



Strategy of Teacher Training Schools

2022



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The strategy of the Teacher Training Schools aims to describe the development of the schools in the next few years. In the strategy, we present our shared vision for the future and define the main objectives guiding our operations.

Learning takes place everywhere. Interaction skills and communal experiences will be particularly emphasised in schools of the future. It is also important to anticipate the amount and content of teacher education. The basic task of the Teacher Training Schools must therefore be defined together, and research, experimentation and development education as well as continuing training must be emphasised alongside traineeship guidance.



Vision for the future

A bold and active Teacher Training School

The university's Teacher Training Schools develop high-quality basic education, general upper secondary education and teaching training on the basis of research data. Together, we are building a positive and sustainable future. As bold and active actors, we develop diverse forms of teaching through various experiments, innovations and development projects. We want to find new solutions that support learning and inclusion. In the future, the Teacher Training Schools will network and create extensive cooperation.



Defining future environments

Digitalisation, the merge of technology and responsible online activities

Teacher Training Schools anticipate digitalisation by advancing and developing technological solutions and utilising them in learning and teaching. We strengthen cooperation and create different ways of sharing teaching and competence through modern technology, both between the Teacher Training Schools and between faculties and field schools. We are also anticipating a change that would see non-formal forms of learning increasingly challenge traditional learning environments. This understanding and perception is an important task for Teacher Training Schools as a pioneer in education and as a builder of the future.



The importance of critical media literacy and responsible civic skills

The Teacher Training Schools strengthen the development of the identity and self-efficacy of children and young people by creating experiences of inclusion and communality. The aim is to raise active citizens who want to influence the society. Environmental issues and media criticism are a central part of civic skills and they are brought into the everyday life of the schools.

Diversification of population and cultural diversity

In a Teacher Training School, everyone is special in relation to others, and everyone has equal opportunities to achieve their goals. Diversity is supported by creating open and inclusive learning environments in which discussing values is part of studies and activities.

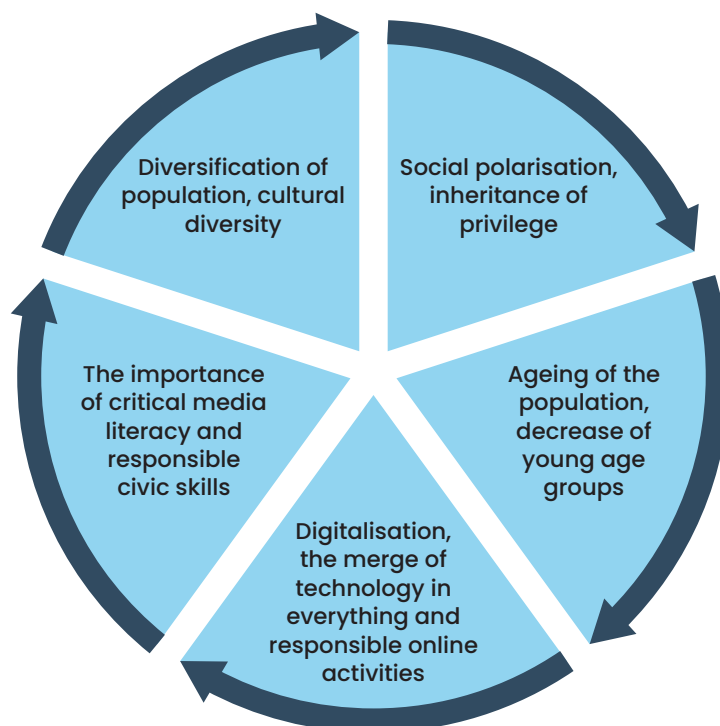
Social polarisation and inherited privilege

The task and objective of the Teacher Training Schools is to support diverse pupils and to find high-quality ways to support learning and inclusion. Teaching trainees are supported with capabilities that help them to introduce new pedagogy and develop diverse communities in the future. In the Teacher Training Schools, diversity is seen as a strength.

The Teacher Training Schools also have a duty to maintain a fair and non-discriminatory school system. This can be achieved through research-based teacher education as well as research, experimentation and development activities and continuing education.

Ageing of the population and decrease of young age groups

The objective and task of the Teacher Training Schools is to create learning environments for times when the understanding of learning and school may change. Digitalisation enables new ways to learn and participate regardless of where you live. Through various pilot projects, the Teacher Training Schools respond to and strive to develop solutions for both demographic needs and changes in the school network.





Our most important values include:

Diversification of population and cultural diversity

Our activities are based on sustainable values, i.e. ecology, equality and inclusion. This is evident in all of our areas, in other words in everyday life as well as in research, experimentation and development activities. In addition, this is reflected in the fact that we ensure easy access to teacher education for all groups.

Cooperation

We develop our competence and work together with others. For us, cooperation means mutual encounters in and between Teacher Training Schools, as well as between the Teacher Training Schools and field schools. In this way, we enable the learning and education of school communities to develop locally, regionally, nationally and internationally. We are actively involved in discussions on social education and training. We network with actors in the education sector, and our expertise can be used to support decision-making.



Research-based approach

Linking pedagogical theory to practice is one of our key tasks. We value researched information and rely on it openly and transparently in our practical activities. We encourage curiosity and criticism.

Quality

The continuous learning of pupils, students, teacher trainees and staff plays a key role in the Teacher Training Schools. We support learning in a safe and high-quality environment that promotes the well-being of the members of the school community. We ensure the quality of our operations through active and long-term reflection and assessments as well as development measures and continuing education.



Strategic objectives

Teacher Training Schools as pioneers of sustainable development

- We see sustainable development as a natural part of the school's activities and educational task.
- We strengthen the staff's readiness for change and professional competence as pioneers of sustainable development.
- We strengthen the perspectives of sustainable development in teacher education.

Diversity of pupils, students, teacher trainees and staff

- We take the diversity of the school community and its members into account. We value different languages, cultures, religions, world views and genders as well as Finnish cultural heritage.
- We strengthen skills in guiding diverse learners.
- We will increase training in encountering diversity and thus strengthen the professional competence of teaching staff and their ability to act in different situations.
- We contribute to increasing content on diversity in teacher education.

Strengthening inclusion and communality as part of well-being

- We are building an operating culture that strengthens experiences of inclusion and communality.
- We strengthen the staff's skills in taking care of their own well-being.
- We take care of the well-being of our community and make it visible to teacher trainees through our own activities.



Digitalisation to support learning and multilocal learning

- We will increase cooperation between Teacher Training Schools through digitalisation.
- We use digitalisation to create opportunities for completing studies through other forms than contact teaching.
- We design content that we can use to promote traineeships outside Finland.

Appropriate resources

- We harmonise the structures of supervised training in Teacher Training Schools and utilise the power of networking.
- We contribute to strengthening the emphasis of supervised training in subject teacher education.
- We increase teamwork and joint teaching and include them in supervised traineeships.
- We promote staff opportunities for conducting research that supports the school's activities.
- We recognise the competence of Teacher Training Schools and school partners and share it with each other.
- We develop and maintain exemplary learning environments.
- We strengthen the visibility and position of the Teacher Training Schools.





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