Teaching and Learning in Normaalikoulu, Jyväskylä

Mari Kalaja 2012

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Features of basic education in Normaalikoulu

- a nine-year comprehensive school
- teacher training school (The University of Jyväskylä)
- no admission requirements
- no charges
- the students come from school’s district
- provides eligibility for all upper secondary education
- interruption and repeating a form is rare

- the school year, which has 190 working days, starts in mid-August and ends in the beginning of June

- local authorities arrange voluntary afternoon activities for first- and second-year pupils and for pupils with special needs
Value basis and the mission statement:
To learn and grow in a community

- Research
- Development
- Traditions
- Teacher training
- International work
- Participation
- Equity
- Diversity as a strength
- Responsibility
- Creativity
- Confidence
- Equality
- Transparency
### Distribution of lesson hours in basic education

#### The minimum hour of lessons in annual weekly lessons

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Mari Kalaja  5.9.2012
What kind of skills, knowledge and capability are required in the teaching profession?

Skills of reflection
- practice and theory
  - professional development

Occupational skills
- pedagogical and didactical skills
- moral and social skills

Skills of responsibility
- consciousness of rights and duties
  - social responsibility

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Daily Teaching Job
What does the teacher actually do?

Teacher

- prepares
- teaches
- raises the child
- supports
- observes
- evaluates
- assesses
- co-operates
- develops
- reflects
- plans
Planning, preparing

- **Basis:** The national core curriculum and the local basic education curriculum
- **Focus:** The class as a whole and each individual child (learning preparednesses, knowledge, skills and learning strategies)
- **Cooperation and interaction with the colleagues and homes**
- **Yearly / weekly / daily plans, theme plans**
Teaching, raising and supporting

- An educational and an instructional mission
- New knowledge and skills, learning and work habits
- Learning is an active and goal-oriented process that includes independent and/or collective problem-solving (> teacher’s roles, interaction with the teacher and the peer group)
- Learning depends on the learner’s previously constructed knowledge, motivation and learning and work habits
Observing, evaluating and assessing

- The daily evaluation by observing (instant feedback)
  - evaluating the process
  - by teacher / learner
  - dynamic evaluation

- Assessment
  - guiding and encouraging
  - pupil’s progress, work skills and behaviour are assessed in relation to the curriculum’s objectives and descriptions of good performance

- Tests, reports, self-assessment, evaluation discussions
Cooperating

With
- homes
- colleagues
- university
- pre-primary and other basic education
- other parties
  - special needs education
  - pupil welfare
  - surrounding society
  - etc.

The cooperation is a duty and a benefit.
Developing

- teaching
- practices
- curriculum
- society
- professional knowledge and skills

Individually and in cooperation with the colleagues.
Teacher’s professional development

- must become part of the daily work life of educators; a personal and professional, cognitive, social development and development of skills
- A right and a duty
- reflection is prerequisite: the teacher is a co-learner (studying and critical reflection)
- different kinds of teams and networks are important; cooperation and interaction skills
- teacher’s diverse and changing roles in society; they must be willing to reform and to develop themselves
- International development
- In-service-training must answer teachers’ needs
Reflecting

The teacher is studying his/her thoughts during and after an experience. The theory and the practice are combined and the experience will be critically studied.

- "A pedagogically thinking teacher" is aware of his/her operating theory and the emotional and social atmosphere (s)he can create.
- The continuous professional development is enabled by teacher´s reflecting skills.
- Reflection is possible on different levels.
- The teacher´s professional development lasts forever.
Teaching Practices in Jyväskylän Normaalikoulu

- The functional connection between the teacher training school and the department of teacher education allows teacher trainees to start applying theoretical knowledge to practice right from the early stages of their studies.
- The process is supported by well-qualified and experienced supervisors.
- Teaching practice follows an experimental approach; the teacher trainees research their own work.
Supervising the teacher students

- The supervisor’s profession is based on one’s own profession as a teacher; on the concept of what is being aimed at in the classroom, and how the work is done.
- The supervisors are committed and willing to develop their professional thinking; experts of learning and guiding.
- The supervision is defined by common values and aims of the community as well as those of the curricula.
The supervisor

- must know oneself and must be conscious of one’s values and ideals in order to be able to guide others objectively
- Executes a national educational task in a central position: a new teacher will influence about 40 years on, and will meet hundreds of children during his/her career
- Must be flexible and adaptable; must have the readiness to meet diverse students
The supervision

- Is dialogue by nature
- Is confidential
- Consists of reflecting and reasoning together
- Is based on each student’s individual starting point and capabilities
Guidance

- The concept of learning in guidance compares to learning in the classroom
- One’s own thinking and reflection are essential for one’s professional growth
- ”a good teacherness” cannot be taught or imitated
Feedback

- The student teachers get feedback before, during and after the teaching
- The student gets feedback and can give feedback on his/her experience.
- The feedback is reclaimed in developing future actions
Teaching Practices

- Teaching Practice 1
  - 1st year
  - From self-understanding to interaction
  - Aim: To attain skills in observing classroom activities, learning environment and pupils’ diversity. To identify the ways of observing and actions. To identify and question the established habits and self-evident truths of school culture and what is the relationship between them and learning. To attain skills in planning and implementing short learning situations. To be able to set realistic objectives as an educator and a teacher.
Teaching Practice 2

- 3rd year
- Planning as the Basis of Teaching and Learning
- Aim: To attain skills in planning, implementing and assessing teaching and learning situations. To examine and interpret educational objectives from different points of view. To justify the choices of objectives and implementations.
Teaching Practice 3

- 4th year
- Guiding learning and assessing
- Aim: To plan, implement and evaluate fairly extensive learning modules and to get familiar with the differentiation and evaluation practices of the school. To be able to identify and guide divergent learning processes and to support different kinds of learners.
Teaching Practice 4

- 5th year
- School Community and Society
- Aim: To object of this practice is professional self-direction and collegial multiprofessional co-operation in work communities. Reflection on what it is to assume responsibility for teacher’s profession. To deepen the ability to work independently with pupils. To develop the ability to plan, implement and evaluate extensive teaching entities. To execute and improve one’s proficiency in planning, implementation and evaluation and professional development.