

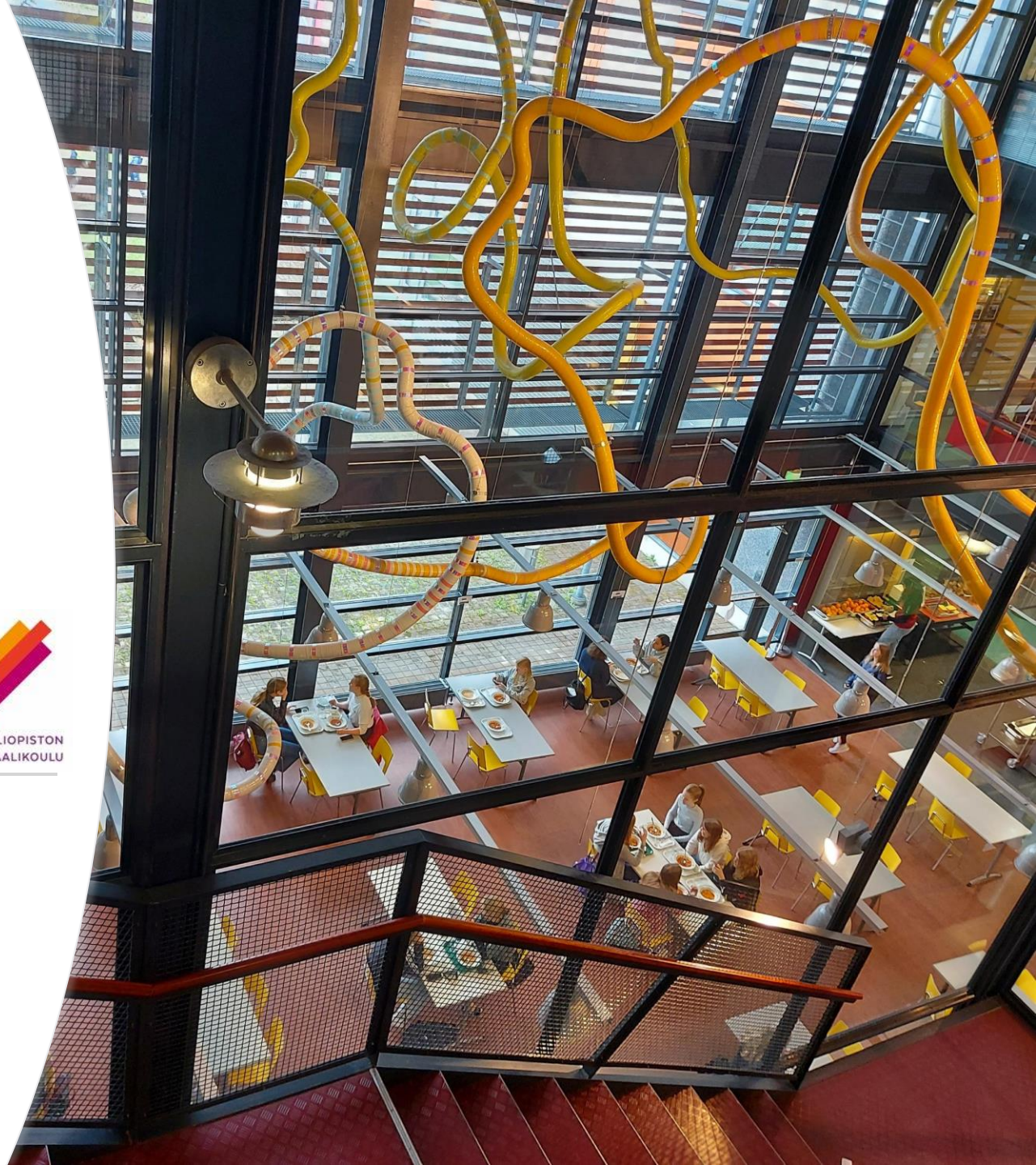


# Viikki Teacher Training School



HELSINGIN YLIOPISTON  
VIIKIN NORMAALIKOULU

Hanna Pyykönen,  
German teacher,  
Coordinator for International  
Relations





# HISTORY

- **founded in 1869**
- **the first Finnish-speaking girls' school in Finland**
- **boys since 1969**
- **in 1974 the school became part of the teacher training unit of the University of Helsinki**
- **in Viikki since 2003**





