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Příloha č.1 - Oblasti připravenosti učitele s otázkami

Připravený učitel:

1. Zná obsah reformy

Co je hlavními změnami oproti starému kurikulu?

K čemu se snaží nové Kurikulum vychovávat děti?

Čím reforma vylepší vzdělávací systém?

2. Je vnitřně s reformou ztotožněn

Souhlasíte s reformními kroky?

Myslíte si, že by reforma mohla přinést problémy, jaké?

3. Ví, co pro něj zavedení reformy znamená

Je reforma velkým zásahem do vaší práce?

Co se nejvíc mění pro vás?/ Co se reálně změní ve vaší práci?

Cítíte se připraveni na zavedení nové Kurikulum? *Škála 1 – 10*

4. Je schopen (nebo uschopněn, oficiálně pověřen, kompetentní) plánovat svou práci v souladu s požadavky nového kurikula

Podílíte se na tvorbě školního kurikula?

Už jste nějak začal/a plánovat tyto změny? Kdy se k tomu chystáte?

Kurikulum se zavádí od srpna „na ostro“. Jak to, že není žádná zkušební doba? Byla by podle vás potřeba? Případně jak dlouhá?

5. Přistupuje k reformě kriticky (autonomně), a tento kritický, racionální (ve smyslu odborný, soudný) přístup mu umožňuje se účinně angažovat.

Přijde vám reforma dostatečně komunikována?

Měl/a jste možnost vyjádřit k novému národnímu kurikulu během jeho tvorby?

Je vám poskytována dostatečná podpora nadřízených orgánů při tvorbě školního kurikula?

Je vaše lokální Kurikulum přizpůsobeno vaší municipalitě?

Příloha č.2 - Přepisy rozhovorů s učiteli a studenty

Teachers:

Do teacher at primary schools teach their classes from the first grade to the sixth grade or do teachers change during this time?

For how long have you been teaching?

Selja (T): 19 years

Ruiso: 35 years

Tarja: over 30 years

Hilkka: 8 year

Sari: 35 years

For how long have you been teaching at your school?

Selja (T): 3 years at this school

Ruiso: 30 years

Tarja: almost all the time, but I haven't done things the same way more than two years (+describing her experience connected to arts, community)

Hilkka: less than a year

Sari: almost 20 years

What are the main changes beside the old curricula?

Selja (R1): not to have limits between subjects, not so new idea – now it is more and more, textbooks kind of away, handcrafts – together, one subject, mixing them makes sense but it is kind of hard, it needs a lot of cooperation between teachers

Ruiso (R2): Education based on constructivism since 1994. New curricula is trying to change the school that we are more team organized as teachers, changing school culture. Idea – teachers need more cooperation, team work based schools. New concept: school as a learning organization.

Tarja (R3): I didn't agree with the old one. It was step backwards. It was small possibility for teacher to do cooperation between subjects. I couldn't understand why all the children should do the same things. We should teacher children to be individuals not "objects" and the last curricula was trying to give them as much knowledge as we can and it was so much to do, so they didn't think what they learned. We have to give them tools how to study, how to think, how to survive in this school, world. It's not important, what is the subject but why we need these subjects and how we can get the knowledge to be creative. I think the new curricula is right direction because it thinks more what is good for society, what is good for children and teaching children to be more active. We have to think about them as individuals, not just about group. We should make children believe in themselves and let them grow in piece. I don't know if teachers do, what they are allowed to do.

Hilkka (R4): I think that the main thing is that a student is a person. Person is the main thing, not the class. Every student has their own road to go. Student is active, has active role.

Sari (R5): The difficult one. ☺ This one is very exact. There is too much things. It makes me pressure. I'm kind of perfectionist. I did my best. I feel that spirit of the new one is bring time and quality to learning as much as possible.

To which behavior or goals is new curriculum trying to educate children?

Selja (R1): social skills, looking for information, learning learning, responsibility of your own learning

Ruiso (R2): constructivism, active learning, children organize their own learning, group work, project work, outdoor activities, open learning environment

Tarja (R3): to be own life subjects, to use knowledge and talents to create new things, find new roads and solutions, they are trying to create their own world

Hilkka (R4): to be more active, they should have their goal and they should plan their own goals. They should reflect what they had done.

Sari (R5): I would say learning for life, trusting in themselves and social skills but entrepreneurship is also very important. But as I said I know now better about the wider (themes?). Well-being is very important too. But I have been into these things already so much. I'm happy that they are here pointed out. But they have been already but I don't know how big is the change. I hope it bring good things to students. But few things I'm a bit worried about. We have students which have a lack of motivation and that is the biggest problem nowadays. (speaking about these children in future – will they have a job?).

How will the reform improve Finnish education system?

Selja (T): we will see in 10 years, it's going to be more free, how children with special needs will manage that?

Ruiso: many teachers are used to use traditional methods, they emphasise cognitive aims. In new curricula, emotical, social, affective and metacognitive aims are emphasized. Metacongnitive learning, that is why NBE (OPI) defined 7 different aims based on idea of overall learning. It is not easy to implement this idea it, you need to know how to teach and organize school – you need to be professional.

Tarja: well, hard question. Eventhough finnish education system cause good results, children are not motivated, they don't like to be at school. This is the possibility to make a school year, school hours worth of living. I wish children like to work, learn to like learning, studying, even if their life are more comfortable now. In my opinion, new curricula is trying to find ways how all the children find their own style to study and because they to it on their own way, it's happy way. I hope this is the thing. I think of teachers understood it this way, it could improve the school. People would be more harmonious, not so competitive, thinking about their goals which are probably higher, I suppose.

Hilkka: I don't know. There is still the goal that when children are at 9th grade and with those numbers they go forward to their further studies. If this doesn't change, how it improves the whole system.

Sari: I hope some more creativity. I have been into that for a long time (dance, music, arts). If the curricula will have space for this kind of work besides the knowledge, and with it and in it. That would bring good results I guess. But problem is these students which don't have any passion or motivation and there are more situations where they should work more "autonomically". They should do in groups, corridor, yard or local store – but some children work only when teacher is there. They can't direct themselves. That can ruin the whole process. I hope that could be more assistance and so on. The whole spirit of creative and independent working needs more adults. One solution can be also co-teaching.

Do you agree with steps of this reform?

Selja (T): it's good direction, a lot of trying, it can't happen in one night, good direction (learning

children how to find information on the internet but you have to know also "old fashion" learning, f.x. counting). I don't like it if it goes totally free.

Ruiso: Yes, I have always been. This is my favorite way to do. I have never emphasized traditional teaching. Of course we have traditional lessons but the main process is based on progressive pedagogy, project learning, active learning.

Tarja: yes, I do.

Hilkka: Yes, I do.

Sari: I agree that we need progress but there is a lot going on about education in Finland. So, every

teacher has to think: Will I stay on this or that. There is a lot of *doubts?* that every student f.x. should find out what they are interested in and search by themselves what they need to know and how they

get knowledge. I think the aim is very good but it also includes a lot of challenges.

Do you think that this reform could bring any problems? If yes, which one?

Selja (T): special pupils, that one who are not so extrovert or with behavioural problems – maybe more focus on them

Ruiso: Yes, in many countries tried, sometimes failed. Problem is teacher education, they don't have enough tools to implement these reforms. It's possible that in future, NBOE will

measure, how we are doing/what is happening, but now they don't know. Now it's based on professional ethics, every teacher needs to know what he is doing, must be aware of goals and try to reach these goals but methods are not that easy. If they are not sure about these methods, it may cause behavioral problems, noise.

Tarja: Missunderstanding. F.x. In using technologies. Some people think that this is the only change – computers. I think it's important to use them. Problem can be narrow attitude of teachers. Sometimes, they don't want to read first pages about the philosophy.

Hilkka: this curricula expects that every student *wants* to take an active role. There are students that cannot do it. Well, there is. The teachers, of course, ..maybe always when you teach you should motivate students and it might be difficult nowadays, too. So, maybe it is not problem with the new curricula because it's always.

Sari: there is not enough education for in-service teachers. We should have more days off from school to stop, think, discuss, plan but mostly we are doing all our work and meet after that, f.x. once in month, so we almost have to start all over from the very beginning. But it is in law how many days we can have day off without substitution, we can't change it. So, this is one big question that could help that the process will go well and widely.

Is the reform a big intervention into you work?

Selja (T): I'm waiting for it. ☺ But it probably changes me and my habits. It's kind of exiting how it change my manners and habits.

