 3 : Pasi Sahlberg | The Guardian

Now, with Finnish Lessons , I have thoroughly updated earlier groundbreaking account of how Finland built a world-class education system during the past four decades.

Thinking about Finnish education again! Flotsam: An interesting time to be re-visiting this article, of Spring , from Pasi Sahlberg which illustrates the latest Finnish thinking on the convergence , a blending, of the curriculum. We visit Finland in this article, but with a side trip to Singapore too, in the interests of compare and contrast. It is important to underline two fundamental peculiarities of the Finnish education system in order to see the real picture. Central government issues legislation, tops up local funding of schools, and provides a guiding framework for what schools should teach and how. It leaves educators freedom to find the best ways to offer good teaching and learning to all children. Therefore, practices vary from school to school and are often customised to local needs and situations. Phenomenon-based learning The next big reform taking place in Finland is the introduction of a new National Curriculum Framework NCF , due to come into effect in August It is a binding document that sets the overall goals of schooling, describes the principles of teaching and learning, and provides the guidelines for special education, well-being, support services and student assessment in schools. Integration of subjects and a holistic approach to teaching and learning are not new in Finland. Since the s, Finnish schools have experimented with this approach and it has been part of the culture of teaching in many Finnish schools since then. This new reform will bring more changes to Finnish middle-school subject teachers who have traditionally worked more on their own subjects than together with their peers in school. Schools decide the programme What will change in is that all basic schools for seven to year-olds must have at least one extended period of multi-disciplinary, phenomenon-based teaching and learning in their curricula. The length of this period is to be decided by schools themselves. One school in Helsinki has already arranged teaching in a cross-disciplinary way; other schools will have two or more periods of a few weeks each dedicated to integrated teaching and learning. One education chief of a middle-size city in Finland predicted via Twitter that: The answer is that educators in Finland think, quite correctly, that schools should teach what young people need in their lives rather than try to bring national test scores back to where they were. What Finnish youth need more than before are more integrated knowledge and skills about real world issues, many argue. An integrated approach, based on lessons from some schools with longer experience of that, enhances teacher collaboration in schools and makes learning more meaningful to students. Students involved in lesson design Pupils will have a hand in planning classes. NCF states that students must be involved in the planning of phenomenon-based study periods and that they must have voice in assessing what they have learned from it. Some teachers in Finland see this current reform as a threat and the wrong way to improve teaching and learning in schools. Other teachers think that breaking down the dominance of traditional subjects and isolation of teaching is an opportunity to more fundamental change in schools. While some schools will seize the opportunity to redesign teaching and learning with non-traditional forms using the NCF as a guide, others will choose more moderate ways. Read the original article. Our readers may also be interested in another recent article from The Conversation. In fact for Hogan, this adoption in the West of a Singaporean model is a mistake. We like Age of Awareness. See more here "Turning the tide" making a difference Share this:

Chapter 4 : Pasi Sahlberg - Finnish educator, author, and scholar

"Pasi Sahlberg, in his landmark book Finnish Lessons, makes the point that Finland's development of extensive student achievement standards proved to be a very important landmark on the trajectory of Finland's rise to world class status in the education arena."

Chapter 5 : Tips to pick up from Finnish Lessons - Finnish Lessons

DOWNLOAD PDF FINNISH LESSONS PASI SAHLBERG

Watch video of Pasi Sahlberg speaking Dec. 9 on "Finnish Lessons: What can the world learn from educational change in Finland?" The talk is part of the Peabody Research Office (PRO) brown bag.

Chapter 6 : Finnish Lessons (Pasi Sahlberg) - book review

Pasi Sahlberg has thoroughly updated his groundbreaking account of how Finland built a world-class education system during the past four decades. In this international bestseller, Sahlberg traces the evolution of Finnish education policies and highlights how they differ from the United States and much of the rest of the world.

Chapter 7 : Pasi Sahlberg and the Finnish "Truth About Finnish Schools" | HuffPost

In Finnish Lessons (, updating a book) Sahlberg does cover pedagogy, but presents a much broader perspective on Finnish education, looking at its history as well as its current practices and structures and institutions. This is based on his experience within the system, as a teacher at school and university, managing the system.

Chapter 8 : Finnish Lessons - Pasi Sahlberg - Google Books

Pasi Sahlberg is director general of the Centre for International Mobility at the Finnish Ministry of Education and Culture in Helsinki. He is an expert in educational reform, training teachers, coaching schools, and advising policy makers.

Chapter 9 : Finnish Lessons - Everything you need to know about education

Finnish Lessons is a first-hand, comprehensive account of how Finland built a world-class education system during the past three decades. The author traces the evolution of education policies in Finland and highlights how they differ from the United States and other industrialized countries.