

Expert session: teacher recruitment, teacher's work and career paths

#Helsinkilearns



Our role as a division

The City of Helsinki Education Division oversees the City's early childhood education, pre-primary education, basic education, general upper secondary education, Finnish-language vocational education and training, and liberal adult education.

The services and Shared Services of the Education Division are led by the Head of Education Division.



Helsinki

The best and the most equitable place to learn in the world



1. All schools and daycare centres are good.

2. Well-being.

3. We will improve the gravitation and stability of our staff, and their working conditions together.

4. We will make Helsinki the capital of reading and literacy.

Helsinki is an attractive employer

We succeed together

Helsinki has a good HR policy and we are determined to improve management.

We constantly measure our success by our residents' experience of how smooth the cooperation between different operators within the City is and how effectively we provide our services.

More attractive employer

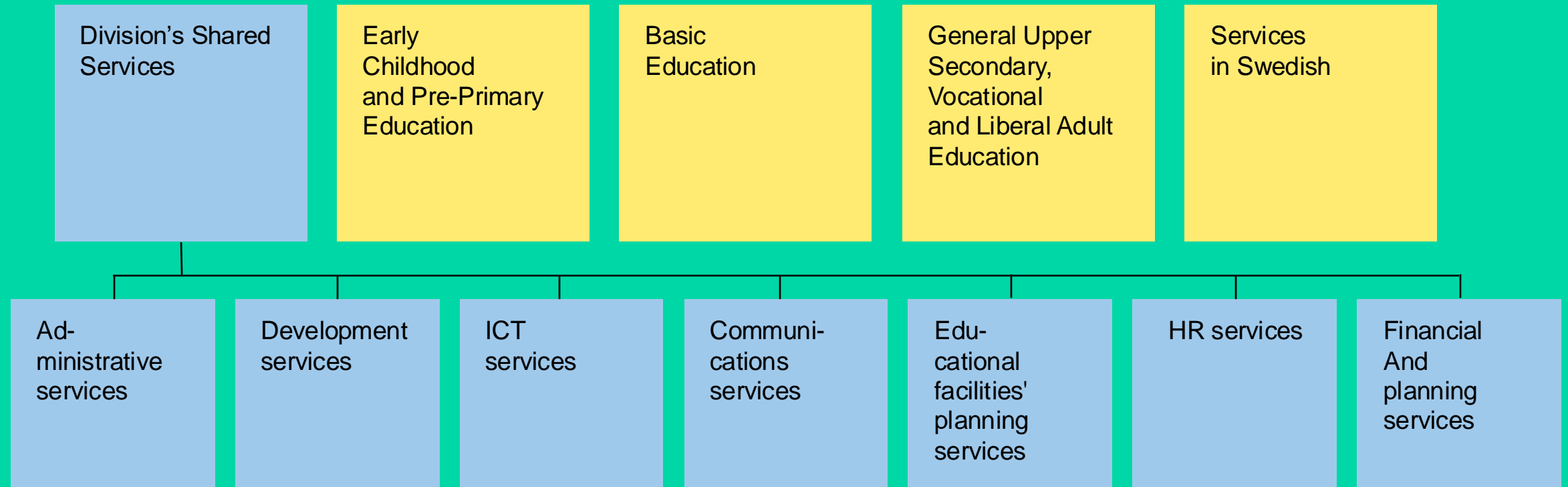
We keep improving Helsinki's attractiveness as an employer and, together with all our employees, make sure that people are happy, feel well and keep working for us.

We launch and continue to implement effective attractiveness measures to overcome staff shortages.

With us, you can grow and develop

We support our employees' career opportunities and rotation within the City of Helsinki and the Helsinki Group, and allocate staff where they are most needed.