Ruiso: it's not, because I have been using these methods for more than 20 years, but some teachers can have problems.

Tarja: No, I don't think so because I'm changing my style of working all the time (reflect myself). I'm very enthusiastic about the change, ready to try.

Hilkka: It should change. And I'm little bit afraid how can I do it. Can I do it? I hope that I get colleges which are as enthusiastic as I am, so I can do it with them. If it is just me and reform, I'm afraid that it is too big bite. Nobody should do it alone – it's the main thing.

Sari: It might be but it is not big thing for my thinking, it's actually supporting my thinking. F.x. the new school building, when it was planned, I was so afraid. It was definitely not creative environment. But when the company was chosen we got very different attitude after that. We are talking about walls we can change and take away between two classes, there

is open learning areas for groupwork. ... I'm already talking with my closest colleague, Taria, that it would be great to have two groups as one and two teachers, if we didn't have the walls (now it is not possible). Sometimes she comes to my class and I go there. We are planning together, so I know where they are going, so we can support each other but we can do so much more with different groups if we would be in the same environment. So, for me it won't be so big change, but for some – very big! F.x. Evaluation can be new – I have always liked to talk to students and parents what is going on – I think it is better way how to support students and to give them knowledge where they are, where they are going, what is very nice and good - everything. Also peer-evaluation, I have tried that, too and I think it would be interesting to make it more but all I have had till now came from my mind, maybe there will be more tools to do that together because some colleagues said they really don't know what to do with that. But at our pages (website) there is a lot of examples how to do it but also the time is problem Even if you are interested and active, when do you have time to write about it there. There should be time made for that (sharing experiences). There is so many time pressures that we have to do in our time.

What is changing for you the most? What is really changing in your work?

Selja (T): It's hard to predict. One thing...languages. Languages start one year earlier (now 2nd class, Swedish 6th class)

Ruiso: Cooperation between teachers. Sometimes it is compulsory but it should be more about our own needs, that we can create our own teams. Nowadays, headteachers decide who is working with who or which kind of themes they are doing. It should be also voluntary-based. We are in our classrooms, doors are closed. We need to do more cooperation.

Tarja: group size – we should have a chance to change the group size all the time and we should have smaller space to work together, not just 25 children in the same place. Access to computers, materials, books – we should be flexible about materials we are using.

Hilkka: I think...I don't know but the idea thing is that my classroom has different parts, so, students can work with groups without a noise and that I'm not involved in everything. Students should be doing different things not that everybody is doing the same at the same time. I think next year is more like that.

Do you feel prepared for implementation of new curricula? In scale from 1 – 10 (10 is the most)

Selja (T): 7 – 8, what I need is more information, I can read it but I need practical examples, how to do things – at the end of April and in May, we have workshops, in Jyvaskyla, we have educational meetings, it's not compulsory.

Ruiso: I'm prepared 10. Because I have used this kinds of methods for years and I also made research on professionalism and active learning, curriculum change. So I know what is going on, I'm aware. It is good when teachers are doing also research, so they then know what s happening.

Tarja: I'm near the 10, so 9. My colleges and husband think that this reform is made for me, my thoughts. The direction is right, that is why I think that I'm quite ready. I heard that they are estimating too many things, some things sound to me too byocratic (you have to write down so many things, I don't like that). Every teacher should know themselves, so they can interact with children better.

Hilkka: Maybe 6. I know (we know, teachers at our school) it quite well but the practice – how we do it? There is so much to do. We have had courses, some of them we have studied as the whole school, some of us has been volunteer in the study, f.x. math and new curricula, crafts and the new curricula. I need meeting with colleges and time to discuss it (the practical implementation) with colleges.

Sari: In our school, I'm quite prepared but I'm not satisfied. I would say 8, but it is not enough. Cooperation with teachers will be big issue because most of teacher are willing to that but there are also teachers who want to have their own class, systems, things. That will be a challenge. But hopefully, everybody gets enough knowledge and skills to do it – the attitute.

Do you participate on creating of school curricula?

Selja (T): I don't. My husband takes part. He's been making Jyvaskyla curricula – handwork curricula. It's almost ready, they are now thinking about grading. In new curricula, grading should be since seventh grade – I don't like it, it's late, most of parents want to know numbers early.

Ruiso: Everyone has to be in the process and I was in a group responsible for environmental studies and I created curricula for grades 4,5,6. All teachers in our school have participated in creating curricula.

Tarja: Not this time. I was upset. Future is for the young teachers.

Hilkka: No.

Sari: No. We have one thing we have been discussing about together. We are not focusing on competences, we have comments about the theme of those but they have decided that the theme is Finland – 100 years. (??) The school curricula is not definitely finished yet. It is at the beginning. Actually, it is so weird that we are so far in spring and this is going on in August. Last time, we were not living in internet world, when curricula was new, we were hard working and discussing it a lot at schools, also with parents and values. I was such a good process. I was very anxious to be involved. The spirit of curricula is created it with children, not just adults. But this is the difficult one – where is the line? We have to plan something because it concept starts from very beginning and we don't have any idea how to do but let's plan. We need to prepare instruction, so they will be motivated and they know what to discuss.

Preparing curricula: every group has different ideas and I don't know how is it going on. We have some time together, then we doing different things, then come back and maybe we have a different chapter to talk about and I don't know what happen with that one, we *should still work* with that theme. It is not very clear.

Have you started to plan these changes? When are you going to do it?

Selja (T): next autumn – it feels like it's quite soon, so little by little

Ruiso: We did the new curricula the whole year, we have had all levels: team work, group work, small groups. We had meetings – all teachers. Our school curricula is ready. We have a school board which has to approve it, also university board.

Tarja: we, me and my college, have started new ways of grading. How children understand the goals. We are trying to describe, explain, grading, so children know better what does it mean. So, pupils are more active when they think about these things, not just about numbers. (*describing it more*) Then we use different kinds of projects and methods.

Hilkka: March, last month, this month and next month, there is almost two times a month, we are planning something. The rest, we haven't been discussing at school at all – when are we going to do it? I'm afraid that we do it together in autumn. I have to do something by myself – I can't start the school if I don't have any “lamp up to my head”.

Sari: Yes. This spring and until the august. There is no other option.

Curriculum is implemented in August without any probation (testing time). Do you think it would be needed? If yes, for how long?

Selja (T): testing time – would be nice, next year it's just from first to sixth grade. I think for the pupils is better to take it little by little and test it and get feedback. Little by little is better than testing time.

Ruiso: 5graders will continue old curricula because of their last year at primary. According to national board, it is flexible in some cases - it is enough. But implementation is based on the law, so we need to do it.

Tarja: difficult question – testing time would be needed if they think that it come in the right and good form but I think the curriculum itself is quite flexible, so it very quickly starts but - I believe that it doesn't come true in the right way anywhere. Everywhere it has differences but everywhere must be an idea of trying to be creative all the time ?? and understand it better way. It's improving all the time but I don't know what they think. That is what some teachers can't stand because they don't have strictly what to do, maybe they are very stressed. It's difficult.

Hilkka: I don't know. At least half a year. After half a year, we can say something. What have been managed, what are the problems, what should we do in next spring.

Sari: I guess, if there would be some kind of this period it should be a school year. But this is still quite short. This is some kind of thing we have never had. It is not needed.

Do you think that the reform is communicated enough?

Selja (T): No, it should be more. Maybe it depends on cities. In Jyväskylä, if group do something, they put in on the internet, we have opportunity to comment it. It's good. But I need some kind of education and practical instruction. But it's good system that we can comment. Parents – can read and their opinions can be used.

Ruiso: yes, we have had several meetings in our school, middle-finland teachers have met and also at national level. It was compulsory at school, other are voluntary.

Tarja: No, but they tried very much. This spring they have had very much communication about these things..I'm not sure..they (national level) tried their best I think. These first pages of curriculum...I think we had lack of that. There wasn't enough discussion like that.

Hilkka: I think they are. Somehow I trust that those people who has planned it did it with heart. But in Jyväskylä city, I'm not sure. In our school, the same. It has to be the community, who makes this reform, not just teachers.

Sari: more is more, but it is lack of time and money. All the teachers should do more homework and we are said to do so. With other teachers we have agreement that they will read some part and they we will talk about it, so that we work better than: OK, now you have to learn all yourself.

Have you had a chance to say your opinion about the new National Core Curriculum?

Selja (T): We had the possibility. I don't know about the state level (there is working group also), I don't know how much they are doing cooperation with headmasters and cities but to the city curricula.

