

School System and Teacher Education in Finland

School System in Finland

Compulsory education in Finland is a 6-3 system as in Japan, and children enter elementary schools at the age of seven. The curriculum is an integrated 9 years of education from elementary to junior high school, but there are different styles of schools such as independent elementary schools and junior high schools, and a comprehensive school that combines elementary and junior high schools.

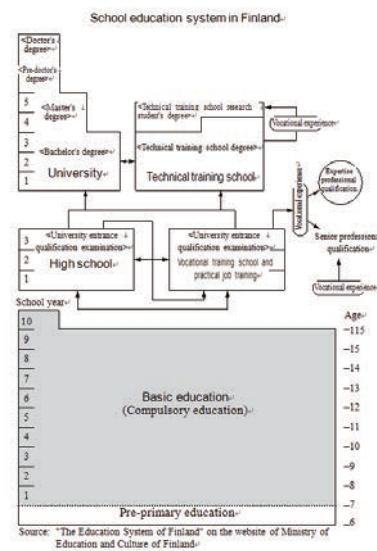
Except for some schools, the schools in Finland from elementary school to university are public organizations and all education leading up to universities are free. Most elementary and junior high schools have two semesters per year and the total number of school days during one year is only 190, which is the least in the OECD member countries. However, the curriculum is planned so that each school can flexibly structure the contents of lessons which enables some schools to emphasize their educational culture. For example, there are some schools that provide special courses focusing on certain subjects such as athletics, mathematics, music, foreign languages, and others.

The government policy for education is enforced by the Ministry of Education and Culture, which is the counterpart of the Ministry of Education, Culture, Sports, Science and Technology of Japan, and the Finnish National Board of Education. The former is responsible for securing the budget but it does not provide any guidance regarding educational content. The national core curriculum has been established by the Finnish National Board of Education (which is equivalent to the government's curriculum guideline in Japan) that only outlines the standards such as a minimum number of school days. Actual educational contents are planned by local governments and the implementation of specific contents of educational curriculum is left to each school and individual teachers. Great importance is placed on the autonomous education rights of teachers and, for example, individual teachers have the right to select textbooks.

Based on the theory of learning that is formed under the idea of permeation of lifelong learning and the constructivism theory of learning, the school is treated more as a place to "learn skills of learning" or learn "the method of structuring knowledge" than as a place to learn "knowledge and skills."

Teacher Education and Teaching Practice in Finland

Teacher education in Finland became actively developed at early stages and it is required to acquire a master's degree after graduating with a bachelor's degree to be fully qualified as a teacher. That means adding an extra two years in a master's degree course to the existing three years in an undergraduate program in the teacher education department, totaling five years at university.



フィンランドの教育制度と教員養成

フィンランドの教育制度

義務教育は日本と同じ6・3制であり、7歳から小学校に入学する。カリキュラムは小中一貫型の9年間であるが、学校の形態は様々であり、小学校と中学校がそれぞれ独立している場合もあれば、総合学校とよばれる小中学校が一緒になっている場合もある。

フィンランドの学校は一部を除き、小学校から大学まで全てが公立校であり、学費は大学まで全て無償である。小中学校の大半は、

2学期制であり、年間の授業日数は、190日しかなく、OECDの加盟国の中では、最も少ないが、学校によって授業内容に柔軟に構成できるようなカリキュラムが組み立てられており、独自の特色を出している学校もある。例えば体育や数学、音楽、外国語など特定の教科に力をいれた特別コースを設けている学校も存在する。