# **TASK BY THE MINISTRY OF EDUCATION**

**to improve and develop teaching, the curricula,  
and teacher training within the university**



# 10 TEACHER TRAINING SCHOOLS IN FINLAND

- Two teacher training schools in Helsinki
- Always part of the local university





# FUNCTIONS OF THE SCHOOL

## I. Primary and Secondary Education

### 1) Basic education

- a) Primary school (grades 1-6): about 400 pupils, 20 classroom teachers and 5-7 subject teachers
- b) Lower secondary school (grades 7-9): almost 330 pupils and 56 full-time subject teachers

### 2) Upper secondary school:

about 260 students and 56 full-time subject teachers



# II. TEACHER TRAINING



- 1. Class teacher**  
(approximately 150 student teachers per year)
- 2. Subject teacher**  
(approximately 200 student teachers per year)
- 3. Special needs teacher**



### **III. In-service Teacher Training**

### **IV. Research (Investigate / Experiment / Develop)**





# SHARED LEADERSHIP IN VIKKI TTS

Administrative Principal: Dr Tapio Lahtero

PRIMARY SCHOOL  
Principal Mr Kimmo  
Koskinen

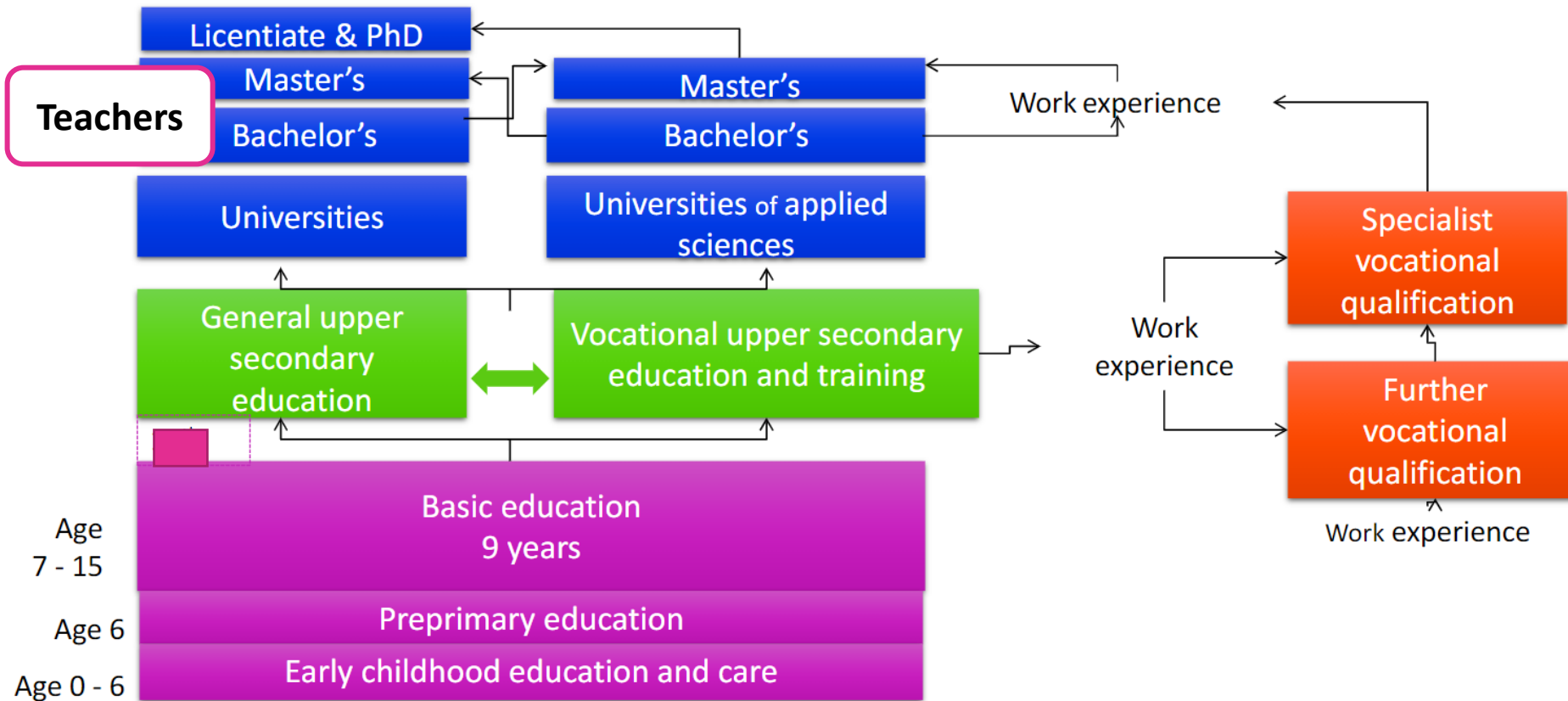
LOWER SECONDARY SCHOOL Principal Mr Ilkka  
Laasonen