Ruiso: yes, it is based on discussion. Everybody could comment it – draft. We discussed it in school and principal sent it to NBOE. We have been discussing all the time what is happening. So, we can say our opinion. Parents and students (pupils) are also able to comment, it is also goal. Pupils – idea of student democracy – parliament – but it is not easy for them. They wrote something about school in the future and we read those papers and tried to take it into account.

Tarja: yes, if I were active.

Hilkka: I was at home with children, so I didn't have a chance. Now I have chance to say something to municipality curricula.

Sari: Yes, all the time what is done is on the internet and if I were active, I could read that and make comments or go to group where they are writing the local one. But I felt I didn't have enough time for that.

Do you know if your local curriculum is conformed/adapted to your municipality?

Selja (T): yes, it always has been like that. Every city is in different area. I think it is somehow noticed that every city has its own curricula.

Ruiso: No. This school is authonomous. Every school can have its own curricula. Our school is state-own.

Tarja: yes, it is. I think so.

Hilkka: I think it isn't. In curricula, there are sentences like: "make it local." But I don't know how it goes.

Sari: It is not quite yet. On website, there are parts that are decided in our town level and there is still some which are not. It is still in process.

Is there anything more you would like to say?

Ruiso: fundamental change – teachers thinking – it might be problematic, paper curricula is not enough. Change is based on interaction between students and if these interactions are going to change, so we have implemented also the paper version of curriculum. It is not so easy process. In the world, we have so many papers which are not really implemented.

Hilkka: I don't know. It is always, when we are changing, there is always a group saying: Ohh no, it's not gonna work. I want it to work but..where is the spirit? I would like to see it. It might go that the time came too quickly. We didn't have enough time. We haven't taken enough time.

We started this year after Christmas but Jyskäkuolu, they did something the year before.

Selja: I think all our education is about teachers. Teaching is difficult job but also very nice and important job. Sometimes it is really difficult how to use your time. You have to do the basic job in classroom but still learn new things, methods and be aware of needs of the society all the time.

Do you want to point out any of topic we've talked about?

Selja (T): No.

Ruiso: No.

Hilkka: I have a feeling that we're trying to change the *world* somehow, we're trying to make school better place but are we teacher – can we do it? Can we make it?

Students:

What exactly are you studying and for how long?

Marie Helena: teaching and education, 4 years, I will be studying for 1 or 2 years

Tutti: 3rd year, primary school teacher

Otso: primary teaching, 5th year

Sirkka: special education, 5th year (last)

What are the main changes beside the old curricula?

MH: bigger themes, should have bigger standing in teaching. You do this big themes alongside other teaching during the year. 7 themes – f.x. computers (safety internet, doing information, project with internet, reading skills and so on).

Tutti: New one is more based on phenomena, not subject based. Question based. We are trying to get rid of frontal teaching, teacher is more like lecturer (talking, but interactive)

Otso: structure, new is said to be a bit messy, I don't know the old one because at school we are focusing on the new one; assessment – nobody really knows yet; somebody complains new curriculum is really unrealistic, should be more practical – should be unrealistic, it's for 10 years!; broader themes (ICT, entrepreneurship) – ideas of entrepreneurship education are everywhere, a lot of responsibilities thrown to the people, they must develop themselves; I think curricula prepares children to be competitors in the world of market, school should not be about this but about helping and caring about each other. Someone said: "The world is changing so quickly, we have to prepare children" – but what does it mean? It means that working life changes really fast, that is why we should learn children to be flexible, maybe not to have a fixed identity, to be someone who can always be adapt to situation. I see this as service of the market, it's not what is school about.

Sirkka: the idea of how contents are reached, the old one was detailed (what should students know), not it is more about phenomenon and what kind of things they should explore with the teacher – this is the biggest difference. Now, they are writing what teacher should do. It was not in the old curricula, it was about what students should know, what is the task. And of course these big themes (7 or 9 or how many).

To which behavior or goals is new curriculum trying to educate children?

HM: critic, learning by themselves, learn to behave like a good citizen, more international

Tutti: it's not about what they remember about things but it's more about lifelong learning (skills to educate themselves and face challenges because we don't know how the future is going to be). Not about recent knowledge but about skills, to understand different kinds of phenomena and how the world works and where to find information – skills what they would need whatever they are gonna do in the future.

Otso: creativity, flexibility, adaptability, team working (I found good), technological skills

Sirkka: I think they are trying to have this goal that students will have skills they need this day, it is a lot about digital things (programming), making them active, active citizens and knowing a lot of technology (☺).

How will the reform improve Finnish education system?

HM: I think it's going quite far if you are taking every word of new curricula. A lot of improvement about the bigger themes, how children are taught to be as human-being and citizens.

Tutti: Hard question. Probably they know it otherwise it would be a bad idea. I think (one of our teachers said it quite well) that we won't know how it works, we are trying to have a better system, we will see in 10 or 15 years. It's about skills not knowledge I won't need (f.x. technology).

Otso: assessment should really become part of learning but it's difficult. I wish the assessment is seen as a normal part of learning.

Sirkka: I think it will create a lot of confusion. Some teachers won't change anything. I hope it creates an idea: OK, now we change the school system, what is taught and how. But what is really happening...it will take a lot of time. Not so optimistic. Nowadays, it's a lot of talking about education in media (about cutting finances but also about the reform) about making schools more digital.

Do you agree with steps of this reform?

HM: Yes, because the school system has to move on and get better. I like the improvement but it's gonna be a lot of work, it's not gonna happen just like this (lusknuti). It's gonna be a long-term change.

Tutti: Yes. It's kind of wrong way to see it as: this is the old one, this is the new one. Schools have mixed things already. Now, they have more emphasis, so I don't see it like two different things.

Otso: Well, I don't accept everything, I would throw away all entrepreneurship education or change is as entrepreneurship in a community, benefit for community.

Sirkka: Yes, it's going better. I don't like the detailed things but I like the phenomenon idea and the bigger connection to real world – these themes 7 or 9? They should be in subjects as headline topic, these daily life skills. It's good to make it relevant to students. It is also very good thing that this emotional part, social skills (more communication and yeah) – I was not in the old curricula.

Do you think that this reform could bring any problems? If yes, which one?

HM: A lot of teachers have problems to understand new curricula and real changes which has to be done in real school situations. I think it would be good to have a lot of training situations for teachers where these changes are told really simply and easy to understand. For example: this is the change and this is what has to change in the environment – something like that. It would be good for teachers to know more. Problem will be not-knowing what it will mean.

Tutti: All changes require a lot of work to change all kinds of things because it needs a lot of reading, you need to know this and that. I think I need more time to prepare the lessons. It might be problem if teachers don't have enough time and knowledge to find out what works best. We don't have list of think you should know, it's not very detailed at all. If we have two children from one school and from the other one, do they get the same education? And does it matter?

Otso: danger – assessment, it brings new freedom, so school can understand it differently, in the future, there can be schools with different level of teaching and it's not good. I don't want children to be taught to be just player in the world competition.

Sirkka: (Mentioned before that some teacher maybe won't change anything) Well, now, when it is not so detailed, it might result that students will have very different contents (some teachers are doing in more detailed, some not – but I guess that it is also nowadays). The programming thing could be problem or the phenomenon idea because teacher, I don't know how prepared they are because they should be given more education about this. I can't see this

happening much at the moment. This might be a problem, that teachers don't really know what to do. (talking about courses at uni about changes at curricula) Well, we as students – we *should* know much! But we don't.

Is the reform a big intervention into you study and future work?

HM: Yes. Our education was about the old curricula and the new one hasn't been in my studies. So, I have to study it on myself. The change is gonna be next autumn. Now, I have just additional, practical studies.

Tutti: Since beginning of my studies, this changes had already been going on. In that time, it was kind of draft. So, in that way, it hasn't changed.

Otso: Yes, it is. It's my responsibility to follow the curriculum when I'm teacher, otherwise I'm breaking the law. I'm glad that it's in my courses, it comes very often. It is not like in the past, we don't have to know it by heart but we need to know it by heart to follow it properly. I'm reading curricula almost every day to find something.

Sirkka: No, I don't think so. Because I'm oriented in this phenomenon-based thinking and I'm special education teacher, so we have had lessons of class teaching, but we are mostly oriented to basics (writing, reading), co the curriculum is not the main theme for us, it is more about students needs.

What is changing for you the most? What is really changing in your studies/work?

