

# Erasmus+ KA1

Mobilità del personale docente e  
amministrativo

**Corso di analisi comparativa  
dei sistemi scolastici  
Finlandese ed Estone**

# CORSO DI ANALISI COMPARATIVA DEL SISTEMA SCOLASTICO FINLANDESE ED ESTONE

## Best Practices Benchmarking in Finnish and Estonian schools



“..you can **observe lessons**, interact with **principals, teachers** and students on all school levels, and do **some work shadowing** of teachers. Courses also include **experts’ presentations** with discussions, and workshops about lessons learned from **PISA study**, about **school development and management..”**

Upper Secondary, grades 10-12

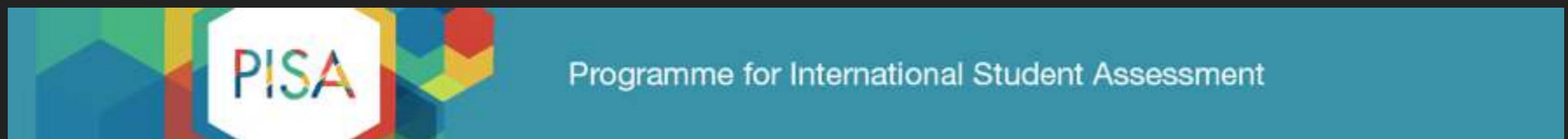
# PERCHE' LA FINLANDIA E L' ESTONIA ?

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La Finlandia e l' Estonia hanno sistemi educativi considerati tra i migliori nel mondo. Gli studenti della scuola secondaria superiore ottengono i punteggi più alti nei test OCSE-PISA

Il 93% degli studenti ha un diploma superiore (media OCSE: 80%) e di questi il 66% va all'Università (media OCSE: 25%)

OCSE (Organizzazione per la Cooperazione e lo Sviluppo Economico)







# Finlandia

In Finlandia vivono 5,4 milioni di persone

PIL: \$231,9 miliardi USD (2015)

Area: 338.100 km<sup>2</sup> (130.600 miglia quadrate)

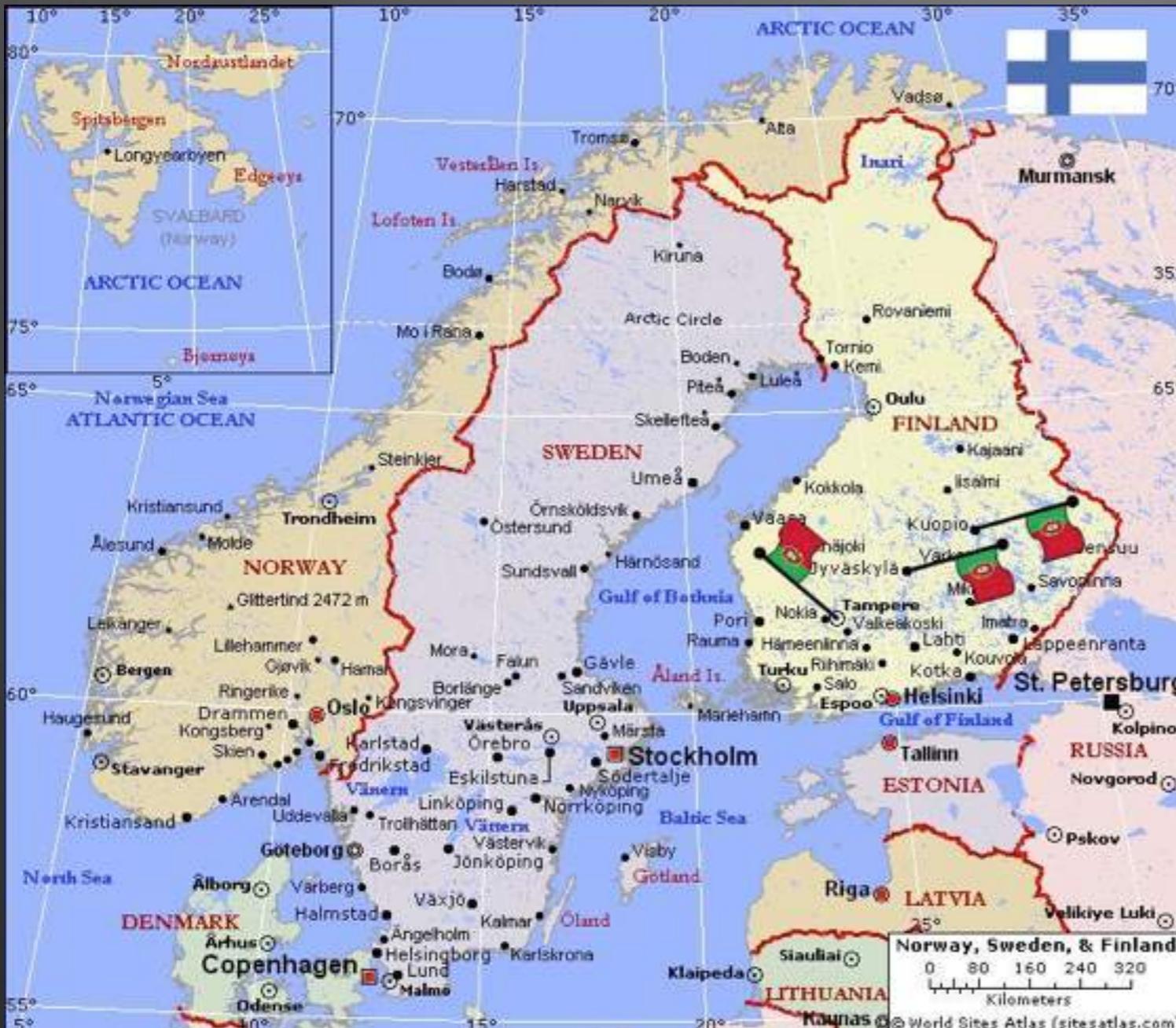
In termini di superficie, è l'ottavo paese più grande d'Europa e il paese con più bassa densità di popolazione nell'Unione europea.