Division' services and Shared Services of the Education Division



Division in numbers

A learning Helsinki resident



Early Childhood and Pre-primary Education



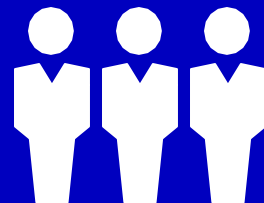
Basic Education



Services in Swedish



General Upper Secondary, Vocational and Liberal Adult Education



14,500
professionals



Services at over

700
addresses

65

playgrounds, 5 of which are family houses.

342

daycare centres, 62 of which are Swedish-language.

68

Family and group family daycare providers, 7 of which are Swedish-language.

102

comprehensive schools, 14 of which are Swedish-language.

15

general upper secondary schools, 3 of which are Swedish-language.

14

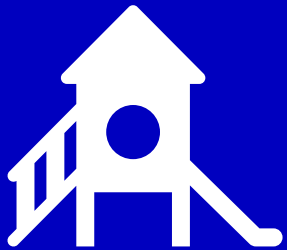
vocational education and training locations.

13

adult education centre locations, in addition to which teaching is provided at schools and in other places.

Division in numbers

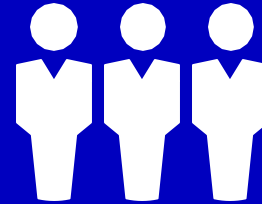
A learning Helsinki resident



Early Childhood and Pre-primary Education

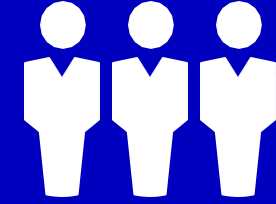


Basic Education



2450

Permanent teachers



1150

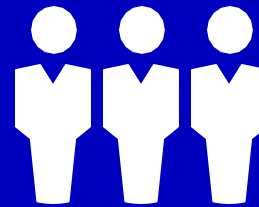
Temporary teachers



Services in Swedish

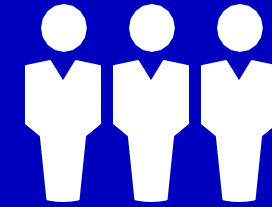


General Upper Secondary,
Vocational and Liberal Adult
Education



1300

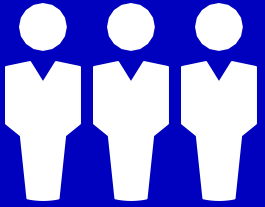
Permanent teachers



530

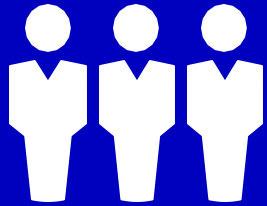
Temporary teachers

More information about our teachers



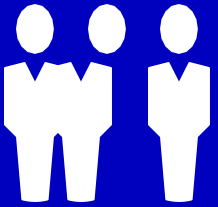
73%

Are women



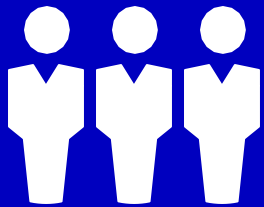
50

The average age in
vocational education



43

Average age in
basic education



46

The average age in
upper secondary education

A teacher's qualifications are determined according to the Regulation on the Qualification Requirements for Educational Personnel.

Different teaching roles have different qualification requirements (class teacher, subject teacher, school counselor). Qualifications can be achieved in various ways, but pedagogical studies must always be completed. In basic education, a typical degree is a Master's degree in Education. For subject teaching, additional basic and advanced studies in the subject to be taught are required.