HM: 7 big themes how I'm going to put them in my teaching. How student image is changing (children being critical, thinking themselves, giving them questions and problems, so they can evolve). Another thing is grading, children should be involving more in grading themselves and letting them grade their studying. Then, teacher image, teacher is not a teacher anymore, I have to be like a guide, guide children to learn. Of course, teaching is a big part, but I have to give them more responsibility about their own learning.

Tutti: Maybe, role of the teacher. It's going to change my plans of lesson and my teaching. Goals are different. More emphasis on being critical, learning to think, responsibility, being active citizen. We already had it but now, it's more emphasized. All aims are based on the seven ... themes.

Otso: I need particular new skills – like learn how to code. I took part in free course. It has a lot of publicity. Now, we have course at uni, which is compulsory for all students at masters

about ICT and coding. every student at master have to pass this course. Then, assessment – also compulsory course.

Do you feel prepared for implementation of new curricula? In scale from 1 – 10 (10 is the most)

HM: I would be 4. 3 – 4? I have still a lot to learn. I know the basics, what I have been saying now (about teacher's image, children' image – It might be actually quite a lot). So, I know basics, but do I know really what has to happen in the teaching? That is why my scaling is like this.

Tutti: 7? I have been learning about it for years. The problem I'm dealing with is how to do it in practice. How do I have enough different kinds of tools and activities for every day basis?

Otso: 7, because the structure is not familiar and I don't know where to find. But I know basics.

Sirkka: 5? I read it but f.x. this programming and all these things I don't know. We haven't been really discussing it at school, so I don't feel very secure of that. On the another hand, I feel positive because I'm going to teach in Thailand next year and it is also encouraging that nobody has experienced that, everybody is at the same level. Maybe, at that point I'm at the better position than others because we have been using a lot of technologies here, so. But anyway, I don't feel very comfort.

Do you participate on creating of school curricula?

HM: No, I'm not. My mum is. Actually, maybe I had some email about that in past.

Otso: yes, I have met school curricula in Koukala. We created project there, where themes interpreneurship and ICT were emphasized. The project should be model of work in future.

Curriculum is implemented in August without any probation (testing time). Do you think it would be needed? If yes, for how long?

HM: Hard question. It may should be but does it change anything really? Changing are going to be like that and if we had testing time, it would have been really long time because otherwise you can't see the changes. If we had testing time, it would be many years. It would be kind of wasting time, we would have any good results about testing until many years.

Maybe, one year of testing, when we have the situation to talk about these changes – a bit like Paidea Café (come together and talk about the changes and what really is happening).

Tutti: It's not really needed. Municipalities have their own curricula but teachers are quite free, we are trusted to do. I think nobody would be observing if you follow it truly or not. I think some teachers already done things about the new curricula. They are sharing information/ideas in some FB groups. The change is not that black and white. It's taking time. I have the trust that you, as experienced teacher, know the best way for your students, not just following what is said.

Otso: it depends on the form of testing time, because results are not seen immediately. I think testing time should be really long. That is why I think curricula should be really carefully thought and then create the good one. This one is not completely deeply thought through. At the beginning of curriculum, there is a chapter about values of education (vyjmenovává je) but when we go deeply into goals of subjects and themes, there are also other goals and themes – the competitiveness, for children to be players. It is not in value section but you can find it everywhere.

Sirkka: some schools have done these testing. I'm kind of thinking why not just do it and see how it goes. Then, of course, if it is disaster, everybody is in mess...but no, I don't think testing is needed. Let's just go and see and then ..anyway, school has always been developed. And it is not such a big reform, they are still teaching, in classes, schools look quite the same. So, no testing.

Do you think that the reform is communicated enough?

MH: For me, no. I'm not sure what in-service teachers are thinking. I have really mixed messages about new curricula. I think teachers are not getting enough information, that is why I think there should be these trainings. For me, there hasn't been any information, I had to learn myself.

Tutti: yes, to students. During studies.

Otso: maybe..in our courses, we should discuss more what we think about it not just reading it. Our opinions, what is good, what is bad – it hasn't been a lot.

Sirkka: now, I think it is not enough. Well, of course, I don't know what is now happening at schools but for us, students, it should be more discussed and unis should be talking about it more. And include also young students – of course they could have given some ideas but -

they should be prepared that something is really changing a lot. And, there is always a lot of talking about Finnish schools, so now it should be talking: OK, now, it's gonna be reform and what is really happening. Well, more discussions is always good if it is really about the new curricula.

Have you had a chance to say your opinion about the new National Core Curriculum?

MH: I think there had been some chances to say your opinion, before. I got emails "join discussions; give us some ideas" but I didn't go there or say anything. I guess there have been chances to say something but not that much. And now, when changes are really near, I don't have any chances to say anything. I would like to know more about the real changes – I mean there is a lot of words saying something but ... if you are teaching, it is a lot of work, and now you have to *move on* new curricula and you don't know about it enough. If want to get known it you have to do it in your free time...I'm lucky because I'm still studying, so I can do it, studying in my free time and getting know it but what about real teachers in the field? What they are going to do? Are schools giving them chances to learn about it?

Tutti: I think they were chances but when I was applying for uni, there had already been the draft. I think some of our teacher did comment. I *should* know it!

Otso: I guess there was a chance but I was away. So, I didn't say anything.

Sirkka: No. I don't think so. I don't at least remember. I think it was mostly prepared in teams by professionals in schools and leaders.

Is there anything more you would like to say?

MH: We need more information!

Tutti: Curricula in not *really* well-structured, it's a big thing going on, it's not as concrete. But we will do well – at least in some time.

Otso: it is just my recent feeling – what I have said.

Sirkka: Eventhough I read it, I still don't know much about it.

Do you want to point out any of topic we've talked about?

Sirkka: Well, there is a lot of discussion that it is gonna be big reform and of course it looks very different, but I don't know, I'm really curious that is really changes the practices of

schools. I think the final thing for that (if it is gonna change or not) is how the schools will be doing it because if they are really different, it doesn't matter how the national curriculum looks like.

Příloha č. 3 – Přepisy rozhovorů s manažery

Rozhovor s Tuija Rasinen

Palvelujohtaja, KT - Director of Basic Education Services, PhD.

(ptá se mě na to, s jakými učiteli z jakých škol jsem vedla rozhovory a jak jsem se s nimi nestala)

What is the role of the City Education Department and Education Services during the implementation of the National Core Curriculum in Jyväskylä?

Our work is to plan and have all the teachers who will be creating the local implementation of curricula pro preschool education and also for basic education. We have been organizing groups of teachers and principles who have been working for now almost two years and they are all together 150 persons involved to these processes and they are mainly groups based on the subjects but not only for the subjects teaching. There are very active groups at the moment who are working with evaluation and assessment system because we want to have many kinds of new aspects of your assessment system of students. So, one of those groups is actively working with that theme and my responsibility is to take care of the organising and because our political boards are making the political decisions, so I have to be there for them to prepare and to explain and to make all the text and make it clear for them to understand what does it mean and what this local curricula means.

So, you are like mediator between the educational and political parts? Yes, but I have been also sharing some of these teachers groups because I'm – my basic profession is teacher, so my interests are in some subjects that is why I'm also taking care of some groups. I'm also running the “steering” group for this local curriculum process, so I'm the chairman of that.

How did you choose teachers who are working on the local curricula?

Yes, that is a good question. Two and half years ago, we asked teachers to voluntarily informed that they would be interested in this kind of local curriculum work and 110 teachers + many principles wanted to be involved and that is the way we created those groups. There

have been some changes of course in participations of these groups but anyway that was the informing that they would like to be.

So they are doing it voluntarily? They work voluntarily. But we of course have to take care of that they can work during their teaching hours, so we are providing substitute teachers. not all the time but we try to activate that system and also can pay a little for the extra work they are doing but it really isn't that much but anyway it is something. So, it's not work for free.

In which phase is the local curriculum right now?

We are preparing the reform work to be implemented in August, as you already know and that is the work we have to implementation concerns age groups from 7 to 12 meaning the grades 1 to 6 but the big reform is concerning all the groups and grades. For example we think of, I don't know if you know, something about, you have supposed to see this. It is all about, one of the main ideas of your reform is to implement these competencies – competent areas which we would like to see in all subjects teaching but overall in every way, in every school. And this work is the basic for all the local curricula work also this is the core curriculum idea and we have to implement this in our local curriculum. This is something we have to do and it means that we have to implement and try to provide teaching so all these competencies are as aims. We would like all the children to be, so that all children between 7 and 16 they will touch all these competencies in their learning path. And this is one of the main ideas and...