## Italia

Popolazione: 60,80 milioni (2015)

PIL: \$1,821 bilioni USD (2015)

Area: 301.300 km<sup>2</sup> (116.300 miglia quadrate)



# ESTONIA

La superficie totale è pari a 45.228 km<sup>2</sup>

1.340.194 abitanti.

È stata protagonista di una crescita economica dal 2010, grazie alla ripresa della domanda estera e delle esportazioni verso i suoi principali partner commerciali scandinavi, Svezia e Finlandia

Le Nazioni Unite indicano il suo indice di sviluppo umano, stimato nel 2010, come "Molto Alto" (34°) e si è anche classificata ad un livello alto per libertà di stampa, libertà economica, democrazia e nell'istruzione.

Il paese è uno dei primi al mondo per innovazione, diffusione ed utilizzo delle nuove tecnologie, tanto da guadagnarsi il soprannome di e-Stonia.





OPETUSHALLITUS

# OPS 2016

## Curriculum reform in Finland

**FINNISH NATIONAL BOARD OF EDUCATION**

**More information:**

**Mrs. Irmeli Halinen, Head of Curriculum Development**

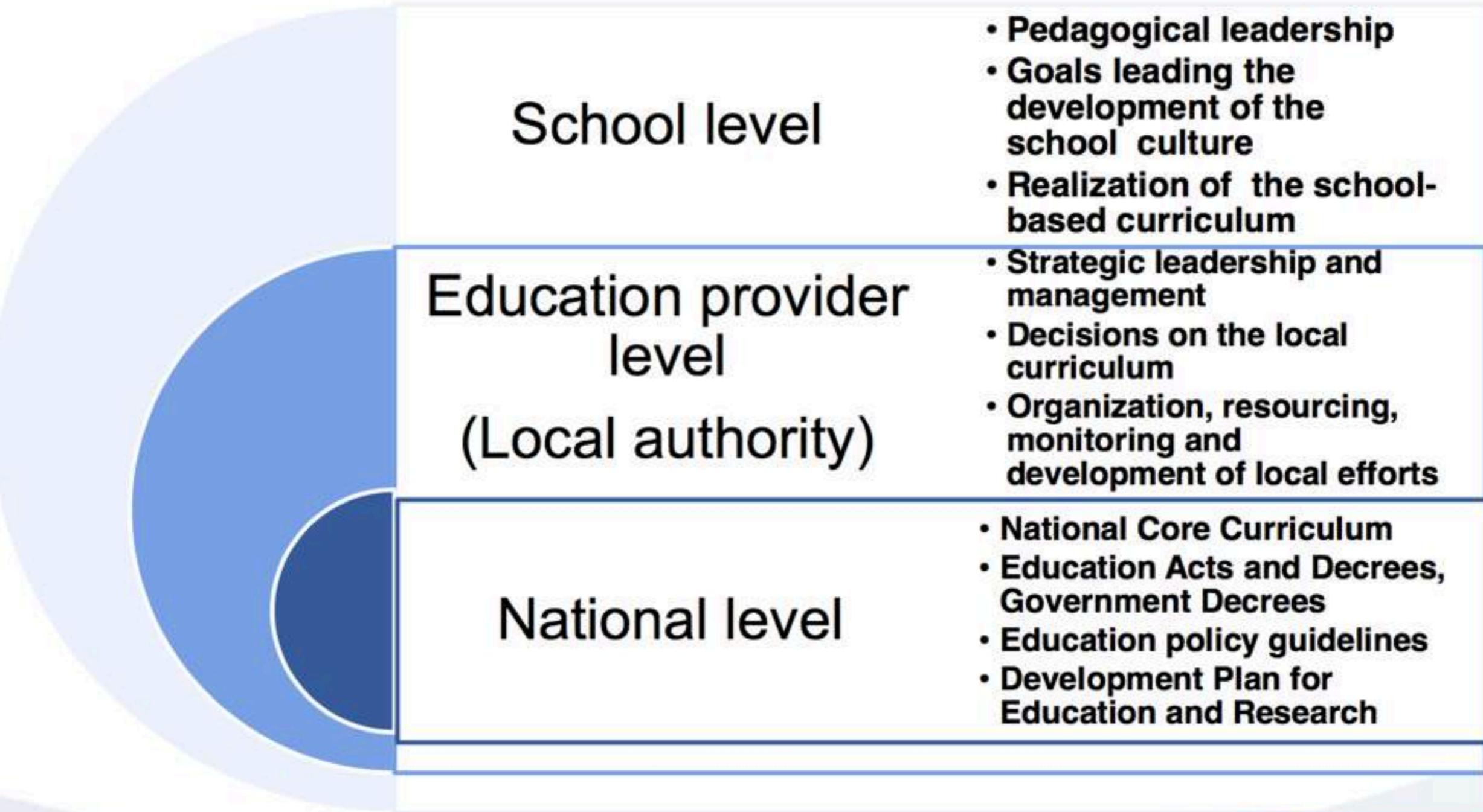
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## Reform of general education