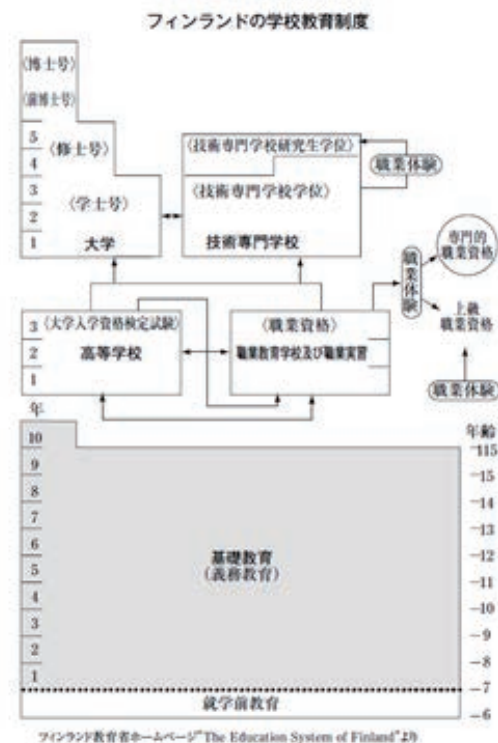
教育行政に関しては、日本の文部科学省にあたる教育省と国家教育委員会が主導しているが、前者は、予算の獲得が主な仕事であり、教育内容について指示することはない。また、国家教育委員会が決めたナショナル・コア・カリキュラム(日本の学習指導要領に相当)はあるが、最低授業日数などの基準のみを示すものであり、具体的な教育内容は、地方自治体

が設定し、具体的な実施は、学校や教員個人に委ねられている。教科書も教員個人に採択権があり、教員の自律的教育権が重視されている。

学習論の考え方として、生涯学習の浸透と構成主義学習理論の影響を受けて、学校は「知識や技術」を学ぶ場所である以上に、「学び方を学ぶ」あるいは「知識の構成の方法」を学ぶところと位置づけられている。

フィンランドの教員養成と教育実習

フィンランドの教員養成においては、学士課程卒業ではなく、修士課程を修了することが教員の資格取得条件となっており、教員養成の高度化、修士レベル化が早くから進んでいる。教員養成学部は3年制のため、2年制の修士課程を加えると大学に入学後5年間を要することになる。



There are 20 teacher education universities and faculties in Finland, all of which are public institutions. An elementary school teacher course is provided at 13 universities and a subject teacher course is provided at seven universities. Teacher training schools of national universities among these institutions are located at 13 areas throughout the nation and these schools provide students with training through practice teaching.

To become a class teacher of elementary school, students are required to have a minimum of 312 hours of teaching experience over two separate terms. To qualify for a subject teacher for junior high school, high school or adults' school, students are required to have over 520 hours of teaching experience over three separate terms (1 hour means a 45-minute class lesson).

There are different types of school teachers in Finland, including preschool teacher (preschool is a one-year educational institution before entering elementary school), elementary school teacher, lower secondary and upper secondary school teacher (subject teacher), special subject teacher for vocational training, and special needs education school teacher. To become a special subject teacher for vocational training, students can also acquire the qualification at a polytechnic instead of a teacher education department at a university.

For example, at the teacher education department at the University of Helsinki, students who desire to become a teacher for elementary, junior high or special needs education schools are required to earn 300 credits in five years. Of these 300 credits, 20 credits should be teaching experience which is included in 140 credits of a group of major subjects in the undergraduate program. Of these 300 credits, 40 credits should be teaching subjects to be selected as minor subjects in the undergraduate program and 35 credits should be such subject to be selected in the master's degree course. Selecting the same subject continuously both in the undergraduate program and the master course qualifies for teaching that subject at lower secondary and upper secondary schools.

To be qualified as an elementary school teacher, students have to major in pedagogies in the teacher education department and are required to submit a thesis on the theme of pedagogies in the undergraduate and master courses respectively as a condition of completion of the course.

To become a junior high school teacher, students can acquire the qualification not only at the teacher education faculty and department but also at other faculty and departments they are majoring in. For the first two years, students should study their major subjects. From the third year, in many cases, they are required to take 60 credits of education related subjects including 20 credits of teaching experience. These subjects are supposed to be taken at the same time as the teaching experience so that students can learn from experience by putting the theories they have just learned at the university into practice through on-the-job-training.

Students who desire to enter the teaching profession will add the credits of teaching education subjects to ordinary subject credits they have earned. With the aim of deepening the understanding about teaching a subject and acquiring skills of teaching for project-based learning, the master's degree program of each discipline other than teaching education department also provides opportunity to learn subjects in relation to pedagogies.