Teaching job in the City of Helsinki

Helsinki



Curricula

- National Core Curriculum for Basic Education (2014)
 - A national regulation issued by the Finnish National Agency of Education
- Helsinki's Curriculum for Basic Education (2016)
 - Defines how the national curriculum is implemented at local level
- School's own curriculum (2017)
 - Specifies the implementation of the city's curriculum in a particular school

Legislation

- The positions of teachers in municipalities are public offices
 - A teacher's position is a public office because it involves the exercise of public authority. A teacher who, for example, makes decisions about disciplinary actions, student assessments, the approval of qualifications, or provides teaching aimed at qualifications, exercises public authority
 - An official's work is regulated by law, such as the following:
 - Administrative Procedure Act
 - Act on the Openness of Government Activities
 - Act on Municipal Officials

Legislation

- Teaching is also governed by legislation such as the following:
 - Basic Education Act and Decree
 - Vocational Education and Training Act and Decree
 - General Upper Secondary Schools Act and Decree
 - Teaching Qualifications Decree
 - Pupil and Student Welfare Act
 - Child Welfare Act
 - Act on Services and Assistance for the Disabled
- Of course, the Constitution of Finland guarantees fundamental rights, such as the right to free basic education.

Teaching work is also guided by

- The municipal education personnel's collective agreement (OVTES), which has been negotiated in collaboration with labor union.
 - Includes, among other things, provisions regarding salary and working hours
- Job description for teachers in the City of Helsinki
- School-specific guidelines and practices
- Examples of teacher job titles in basic education: classroom teacher, subject teacher (lecturer), special education teacher, full-time hourly teacher, and part-time hourly teacher
 - Working hours and responsibilities are structured in different ways

Job description

- **Purpose of the task:** The aim of the teaching is to support students' growth into humanity and ethically responsible membership in society, provide the necessary knowledge and skills for life, and promote educational equality and lifelong learning.
- **Key responsibilities:**
 - Provide instruction and guidance in accordance with the curriculum
 - Be responsible for the teaching and assessment of their students
 - Participate in the upbringing of the school's students
 - Plan, prepare, develop, and evaluate their own teaching and work that supports teaching.
 - A preschool teacher/class teacher/special class teacher is responsible for their class as a whole, while a subject teacher/special education teacher is responsible for the teaching group as assigned.
 - They engage in cooperation between school and home as well as multidisciplinary collaboration within the school and with external stakeholders.
 - They participate in the school's curriculum work and other planning, development, and evaluation activities.
 - They perform the duties of another teacher when necessary and are responsible for safety and order related to teaching and upbringing.
 - They also develop their professional skills and perform tasks assigned to them separately.

The recruitment of teachers in the City of Helsinki

Helsinki
Helsingfors



Early Childhood and Pre-primary Education



Basic Education



General Upper Secondary, Vocational and Liberal Adult Education



Services in Swedish



- Teacher recruitments are following the Act on Municipal Officials, which determines for example, the length for the application period.
- The validity requirements for the position are always shown in our job announcements.
- We publish our job ads in [Helsinkirekry.fi](https://www.helsinkirekry.fi) site and collaborate with other external websites and platforms to increase the visibility of our ads.

Teacher recruitment process in basic education

- Basic education teacher's **permanent** positions are opened once a year in January.
 - We are now trying out a process, where the unfilled permanent positions from the last round are opened again in October.
 - We offer our permanent teachers a possibility to apply for a position in other schools before the positions are publicly released.
- **Fixed-term** positions can be opened round the year. Most of them are opened in April.
 - We also support our headmasters to coordinate and develop the substitute teacher recruitments.
- We are recruiting around 400 permanent teachers and around 1000 teachers to the fixed-term positions.
- Our headmasters have a key-role in the process.

Teacher recruitment and staff availability in early childhood education

- The shortage of early childhood education teachers is a significant challenge for us, as well as nationally in Finland.
- In the Helsinki metropolitan area alone, 6,000 new higher-educated early childhood teachers will be needed by 2030, with the current shortfall being around 2,200.
- The availability of early childhood professionals is expected to decline further due to changes in staff structure, retirements, an increase in the number of children, and current training levels.