OK and they should be included in subjects? Yes.

But I was telling about that we start with the 1st to 6th graders reform in August. Year after that 7th graders will be, then 8th, 9th graders. So, in a way, four years time for thus whole implementation work. So the final grade 2019 will be there. That is a big challenge because he will have two curriculums at the same time. So, the first group (1st to 6th) already working during next autumn but 7th to 9th graders are still working with old curriculum. That is quite challenging.

I think that is challenging but it is quite good for children because if they are used to some system for 7 years, it is nice that they can continue the old system and the new children who are kind of .. like who are staring with the new curricula at primary school they can continue with the new one. In the way, it is good system. And what we have learned and things we have to maybe change with the local curriculum implementation that is

something we can do during next year. So that the seventh graders and eight graders and nine graders maybe will have better ways of implementing something in a way that is good. but it is challenging because you really have two curriculumms at the same time. But that is the way how it is in Finland and that is happening all over the whole Finland so this is not only in Jyväskylä.

The curriculum from 1th to 6th grade is in which phase of process? You are starting in autumn, so.. Yes, at the moment we are finishing all the subjects and all the general aims concerning the grades from one to six because we have to have this political decision making clear before August and this Wednesday we have the one of the final decision making meeting with ur educational board and they are finalizing their decision making with our local curriculum.

So, you have to show them the whole local curricula and they have to say “OK, we agree”. Yes, that is the way it works.

What is changing at the local and school level according to the new curricula?

The big changes - competencies. (dává mi leták s informacemi o reformě v angličtině). Well, these thinking of these competencies, that subject teaching still is very important – we have compulsory subjects we have to learn and we have certain amount of lessons we have to teach. That is clear, that is the old thing and old structure – and that is good, but we would like to see within this reform that these competencies are connected with subject learning and these competencies should be there in every day school life, so that schools, teachers really know they have to make their working process in aiming these competencies. And if you read these competencies from there, you will se that they are very general – many aims but in the way that is the main idea is to integrate phenomena. So that children would really understand why something is happening and how can I learn these and that. It is much more important than to know something by heart and forgetting it just after the test. So, it the way, deep learning, deep thinking – it is important. Changes in the subjects – there are few. F.x. we are making foreign language learning, so that it starts earlier than it has been. F.x. in Jyväskylä we are staring studies in English when they are second graders, at the moment they start they they are 3rd graders, so next autumn 2nd graders will start their English studies and Swedish, we have been doing it so that they started Swedish latest in seventh grade, but next autumn sixth grades will start that – Swedish studies.

Are there special teachers of Swedish or is it in competence of primary teachers?

Yes, our system is, so that all the qualified class teachers, the teachers who are teaching from grade 1 to 6, if they have their degree in education from university, they are competent to teach all the subject we teach but it is a bit difficult because quite few universities have been having courses for Swedish, teaching Swedish language and that is why I think f.x. in Jyväskylä autumn we have many of those subject teachers who will take care of the teaching Swedish language for sixth graders. They will be a few class teachers who had in-service teachers courses during this year and next year also and they want to and they feel that they are competent. it is fine they can do that. In Jyväskylä, we have been picking up one of these parts – competencies and it is the ICT competence. So, the skills with that. We make decision that we want to be sure that all 6th graders and 7th graders at least will be studying ICT skills but we also think that and also want to see that all the children in all grades will use ICT facilities and it is there and all teachers have possibility to use all the materials and that is something we really would like to see but we wanted to take care of that it must happen, so that is why we put one lesson to fifth graders, so that you have to teach ICT issues during one lesson per week and with the seventh graders we have the same thing. But it is not a subject, as such. It concentrates on ICT skills and competencies. And that is something local we made here in Jyväskylä. And also we have, there is old tradition in Finland that we have handycrafts and we have been having two parts – dimensions in that subject concerning their materials they are using: in the way, hard and soft (textile and technical and technology part). But this new curriculum make this two areas together, so we only have one subject and it is only handycrafts and it includes these two parts and core curriculum says that all schools have to take care of that all children, boys and girls, are not choosing any of those two parts as it used to be but they study the whole subject as it combines these two areas. And this is quite a big change in a way, change was there already with our previous core curriculum but for example Jyväskylä did not take care good of that reform then. But now it says, this book (ukazuje mi národní vzdělávací program) is really saying to do that and this is something we need to do. I know that at the moment there are 50 teachers studying and planning next year, so that they really could work together, the textile area teachers and technical area have to combine their ideas how to make this new one handycraft working.

How is it going to be with hours of lessons? Are they going to have 2 lessons a week or four or how is it going to work? Yes. there is this degree which says that every school in Finland has to have these minimum amount of lessons per week. And this is something we all

have to follow. That is a law. It is a degree that says the minimum. In Finland, in Jyväskylä we have been having more than this minimum amount of lessons and f.x. handicrafts have been one of the subjects that we have been teaching more than the degree says. And we are going to do this this and next year also. So, generally speaking yes, they have 2 lessons of handicraft per week.

So, they are going to focus on like one topic for creating, I don't know – chair and for some weeks they are going to create “hard part” of the chair and then focus on the textile part or is it like: Now, we have technical and next week we have textile. If you know what I'm asking. Yes, I know what you are asking but it is a hard question because at the moment teacher and principals and there are university persons they are, today, really planning how to implement this change and in some cases, yes, what you described but at some cases, that is not the way they are going to do it. It would be ideal if there would be two places where they have this equipment and facilities for these both areas and of course they would have teachers who are capable and willing to do this new way of teaching this subject and it is going to be interesting next year. What kind of way school are having in a way that they are quite free to do. I think schools are also different. There are huge schools, they have many teachers, they can combine their competencies and places and facilities. but there are small schools then it is quite hard to make this combinations working. We will see what happens next year but they are really are quite free to do. But the main thing is they can't force pupils, no longer to choose this area of that area. They all have to learn the way to do things. That is the big change.

You have described a lot of changes but something else? Well, the big change is also the assessment system. One of the biggest changes will be there. We will try to have more interactive ways of assessing pupils and we will concentrate on competencies. Not the contents of the subjects. Contents and aims in the subjects are very important but more important is really what are the levels, what are the competent levels that students are achieving and how they have been doing and we really would like to create more active system for assessing, so that the students really would understand what they have been learning and what they still have to learn because the system now including tests and giving numbers when evaluating.

So, are numbers going to disappear? Yes, in the way, numbers are going to disappear a bit further. So, we have a plan that in Jyväskylä we will have numeral assessment when the new

curriculum is implementation within eighth and ninth graders also, so, we have a plan that the students will have numbers when they are 8th graders and 9th graders and the first number will they have they they are 7th graders with whose subjects which are (f.x. handicrafts) compulsory subjects. Some students will see their study as handicraft when they are seventh graders so they have to have number – numeral evaluation because they will need that number in our system when they are ninth graders because when they are going to higher secondary school. They are using numbers as their system.

What about parents, what are they saying about this system, because well... This idea about these changes of assessment... for example. Yes, many teachers, many pupils, many parents are very curious to know what does it mean because some parents, some teachers, some pupils they would not like to see these changes to happen because it is different and they don't understand why we would like to see it in new way. It is understandable and I'm sure many teachers think that these ideas of new assessment is very good but many teachers maybe think that, I know that they are, very curious and sceptic ... *it is maybe more work..yes, it is maybe more work but I think it won't because we have been planning very good system, it's electronic system of assessing and there are groups of teachers who have been planning this competence levels for every subject, for every grade. So, that work has been fantastic. And I know that if it will come true, it will be very very good system. And test papers will be there but also many other ways how teachers would see and students could show and I have this competence and I had been preparing this and that and I can do learning process in my way. I can show it and the teachers and the parents can see it with different kind of documentation. But if we have different levels for every subject, for every grade, then they can read the aims what you have been doing and which you have been focusing and what you have reached and which you have not reach not yet. So, it says f.x. much more than number.*

Well, something else?

One change for all schools for all grades. Every school have to provide at least one modul which combines different subjects and phenomena and these phenomena should be those which students are really interested in. So, in a way schools should have at least one modul during the academic year and every school for every student that the learning and teaching will be different subjects and things and in Jyväskylä we have even made a minimum for this kind of modul. We want every school in Jyväskylä to work with this kind of modul phenomena based work minimum 60 lessons per academic years but if school want to make it

other way than 10 days, they can do it. This is the minimum we would like to see in Jyväskylä. *Do you think that it is going to be in future that these moduls are going to increase?* I think so. And I think this is also one of the main ideas in this book. If you read this (curriculum) you would understand why Finland wants to do these kinds of focusing of these really important skills and competencies every child should learn in school.