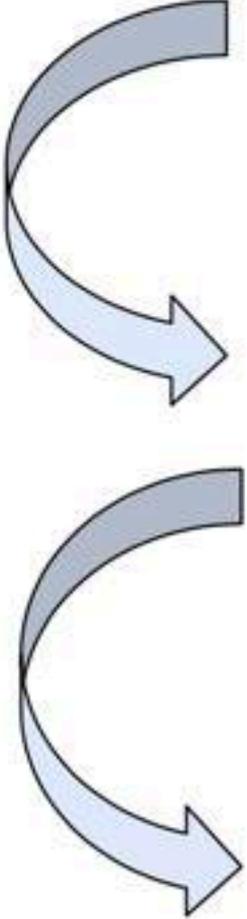
- The entire general education system is due for reform in terms of objectives, lesson-hour distribution, the National Core Curricula and local curricula.
- The transfer of early childhood education and care into the administrative sector of the Ministry of Education and Culture needs to be taken into account.
- The work will be carried out as a whole between 2012 and 2016/2017.
- Several core curriculum documents will be drawn up concurrently.
- Each process of drawing up a core curriculum document involves broad-based co-operation with education experts and various stakeholders, as well as support for local curriculum development efforts

# Accountabilities within the curriculum process





# Why to reform a well-functioning system?



The world in which schools operate has undergone major changes since the beginning of the 2000s, increasing the impact of globalisation and the challenges for a sustainable future **WHY?**

Competencies needed in society and working life have changed, requiring skills for building a sustainable future **WHAT?**

Content of teaching, pedagogy and school practices should be reviewed and renewed in relation to the changes in the operating environment and skills **HOW?**