Teacher recruitment and staff availability in early childhood education

- City of Helsinki has implemented various ways to address these challenges, for example, further academic studies (supported by the employer) to become an ECEC teacher.
- In addition we are enhancing employment opportunities for immigrants who have a pedagogical background and are also implementing recruitment of teacher from abroad.
- We also collaborate with local educational institutions and have lot of apprenticeship trainees and university students in ECEC
- Teacher positions in early childhood education are not public offices, so when it comes to recruitment we have more flexibility compared to recruitment for public offices.
- Permanent positions are recruited by daycare manager and fixed-term positions by HR.
- As a part of the Alliance –work with 6 biggest cities in Finland. We will address the shortage of early childhood education teacher with a on-demand training financed by the government and party by the cities.

Professional development and career paths

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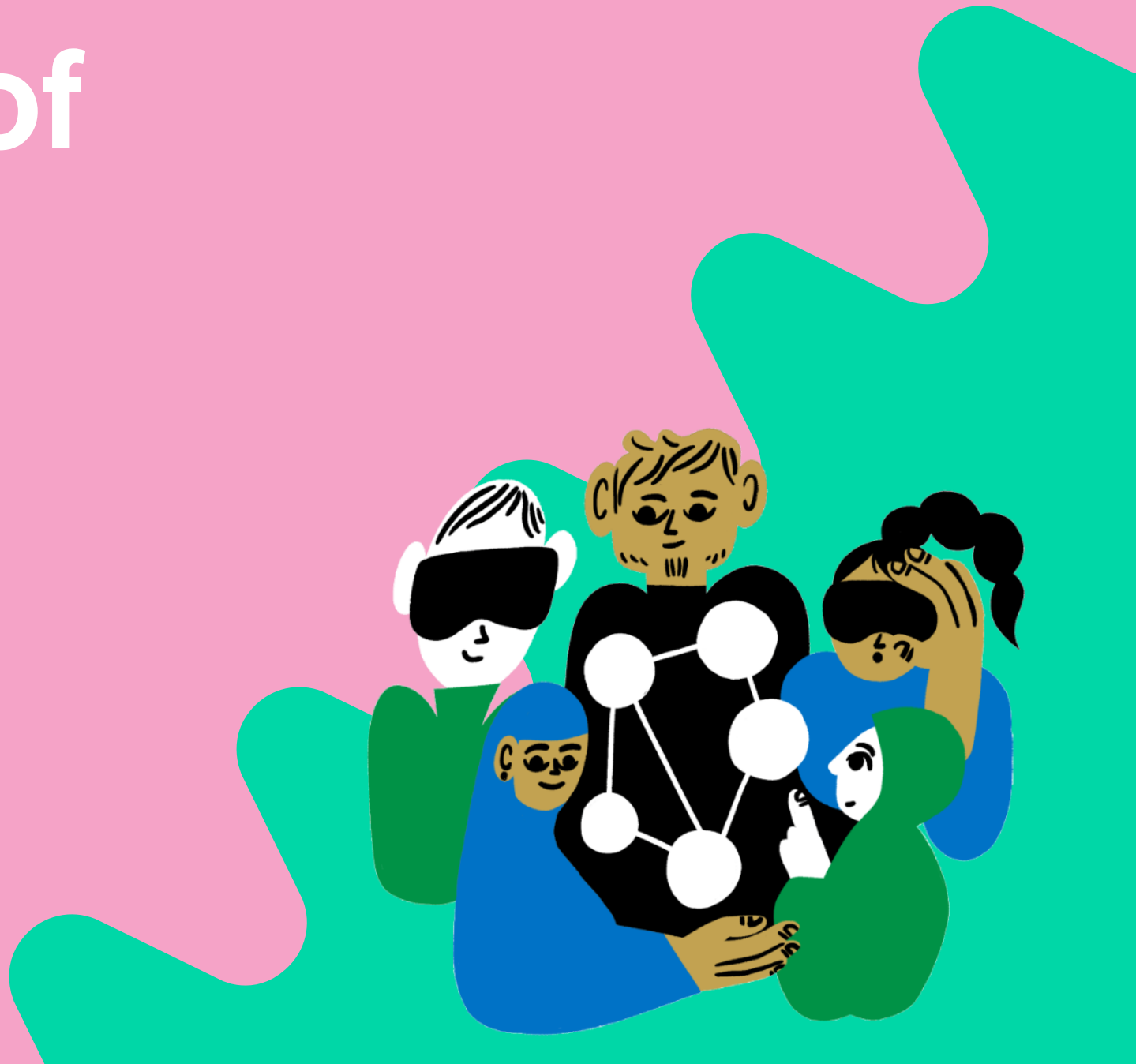
Professional development