UPPER SECONDARY  
SCHOOL Principal Mr  
Pekka Hurskainen

LEADER BOARD:  
Principals + 5  
Coordinators + 3  
teachers

Different teams and  
groups

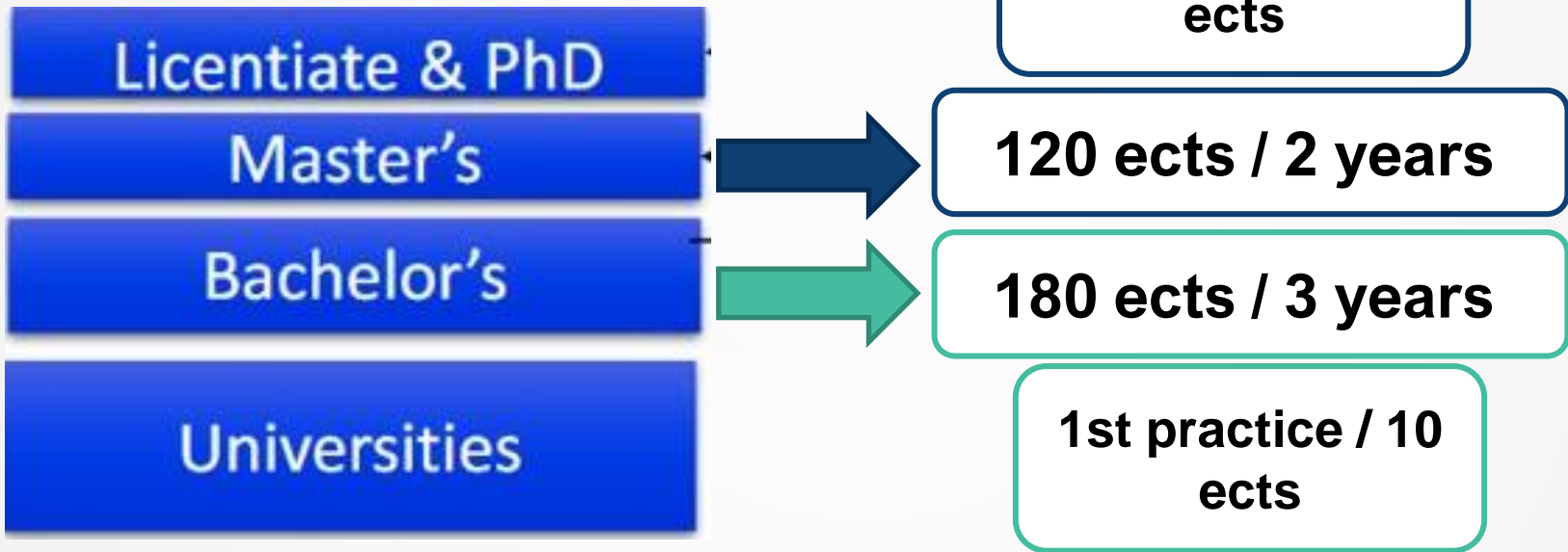
# No dead-ends in the education system





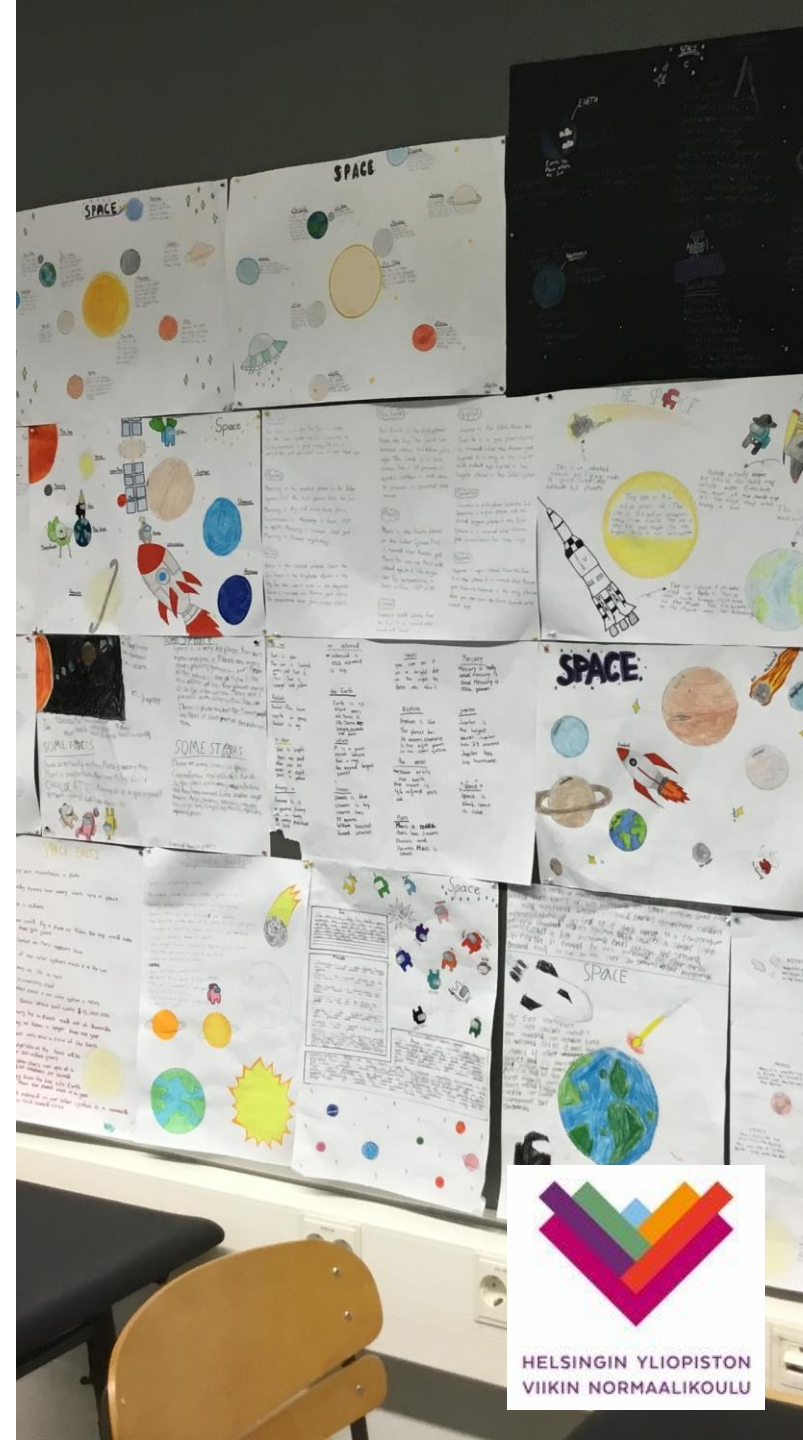
# CLASS TEACHER

Master of  
Educational  
Sciences



# Subject teaching practice

- 10 credits , 7 weeks , 50 lessons with a pair
  - mother tongue
  - mathematics
  - + 3 other subjects + drama
  - + a multidisciplinary (theme, phenomenon) module
- two planning weeks , five teaching weeks
- 10 lessons/week
- in Viikki Teacher Training School