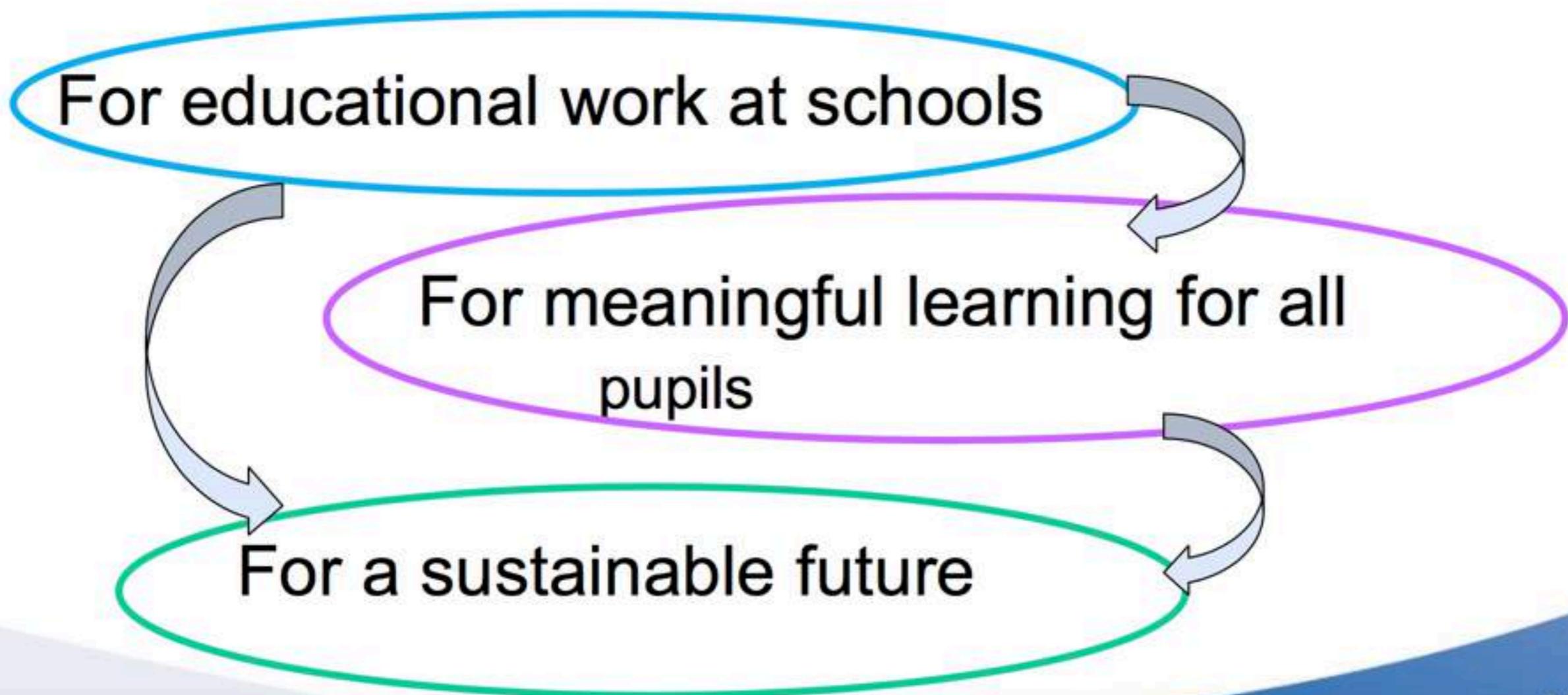


## The core of change

- In this world, our doing, knowing and being have changed (Pirjo Ståhle, 2009)
  - **Doing** – all important and most influential outcomes are produced by cooperation and networks
  - **Knowing** – more and more decentralised both technically and socially
  - **Being** – our identity is hard-pressed in a world of constant change and global information flows

# Key objective of the basic education curriculum reform

We will work together to create better opportunities





## Core of the reform

Why? What? → How?

**The school will be developed both as a growth community and as a learning environment**



OPETUSHALLITUS

# Why? What?



# How?

- If you want to increase curiosity, allow questioning
- If you want to develop problem-solving skills, link school knowledge to real-life problems and encourage pupils to work together to seek solutions
- If you want to increase understanding, combine knowledge and skills from different subjects
- If you want to raise citizens who will develop society, promote inclusiveness and participation, give opportunities to make a difference, and facilitate positive - not negative - critical thinking
- If you want to strengthen learners' self-confidence and learning motivation, give constructive and honest feedback. Never humiliate or put down a learner.

**IT IS ABOUT DEVELOPING THE ORGANISATIONAL CULTURE AND PEDAGOGICS**



# Principles of planning the core curriculum

In outlining the national core curriculum, these perspectives are considered for all dimensions (objectives, content and practices):

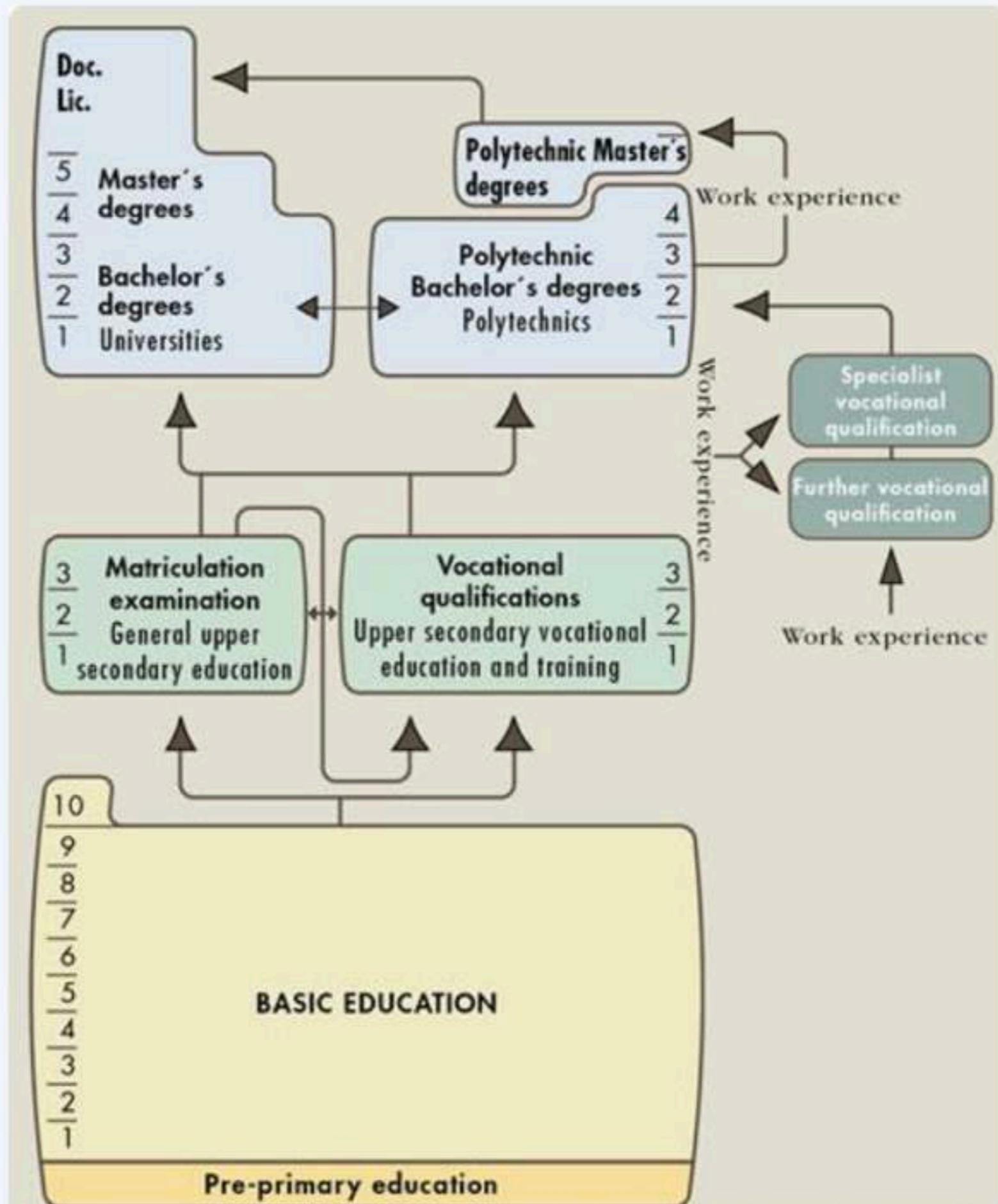
- **Building on strengths**
- **Sustainable future as an objective**
- **Equality in all areas of education**
- **Meeting pupils' needs and supporting wellbeing and other prerequisites for learning**
- **Coherence and consistency of basic education, learning continuums**
- **International aspects and global responsibility**
- **Awareness of languages and cultures, regarding them as richness**
- **Technological change, working with knowledge**
- **Challenges for broad-based, multimodal literacy**