Now I know that your local curriculum is adapted to your municipality. You told me about it, is there anything else which is really adapted like to Jyväskylä, themes, topics? I think the whole Finland is aware of that we really have to make actions to promote more active ways of working and moving and physical exercise and physical activities during the school day. It is also something that Jyvaskyla wants to do and this is something we are really concentrating here in Jyvaskyla. We have also these academic sports and also Jyvaskyla is also an active city of we think of people how they are, what kind of places they have outside and indoor. And this being an active citizen, active child, that is something we are concentrating here.

I heard about a lot of sport activities like cross-country skiing, or swimming, and we have long breaks between... this system has been long very good and we have long breaks during the school day, for example 45 minutes that they can do sports and exercises they want to outside and indoor. That is something we would like to see in every school.

We have the freedom to have breaks during the academic year but the last day of academic year is something that is our general day for the whole Finland but we can start the school year a bit earlier, in august if we want to, so we could have more breaks during the academic year. But the amount of academic school days is the same in Finland. In Jyväskylä, we have been having a break during autumn, always in October, then we have a winter break also, on February, March and Christmas holiday time but not in that sense what you ask.

Which problems do you have to solve during implementation of the new curricula?

I told you about these changes about some subjects concerning foreign language teaching and f.x. handycraft and this is something we think that teachers will take care of that next autumn and materials, something that has been question here in Jyvaskyla, and I know that this is problem all over the country, how well f.x. learning materials are aware of changes the aims we should have in teaching and material, the money, funds are not that much and the amount has not been increasing enough so some school have problems with the materials but we would like to see that the materials would not be the curricula for teachers and I think this

is something that we have been filling and has been one of the aims in planning the new local. And more and more they have to do that. Of course this is a lot of work and it is not that nice but we would like to see teachers to work together, so they could create materials f.x. or they have good tips – a lot of website and e-learning things they could share just if somebody tells you OK, let's try this and that. We are going to have, I don't know if anybody has told you, we have out local curriculum – Pedanet. There will be material bank... *so you can share materials*..yes and there will be one of the main active, important parts there. So, teachers really can find easily tips, good ways of doing it and materials also.

Btw. Have many schools is in J and how many teachers? We have 44 school buildings. But you know that we have some schools that are having several units. inside one school, f.x. Koukala kuolu. Koukala is having first part from 1st grade to 6th grade, it used to be Vochjalanbi school and last summer we made combination on that Koukala campus area, so all school including grades one to nine. And there are several other schools which have in a way two or three units. Those schools we have 32 schools. But that school may include several units. And 1100 teachers.

Any other problems came to your mind? I think that main problem really will be that all teachers should read this (ukazuje na Kurikulum – pozn. autora), at least some parts and if not this one, but the local one. When it is there on Pedanet. And I know that we have been trying events during this academic year that schools have been studying the curriculum together, there have been workshops and some in-service training sessions. And we are continuing this work during next year. I think it is going to be very active year with in-service training. Events and courses with our teachers, this is something we have to take care of.. *that means that you are going to continue also after the implementation*...yes, we will have to.

How do you support local teachers? You told me about pedanet, about workshops, about meetings. Is there something else? Yes, if this works, so that in a way, all the teachers, every individual teacher will have his or her chair with pedanet, reading and studying, working, participating in workshops, being active. That would be very very good. There will be some teachers always, they have personal issues and they don't have time, strength at the moment to concentrate in these things and in the way that it is challenge – How can we reach every teacher? We try to do that, with workshops and some in-service training days. But if we would have more time for that kind of work, that would be nice but they have to teach all the time. They have to do this everyday work, so they can't be separated from that

work and concentrate on this. That would be ideal but that is something we can't do. But not in J, not in Finland. And that is the way it is... *I think it is up to principles, they have to know their teachers* ..yes, they are key persons in this process.

Do you think that teachers are prepared for this reform – in general?

In general, I think (přemýšlí déle) yes. *You can use – I did it with teachers – you can use scale from 1 to 10 and tell me on the scale.* I wouldn't like to use a scale because there are differences between between schools and school units and of course individuals. At least all teachers should be aware of that reform, that it is coming and I think all the teacher recognize this. At least they know some of the main changes how much is this going to have affect on their work, this is hard to tell but I hope that in every school we have some so active teachers and principals that they can in a way make this reform so attempting that the other want to be involved to.

OK, yes, it is nicely said. OK. Do you feel prepared for the implementation of new curricula?

I think when our national board really finally have this book ready. *When it was?* It was December 2014, this came out. Of course we saw drafts and we knew this core curriculum really involves school principals, schools, authorities, children for this process and they make it very transparent and good way. But the final version when it came out I think the time from that day December 21st 2014, just before Christmas, this has been too short. So, in a way if they have been better with this if we they have given us more time because now it really says that we really have to start at August 16 and that is that. And we have to. So, I as a person in my role, in my work, I have had to concentrate on this as well but I have millions of other things to take care of, so I have tries my best. But if f.x. this (ukazuje na Kurikulum – pozn. autora) would have came out summer 2014, it would have helped. .. *because it is better to work with a school year than with normal year..yes.. so, can you use the scare for yourself how you feel prepared for it?* Well, in our current scale, 8 means good, good competence, good achieving. I think I would give 8. *OK, thank you.*

How is the reform communicated to teachers, parents or public?

Next year when the implementation really starts to 1st to 6th graders schools. Parents meetings and parents' evenings will be the places where many parents at the same time will learn something. But in a way our national board has been taking care of information they

wanted to give after this book (Kurikulum – pozn. autora) come out. And locally, we have been informing media f.x. in some faces but more active we could, in a way, we have been so must focusing, preparing the local curriculum that informing every parent, all the other stakeholders, it is not a priority at the moment. I think it is more important when the implementation starts then, all the persons involved will really understand what's happening and I think that is the time to be active. This is my opinion. *And to be active, as you said at school level? during meetings?* Yes.

Curriculum is implemented in August without any probation (testing time). Do you think such testing time would be needed? If yes, for how long?

Because we don't have the duty to have this testing time then I don't know, I wont even think about it. But could it be nice? Of course if you want to test something to see "OK, if we really have real implementation starting, we know already this are the part you have to take care of. it would be nice in a way I think this four years time we have at least two curriculum going. As I said, next year during the academic year this implementation is outgoing and active. During this coming academic year we may know some parts we have to concentrate better. 7th graders curriculum, 8th graders *..so you are going to improve during the implementation time..*and in the way the big change here with the curriculum process as such is that it is process, it is not a book we want to read the line, from that page, that is something we have to do precisely. I think this is encouraging and forcing us to improve the system. If we are aware of some critical parts and we know that this is not very good way to do, we have to change it. This is something we have to do.

OK. One more question came to my mind: Which support do you have from NBoE? Which support do they provide and can you call someone or ask someone if you don't know? Yes. There are persons having specific dimensions or areas on responsibility. We have been calling several times. But there are other municipalities calling and ask questions but I know the persons I can call and ask. Apart of that part has been this book and some background materials and some in-service training events and things like that. But in a way, more active maybe... you would appreciate.. yes I would appreciate it but I know that this book was huge process on that and maybe after that... now it is done and it is local decision making how they would like to implement this. In a way, that is good because now we have the freedom to do but we have to take care of what we have to do and they asked us to do as minimum aim or at least but of course if they have given us more principles for the ideas of

the reform, f.x. assessing reports and the new ways of learning and new materials and how we can implement these handycraft teaching. In a way, it would have been good and nice, easier. But now we have to invent and well, in a way, it is good.

And how it is with funding of new curricula? Does the borad of education take care of it or did they tell ministry of education how much money is needed?

No, funding is not, or of course everything is because financial is also because education is funded by local government. So, in a way, yes. But for focusing this local curriculum work, no, nothing.

Because on of these, ICT, a lot of equipment is needed if you wan to provide ICT, so...yes, ministry lounded some programme and smaller and bigger in a way yes. We can ask for that and we have been doing that. I have to say that with that sense, we made a double share also because application papers, that we could be involved in this and that program and yes...but it is still a lot of work..it is a lot of work to make this and to organize really but yes, I have to say we got our share for that.

Thank you very much.

Good luck with your studies and take this (článek o reformě).