- We invest significantly in the professional development of teachers.
- New areas for development are identified annually as part of operational planning and in teachers' development discussions.
- Training is organized by the pedagogical continuing education team and through separate projects funded by grant.
- It is also possible to develop expertise through a temporary job rotation, where you can exchange positions with another teacher doing the same job at a different school.
- In addition, we organize peer mentoring in group format.

Career paths

- **Various responsible roles in the school, such as assistant principal, member of the management team or taking part in the developer teacher network**
 - Roles are given to interested teachers and for handling them you get either compensation or a reduction in the number of teaching hours.
- **Applying for a position transfer to another school**
 - Every fall, we provide a list of the schools to which you can apply for a position transfer
- **Employer support for qualification studies**
 - The employer supports qualification studies to become a special education teacher with a paid 4-month leave
 - Must commit to working for two years in the city of Helsinki
- **Career development for the principal's position**
 - Vacant principal's permanent positions will be opened for public recruitment
 - Education administration studies are mandatory for the principal's position. We organize preparatory training for these, which helps and encourages the teacher to advance on this career path.

Availability of personnel



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The availability of qualified teachers has decreased in recent years. We need to be able to find various development measures, with the support of international cooperation, to secure personnel availability. We aim to be an international, evolving, and pioneering sector in education, enhancing workforce availability through both retention and attraction strategies.

The availability of qualified teachers

- Only teachers who meet the qualification requirements can be appointed to permanent positions.
- If a qualified teacher cannot be found, the position will be opened for temporary recruitment, allowing someone who does not meet the qualification requirements but is otherwise suitable for the role.
- An average of 80% of permanent teacher positions have been filled with qualified teachers in 2022-2024

Some of the actions for the year 2024 / basic education

- **Recruitment incentive reward**
 - School attendants and special school attendants in certain classes, special education teachers, language immersion class teachers, psychologists.
- **Recruitment Marketing**
 - Nationwide social media visibility: Meta & Jodel, influencer collaboration
 - Print: Extensive visibility in printed newspapers, Displays on metros and trams.
 - Visits and posters for notice boards in educational institutions
 - "Our Workplace" content on our own social media channels
- **Recruitment Events**
 - Several professional group-specific events organized by others will be attended, in addition to recruitment events at educational institutions and our own recruitment campaigns across Finland.
- **Collaboration with educational institutions and student associations**

Some of the actions for the year 2024 / basic education

- **Support for supervisors:**
 - Workshops: "Enhancing the visibility of fixed-term recruitments" "How to write a better job announcement" and "Workshop for developing the recruitment process"
 - A weekly clinic in Teams ran by the recruitment team.
- **Experiments and development of availability and recruitment practices:**
 - Teachers' position application is changed from once a year to twice a year
 - Regional substitute teacher recruitments
 - Info-meetings for our teachers about possibilities to work in our bilingual classes.
 - Contacting applicants who were not selected from various school recruitments and offering open positions.
 - Inviting retired employees to a coffee event: Networking and informing about substitute opportunities.
- We put a lot of input in **recruitment marketing** and **proactive recruitment** where we aim to contact students and passive workforce -> attraction strategies, employer image

In addition to promoting personnel availability, we consider it important to develop factors that contribute to employee retention, such as leadership, workplace well-being, organizational culture, competence development, and support for work-life balance.

Questions and discussion

Thank you!

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