# Schools as learning organisations

- ◆ Schools are communities that learn themselves while supporting their pupils' growth and encouraging all of their members to learn
  - Strengthening pupils' positive and realistic self image as learners
  - Emphasis of unhurried pace and peace
  - Importance of self-reflection of individuals and the whole school community
  - Learning as the focus of the school's pedagogic leadership
- ◆ Features of learning organisations
  - Varied working approaches
  - Interaction and empowerment
  - Wellbeing and safety in daily life
  - Diverse cultures and awareness of languages
  - Responsibility for the environment and future orientation

# Education structure



# I docenti

- Elevate competenze anche pedagogiche
- Preparazione universitaria di tutti i docenti (oltre alla laurea quasi tutti hanno un master)
- Selezione iniziale (presidi, municipalità) per posti a tempo indeterminato
- Riconoscimento professionale e ruolo sociale rispettato
- 190 giorni di lezione, molta autonomia, spazi e uffici personali
- Contratti differenziati per materia e ruolo ( numero di ore di insegnamento settimanale dipende dalla materia insegnata)
- Formazione in servizio
- Partecipazione alle riforme Sindacato forte (anche presidi, partner riforme)

# PUNTI DI MAGGIORE FORZA DELLE SCUOLE

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- Edifici nuovi o recentemente ristrutturati
- Aule accoglienti, spaziose, luminose e pulite
- Dispositivi digitali in tutti gli ambienti di apprendimento
- Laboratori scientifici e artistici
- Spazi relax per alunni e insegnanti
- Mensa (gratis alunni - 6.40€ docenti)
- Caffetteria
- WiFi libero (fornito dalla municipalità)
- Nessuna retta scuole pubbliche (statali)

# INNOVAZIONE DIDATTICA DISPOSITIVI DIGITALE

ICT (Information and Communication Technologies)

Formazione continua degli insegnanti per una  
innovazione didattica che utilizza ICT

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**ICT agents 1 / 200 students**

**75 million €**

# Responsabilizzazione degli studenti

**No vigilanza** (teachers are responsible for pupils attendance but not accountable)

**Aule di materia** e dipartimenti

Blocchi orari 75' + 15' **pausa**

**Scelta** dei corsi (obbligatori comuni, obbligatori individuali, opzionali)

Corsi di **5-7 settimane**

Orario variabile (8.20 - 15.30)

Qualche **autonomia** di "passo"