Rozhovor s Erja Vittikou

I think the main issue in this curricula reform is pedagogical change. We have or we wish to make some development and difference or change in the way that schools work and teachers work and function. So, there are a lot of this kind of pedagogical guidance in the new curriculum. But regarding the subjects and contents I think there isn't that much change relating to the curriculum before this. But, well this pedagogical change was one change, then maybe there are or I know that there are many aspects that are guiding to what's integration of different subjects. We have so called transversal competences, the broad ...yes, I know 7 competences...yes, seven competence areas which are aims for all the subjects. For all, for each teacher they are kind of forcing the teachers to give instructions little bit differently. So, we have defined these so called multidisciplinary learning moduls and there is statement in

core curriculum that there should be one multidisciplinary learning modul in its pupils program once in school year. One modul in every year.

And for how long it should be? Well, that is up to the school to decide but we have said that it should be sort of longer period, f.x. one day, or one week. It must be a little bit long term and those multidisciplinary learning moduls should be planned and sort of implemented in a way that more than one subject in included. So, that is one thing that is somehow forcing them to combine subjects.

Is it like the starting point for some future more integration of subjects? Well, let see how they are implemented. But the subject division and different subjects they are stayed in legislation, so it is not that easy to sort of break that totally. But we have made, sort of create approaches for little bit more to integrate those well. I think these are main sort of changes in comparison with the old one.

What were the main reasons for this, producing the new curricula? s you perhaps know, the curricula reform comes in 10 years and it has been quite regularly within ten years. So, maybe it was time for that and now of course the changes in the society. ICT, different approaches to knowledge, kind of forcing us to change the way of school function and especially how the different contents will be taught and instrumented in schools. I think those are the main we had and actually, we did a broad analysis of the current situation regarding we were analysis the curricula in different countries and we were analysis results of the learning outcomes evaluation and many kind of analysis about the changes in the world. This analysis also produced reasons for and sort of arguments for the change.

Is it somewhere publically presented? Yes, there are different kinds of publications but I think...I can find at least well actually I don't know if they are in English. *It is OK, I can just try to go trough it. I'm not speaking Finnish but I have cooperated with Finnish students at university. So, if you can send it to me, or if you find some kind of piece in English, I would be really glad. Or at least in Finnish.* Well, I am actually – this curriculum analysis it is my work, so I can...at least, find it for you but it is unfortunately in Finnish.

It is OK. Was there something surprising during the analysis to you? About incomes or something that forced you to think differently about the future curricula? Yes, well. It was clear that in many countries, in comprehensive schools, there are in national curricula, there are, they have been defining this different kinds of competencies, so the competence approaches are quite popular but the relating to pupil assessment, it is not – the assessment is

still basing on subjects. And we thought about the aims and objectives are ... *yes, we have it too, competencies...* we don't assess competences, although we define aims or goals. I think that – we thought about it – in our process as well really carefully but it is the issue of legislation. We cannot, because it is on the law that we can't change this relating to the subjects, so we..we tried to create link from, sort of connection between subjects and these competences. I think we managed to at least some way combines those two – so they are not totally separated. Then..

Which particular benefits will have pupils from this reform? I think that pupils benefit quite a lot, the changes are really relating to the learning environment. F.x. the use of ICT, because we are now guiding the schools or we say that they will need or they must use ICT. They cannot escape it because there are many results showing that in Finnish schools the use of ICT isn't that well in every – there are differences between schools so now every school need to take that into account. And I think that is a – and the curriculum will be more sort of up to date degrading the world where the pupils live. The topics need to be from the pupils point of view if you are teaching some environment issue or something like that. And I think that pupils will actually benefit quite a lot if the reform is implemented as we wish. Well, then it need to be some kind of education for the teacher and who are the authors of curriculum, what do you mean by that. *Well, f.x. I saw sort video with Irma Halinen and it looks like she is the – some kind of idea leader of the reform, so what I'm asking is who are the authors because somebody has to be the – it must be someone's ideas. Who were at the beginning of the reform. Who are the people who were working on it at the beginning and what are they? Are they teachers? principles?* Well, some kind od starting points was sort of created and define in the national board of education – here. And as Irmeli Halinen was the actual leader of this whole process but as you perhaps know it was quite broad the whole process. There were over 200 specialists in these working groups. But well the main ideas were from national Board or education. From all the different specialist in here. *OK, can you tell me just which type of specialist they were?* We have counselors of education and there are different kinds of counselors. F.x. each subject has its own – there is a council of education in music, in history, sciences and we together maybe there was then about 30 specialist in here. So, we kind of reflected and made a plans together. *You, counselors, you are originally teachers?* Well, it depends, me, f.x., I'm not a teacher, I have studied education in Helsinki university. There are some – as me – I'm the Ph.D. and there are couple of us that are Ph.D.. *Or you are like research – education as a science more than teacher training..* yes, and also there are quite

many of us from municipal administrations, they are like school administrators of the local – not principals but the administrative persons of the municipality...*providing educational services*...yes, but also many has history or background in teaching subjects and we are the actual authors cos now Irmeli was the leader of this process but now she is retired, so it is us who are actually still here and implementing and supporting schools and municipalities to implement the reform.

Did the authors introduce any detailed plan or conception with specific goals? Was there any balance-sheet of feasibility made?

Yes. I wasn't sure what you mean by this "balance-sheet of feasibility". Well, something like swot analysis, what is going to happen with, if it is... well, I can answer that there wasn't anything that detailed. We had plans but it was like following the process more than sort of calculating what will happen and which will be the results. Like we have this kind of big ideas we wanted to implement. And that was more like plan for the process.

How was the reform communicated to teachers?

Well, there were many ways. The first of all 36 different kinds of working groups making the national core curriculum and over 200 specialist and teachers were represented on groups. Each group had at least one teacher and so that was one way and then we, I don't know if you have had any questions relating to that but had open drafts of the curricula three times. I think that was one way how to communicate and introduce the new curriculum because they were able to read and comment on the drafts. Also we have produced these in service education trainings for the teachers. That was the publically funded so it was free of charge for them. We were in different cities in Finland. *Can I ask you when exactly?* It was just when it was published the national core curricula. *So, 2014?* Yes, 2014 and on the beginning of 2015. I think we had actually quite well covered the whole Finland and of course we, the NBOE, provides education and sort of training for teachers but it needs to be paid and it is sort of different kind of support. But I think it is also some kind of, one way to support schools and teachers. And those seminars or conferences are quite popular as well. We had many of those within a year. And 2015, there were quite a lot this kind of seminars and relating to different parts of the core curriculum. *And the seminars, there were like in municipalities or nationwide?* Well, they were nationwide. We had a few of them in Helsinki, few of them f.x. in Oulu, I think in Jyväskylä, in different areas where is easy to go from nearby cities. *And how many teachers participated in these conferences or seminars?* A few hundreds.

You told me that teachers did participate on creating the new concept of curricula. Did any teachers' organizations or unions participate?

Yes. Teacher union which is strong and we do a lot of collaboration with teachers' union. There was this sort of steering group which was steering the curriculum reform. It was run by NBOE, so the chair was our director, Jormaka Opien, and there was Irmeli Halinen but there were all sort of main stakeholders represented. Teachers union, ministry of education, the association of text book publishers, association for principals, association of municipality represents, minority (Sami) and then I think it was quite big group but it is represented on our websites, the different members of that group and that is one way which the teachers union participated actively.

So, these stakeholders could have commented to the ideas or? Yes, and they had this meeting where all the main guideline and main ideas were first sort of presented and then, after that we were able to publish those draft. They were always the first to, sort of, prove all the plans and drafts we were publishing.

You told me, it was possible to comment on the new curricula. And how did the National Board dealt with these comments? Well, they were collected on our websites sort of, every comment was collected for each subject, so that we could collect all the comments related to f.x. mathematics, and then all the comments were given for mathematics group get those and they analysed them and then decided if there were some good reasons for making changes for the drafts. And I think there were quite a lot. *I think Finnish teachers are quite active. What I heard at least.* And sort of these comment were actually able to influence the draft because I know that there were some changes that were made to the drafts. Some, many comments related to some aspects.

Do you think that teachers are prepared for this reform?