フィンランドの教員養成系大学・学部は、全国に20校あるが、すべて国立である。小学校教員コースは、13箇所、教科専任コースは7カ所の大学に設置されている。このうち国立大学附属の教員訓練校は、全国に13箇所存在しており、教育実習を担う。

小学校の学級担任になるためには、最低312時間という教育実習を2回に分けて行う。中学校、高等学校、成人学校などで指導する教科専任の教員の場合には、3期に分けて520時間以上の教育実習を経て初めて資格が得られることになる。(1時間は45分授業)

フィンランドの学校教員の種類には、プレ・スクール教員(プレ・スクールは小学校就学前一年間の教育機関)、小学校教員、前期および後期中等学校教員(subject teacher)、職業専門科目教員、特別支援教員等がある。職業専門科目教員については、教員養成学部・学科ではなく、ポリテクニクで取得する場合もある。

ヘルシンキ大学の教員養成学科を例に取れば、小学校、中等学校、特別支援学校教師になるためには、5年間で300単位が修了要件である。この300単位のうち教育実習の単位は20単位あり、学部の主専攻科目群140単位に含まれる。300単位のうち副専攻として教科教育を選択する単位が学部で40単位、修士で35単位ある。同一教科について、学部・修士課程で継続して選択することで、前期中等学校で教える資格が得られる。

小学校教員になるためには、教員養成学部・学科で、教育学を専攻する必要がある。学部・修士課程においてそれぞれ教育学に関する論文を提出することが修了要件として課されている。

中等学校教員になるためには、教員養成学部・学科に限らず、各専攻学部・学科で取得可能である。最初の2年間は専攻の科目を履修する。教育関連科目は60単位の取得が求められるが、そのうち教育実習の単位は、20単位を占める。その開始は、主として3年生からであり、教育実習と並行して履修するが、大学で学ぶ理論を現場での実践で体得するシステムとなっている。

教職を目指す学生は、教職科目を通常の単位習得に加算する。教科内容理解を深め、課題解決型の授業にも対応できる能力を身につけること等をねらいとするために、修士課程では教員養成以外の各専攻学科においても独自に教育学関連の科目を用意している。

プレ・スクール教員が修士課程において学習・研究を続けるためのプログラムは120単位用意されており、これを学部の取得単位数に加算すると、他の教員と同様の単位数となる。

フィンランドは、このような教員養成制度の中で質保証を行っていることは、経済協力開発機構(OECD)による学習到達度調査(PISA)において、2000年の初回調査以降、常に上位を維持し続けていること、また学力の学校間格差が少ないこと、すなわち「教育の平等性」が確立されていることなどをその例証としてあげることができる。

参考文献

栗田真司, 秋山麻実, 高橋英児, 「フィンランド共和国・スウェーデン王国における教員養成制度と附属学校園の役割に関する調査研究」, 平成22年度文部科学省先導的大学改革推進委託事業「国立大学附属学校園における新たな活用方策」, 山梨大学教育人間科学部, pp.54-73

There are 120 credits available in the program of master course for preschool teachers to continue their learning and study. The credits earned from these will be added to the credits earned in the undergraduate program and the total number of credits will be equal to the number of credits earned by other types of school teachers.

In the teacher education system described above, the quality of education is assured in Finland as exemplified by the fact that Finland has been continuously ranked high in the student performance survey (PISA survey) conducted by the Organization for Economic Cooperation and Development (OECD) since its first survey in 2000 and that differences in academic achievement between schools are small, which means "equality of education" has been realized.

Reference:

"Studies and researches on the roles of teacher education system and schools attached to teacher education institutions in Republic of Finland and Kingdom of Sweden" written by Shinji Kurita, Asami Akiyama and Eiji Takahashi, 2010 Commissioned project for university reform under the guidance of the Ministry of Education, Culture, Sports, Science and Technology, "New method of utilization of schools attached to universities," University of Yamanashi Faculty of Education and Human Sciences, pp.54-73