**Pochi test** ma "matriculation exam" finale

# Culture of Trust

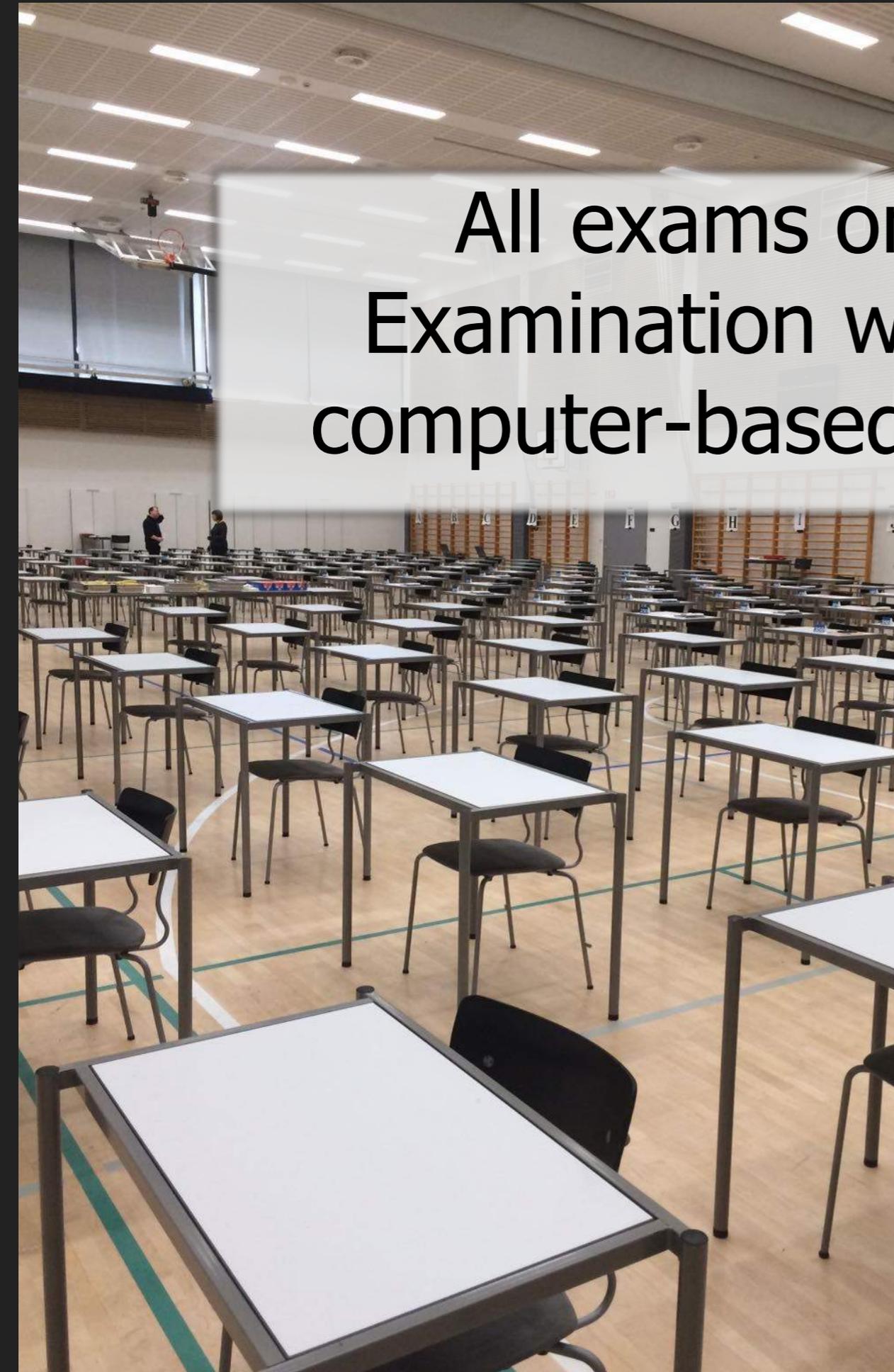
Studenti molto liberi di  
definire percorsi e tempi

ma obiettivi comuni da  
raggiungere

No ispezioni né valutazioni  
formali dei docenti

matriculation exam

All exams on Matriculation Examination will be changed to computer-based exams until 2019