Well, well, if we look at the teacher education in Finland and I don't mean in-service, I mean this teacher training. I think that curriculum isn't that well covered in teacher education as we from NBOE, there are a lot of differences between different universities but in some unis there is only one short period that deals with curriculum. That depends. We also have analysis, we did analysis. The curricula of different teacher training programmes and there were quite a lot of changes. *But mostly it is about in-service teachers right now. Do you think that in-service teachers who are working with the old curricula are now prepared for implementation since autumn?* I think that is one big challenge in Finland. I think there are so

many pedagogical changes related to ...it is not about teaching contents it is about using ICT, student assessment, it is quite differently expressed in new curriculum. I think teacher training needs to consider carefully how to include this new...*hm, are you working with universities somehow on this point?* Well, we create some seminars together with them because it is under ministry of education to decide which kind of teacher education, teacher training there is. it is not that good the collaboration. *Universities are trying to be as autonomous as they can be and they don't want to be involved.* Yes, and we cannot tell them that. We must do this. it is not like that we are trying to negotiate, create ways to collaborate with them but it is up to them. They did into account.

Which kinds of support have teachers got? You told me about the seminars... Which kinds of support are they going to have in the future? I think it is interesting for me to know because the reform, the curricula is implemented in autumn and then probably they will have also questions and some kind of doubts maybe after really starting implementing the curricula, so.. I think the main way to provide support is the in-service training one with NBOE, one that NBOE provides and also we sort of deliver every year certain amount of money from the ministry to provides to the in-service programmes. And different kind of in-service education providers can apply and get money from us and we decide who, we can steer where the money goes in in-service. I think that the implementation for the curricula reform will be for many years main sort of aspect for getting the money. And then also we are planning to make some publications f.x. one relating to the new competence areas and one for the pupil assessment and that is also something that ... *yes, I think these things you have just mentioned are most new or most difficult..yes, I think so too. My work relates the pupil assessment and I have got plenty of questions every day and I have been giving those lectures and seminars around the country so I know that it is really difficult. Well, because I have interviewed a few teachers I think the assessment and the competencies were like most difficult thing for them to reach.* Yes.

Another support? Actually there is this development network. It is called "majaka" that means network in English. There are some information about this. It is network of different schools and municipalities and I don't know maybe there is around 150 municipalities (I don't recall actually but there are sort of persons in national board of education who are running this network. And they have a lot of exchange of ideas and also once in a year they have this big forum where they can share their development ideas and different kind of inovations in a way.

I think that is one aspect for the support. *So teachers can share ideas and innovations on a website?* yes, on a website. It is own sort of platform for sharing ideas.

Did the National Board or Ministry of Education use any specific theoretical concept of implementation of the curriculum reform?

The theoretical concept...*because it is really huge change...* well I know that there are some or it may be analysed what is the theoretical concept of the curriculum itself. But I don't know .. *well, I mean more the process. it is quite a big change, the whole country is involved, so there must be some kind of manager theory how to implement the curricula. So, it is based on your previous knowledge or is it some kind of theoretical theory behind.* I think it is more basing on experience and sort of knowledge and because we communicate quite a lot with field, with municipalities and I think and because there are many of us who are working in here NBOE are from the local administration as I mentioned. I know they have an idea how it would be best to implement process. I think there wasn't any specific theoretical concept at least that would have been expressed clearly. I don't know. We thought about the curriculum concept, concept of learning and concept of curriculum quite a lot but not about the concept of management or some kind of process that is gonna change the theory.

Because f.x. in Czech Republic we had a big curricula change in 2004 and I think the curricula itself in really good and it is really ... it is giving a lot of opportunities to teachers but it was not well communicated and implemented, so it is not working. So there is a two different things – one is really well prepared curriculum and the second one is that teachers really use it, that it is implemented. I think that we might have same kind of difficulties ahead. *But you implemented curricula in 2004 and it is working, so.. well, different people were there. Well, let see how this will be, how successful this will be.*

Do you think that some kind of strong leader is necessary during the implementation of curricula? Like this is the person, who is the... Well, I think that well in Finnish context I think yes. There needs to be a leader who runs the process. But I think that involving all the different specialist at national level and also involving the local administration is how to participate different people it is at least as important as the strong leader. Should be. And I don't know if there are different aspects but I think that it is..yes...well strong leader can involve different but the strong leader can be also kind of who wouldn't listen anybody else and just making his or her own sort of ...*direction.*

In which way have been divided managerial roles and responsibilities for coordination of the reform at state level?

Well, we had, SNS, there was the steering group which were different stakeholders represented, then all these, us, working here we sort of 30 people tried to go ahead together and reflect together and there was smaller coordinating group, where were 8 of us, who actually, there were a lot of writing and preparing work that was the coordinating group that was actually did all the sort of work. And of course the coordinating group participated quite a lot of power in the process because I was part of that group we actually wrote done many of the texts and plans. But that was these were the main roles. The steering group, the coordinating group, and then all the specialist at national board of education. And the whole 200 people – working group.

The process of implementation from the coordination group to other levels? How does it work? We tried to communicate as as well as we could. Of course, well, always, there is a complaining about changing – this is now change and this is now...it is like the process goes like that something that. We find something that cannot be stated as such and then.. because we coordinated also the work of this different subject group, we had to make sure that the different pieces of the national curriculum would have the same structure and that every ... that was quite hard – it is typical - because the matematisians seem to think differently than the musicans and they have to make the same curriculum. It was quite difficult and I think there were some complaining about ... from these subject groups that now you are changing all the...

Who decided about the terms of curricula like when it is going to be published? Draft? When it is going to be published as final one and some kind of schedule for plan of implementation? Yes, it was the coordinating group made the plans and the steering group approved that this would be the plan of the dates. And it is also the national board of education because it is the direct general of the national board of education who actually then approves and signs the new national core curricula. Then we needed to sort of negotiate between with our directors and if this is ok and how..but first of all, it was the ministry of education that said that national core curriculum need to be ready by the end of year 2014, so that schools and municipalities have a year and half time to prepare their own which would be now taken.

And who's communicating with municipality level, is it the coordinating group? Who gave them...? Municipalities were presented in the steering group. I see, so they also have our websites during the whole process we announced the main dates and... So, they have a one participant in this steering group? And and also in working groups. So, they then get information from this representants of the group? Yes.

Has the government given enough money for the reform and its implementation?

Yes, I think so. We had money for the process and now...well, now, when we are implementing – of course there isn't that much money – straight t the curriculum process but it is sort of ...in-service training money is now sort of the governments money for the implementation of this reform, so this is not directly but through this.

How and when is the reform going to be evaluated?

Well, we have already started our sort of self-evaluation and NBOE we have – it is a word for making survey – sort of made one survey for each member of who were involved in working groups and now we are preparing survey to the each municipality. We are asking how they think that the process went and what do they think about the new curriculum.

So, you are asking about process and you are about the curricula? Yes, within the same. But that is only one survey, that have two aspects. We are including whose two in the survey. And then we – in 2017 – we have actually a plan for the follow up. Now it is the first the survey, then we are analysing some amount of local curricula. And then make a sort of assumption how ... if it is really following your thoughts and so... And then this follow up will be sort of reported by the end of 2018. But the also ministry of education are starting now you know the – there is this “karvi” which is the centre for national assessment, it is a different agency and they are now starting also to evaluate – they are responsible for all the national evaluations of learning outcomes and now they are starting to evaluate the curriculum process. I don't know that much about their plans but I think it will last for al least 5 years and they will have different kind of phases in them. So, it is going to be evaluated quite thoughtfully.

How is the reform going to be reflected to undergraduate education of teachers? You told me that it is not so easy to implement your thoughts and force universities to do some changes. We tried to communicate and collaborate with universities that this new aspects of the core curricula would be taken into account in this undergraduated education. that is quite

good. Pre-service and in-service they are not that well representing the issue but let's see how we manage to influence the universities. I'm hoping that – because I think that core curriculum needs to be part of their own programmes.

Have you thought about made them as one of the stakeholders? Universities? Because they are part of the process as same as maybe like high school. Yes, they are. They were represented on process, they were also many teacher educators who were part of the working groups but that was on that time, now there isn't any structures of sort of involving them. Because they are so autonomous. We are hoping to.

So, you were collaborating with them during the process of creating the curricula because they were like one of the stakeholders because they are involved but you have problem with communicating what they should do about this whole change. And now it is difficult process for taking of universities into curriculum – it is really difficult, so this is only one aspect of teacher training programmes and they decide how much space it would get.

Is there anything else you would like to add or do you want to highlight any of topic we have talked about?

Well, no, I think that this was quite ... I think all the aspects were covered.

So, thank you very much for your time.

Yes, I'm hoping you found it helpful.

Definitely.