# Master practice

- 10 credits , 5 weeks , 20 lessons/week
  - week 1: planning week
  - week 2: teaching together with a pair
  - week 3: one of the pair has the main responsibility , the other is a co teacher
  - week 4: the roles change
  - week 5: teaching together with a pair
- teaching all the subjects, more responsibility
- in a municipality school or in Viikki Teacher Training school





# SUBJECT TEACHER

Master of  
Arts



Pedagogical  
studies 60 ects

Including 2  
practices = 20  
ects

120 ects / 2 years

180 ects / 3 years



# Subject teacher training

- 20 credits (of 60 in total)
- 2 training periods (à 8 weeks)
- Training consists:
  - 8 lessons (à 75min)
  - guidance before and after each lesson (lesson plan and feedback)
  - 12 seminars (subject specific)
  - 9 seminars of *School as a working place*
  - lesson observation (22x75min)
- Some of the main focuses:
  - planning the lessons
  - classroom management
  - evaluation
  - teacher's role in the school

**Master of  
Arts  
(main  
teaching  
subject)**

# Special needs teacher training



**10 credits**



**2 practices of 8 weeks**



**Co operation with class and subject teacher  
students during practice periods**

**Special  
Education  
as main  
subject**



# Special needs teacher training

4 weeks with grades 1 - 6

4 weeks with grades 7 – 9

## Includes

- Teaching in pairs (30 x 45min)
- Own lessons (10 x 45min)
- Shared teaching (4 x 45min)
- Seminars (8 x 45min)
- School as a working place seminars (7 x 45min)
- Lesson observation (40 x 45min)



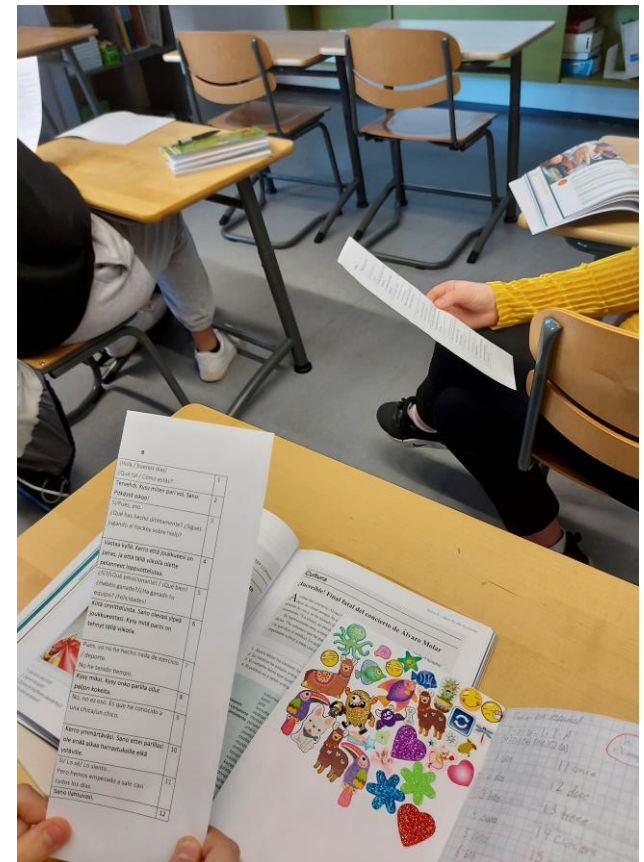
# Teacher training

## All the practices include:

- own lessons
- observing other lessons
- group meetings
- seminars
- lectures
- discussions with the teacher guide etc.

## Some of the main focuses:

- planning the lessons
- classroom management
- evaluation
- teacher's role in the school and in the society



# Teacher – student relationship

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trust

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support

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respect

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guidance

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self-assessment / pair-assessment

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scaffolding

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the teacher guide enables the learning processes