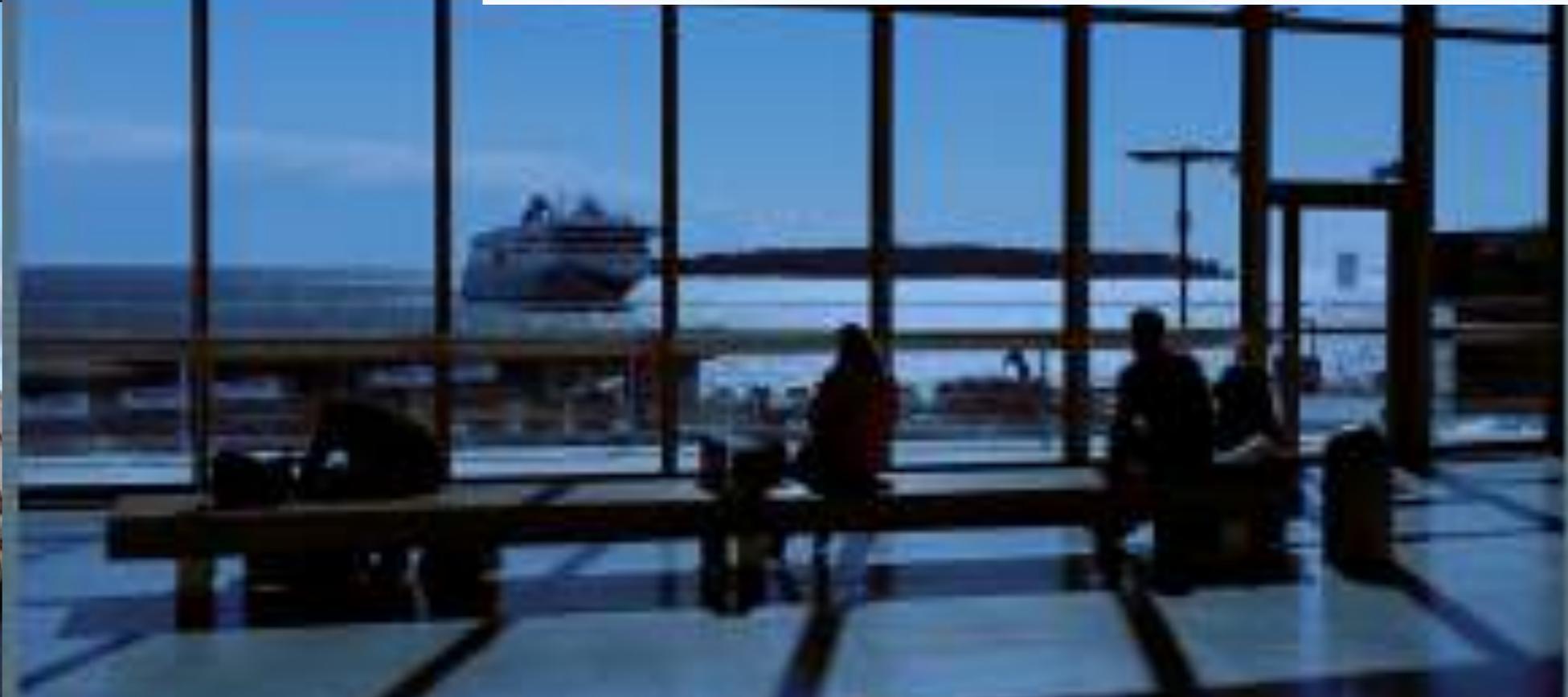
# PER RIASSUMERE LE PAROLE CHIAVE SONO

Autonomy - Responsibility

Trust                  Funding                  Constant Innovation

*Make mistakes, but do not make the same  
mistake twice !*

# TALLINN - HELSINKI



# Helsinki - le scuole

**Tikkurilan lukio, High School (liceo)**

**1200 studenti - 60 docenti + 10 staff**



**Martinlaakson lukio, High School**

**450 studenti**

**30 docenti**













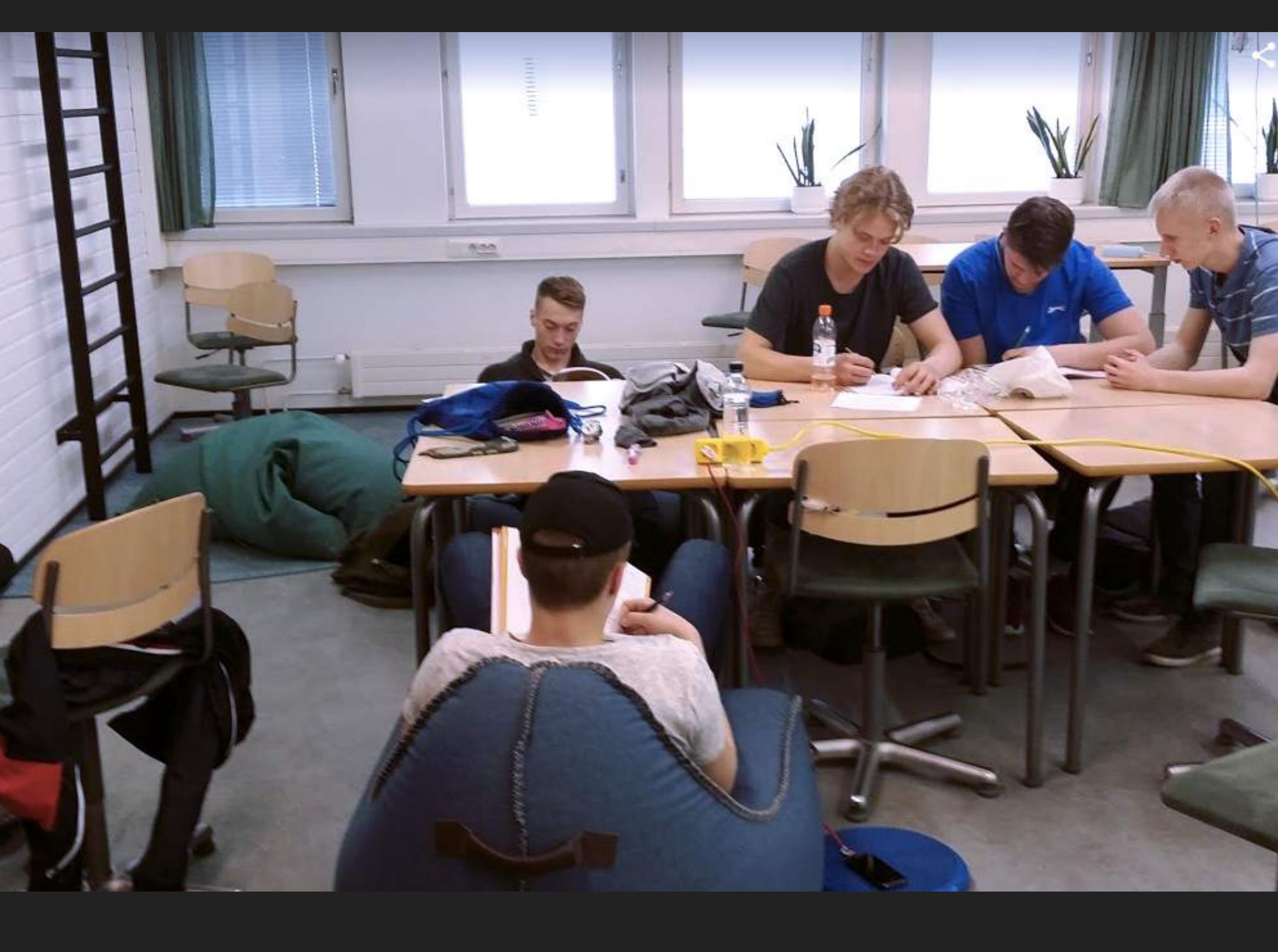


# Helsinki - spazi di apprendimento innovativi

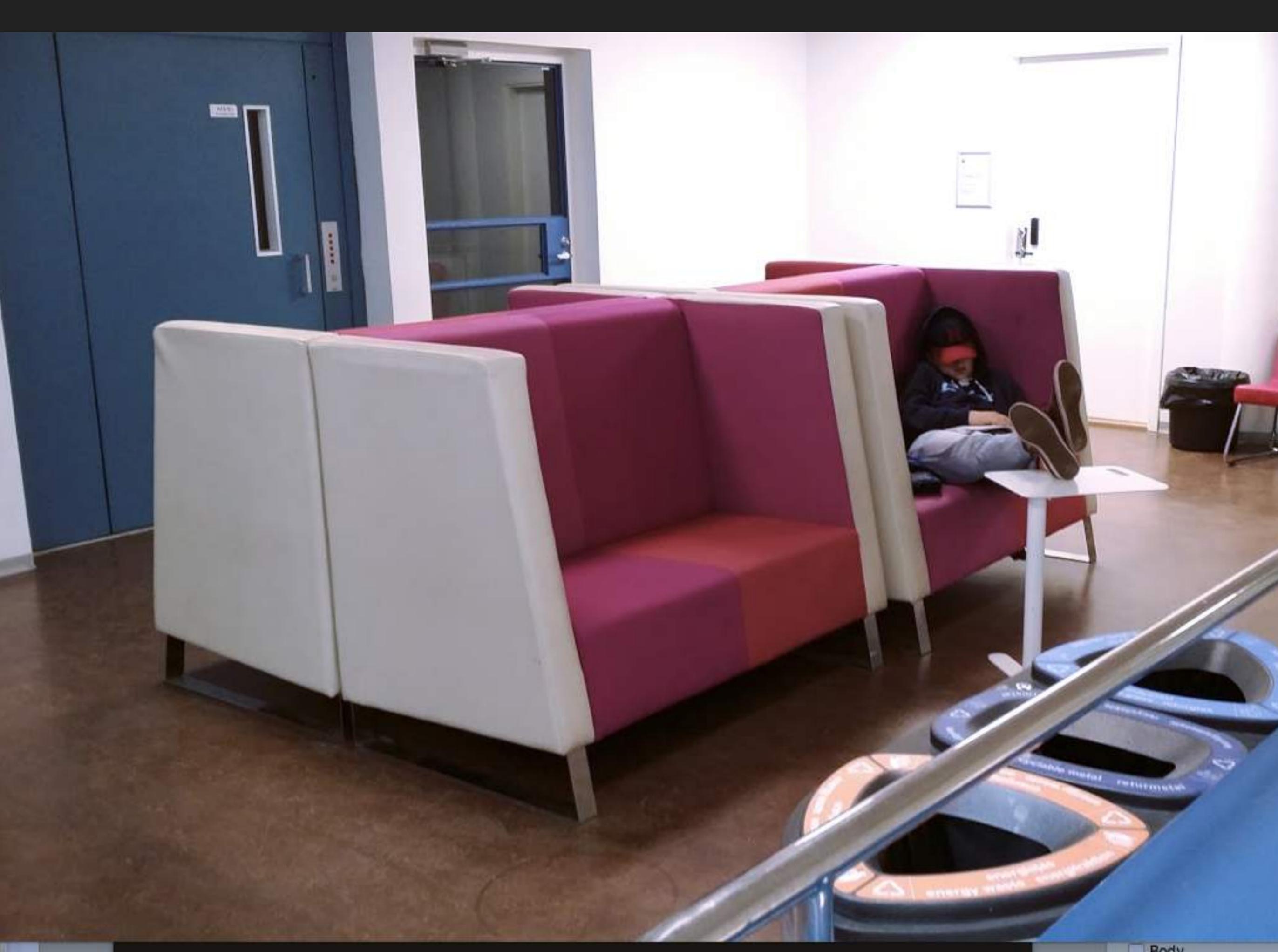
## Strutture Scolastiche pubbliche all'avanguardia











# VIMSII KOOL - TALLINN











nazionali











# PER CONCLUDERE: LE PAROLE CHIAVE

Autonomy - Responsibility

Trust

Funding

Constant Innovation

*Make mistakes, but do not make the same mistake twice !*



**GRAZIE !**

**KIITOS !**

**AITÄH !**

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