Developing teachers’ professional competences to support migrant students’ inclusion into society

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Preparatory education for migrant students in Finland

- **Non-stop system. Individual study plans.** Tuition for about one year from arrival.
- **Maximum of 10 students per group with a teacher and a school assistant.**
- **Immediate integration to home classes in:** music, arts, sports, and handicrafts.
- **Emphasis on Finnish language through all school subjects.**
TriPod model

1. Orientation
2. Study visit
3. Reflection

- Experimental learning
- Intercultural learning
- Meaningful learning
- Constructivist learning
- Collaborative learning
- Problem-based learning
Values and culture of the society

School’s working culture

Development of teachers’ competences

Planning tuition together

1. Orientation
2. Study visit
3. Reflection

Reflection with colleagues

Development of didactics

- Experimental learning
- Problem-based learning
- Collaborative learning
- Intercultural learning
- Meaningful learning
- Constructivist learning

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TEACHER

EDUCATION

STUDENT

SOCIETY

Reflection
Networking
Communality

Learning environments
Curriculum
Authentic learning

Social skills
Learning skills
Competences

Parity
Promoting integration
Equality

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THE ROLE OF REFLECTION IN DEVELOPING TEACHERS’ COMPETENCES

Normative didactics
• Objectives of education and upbringing

Descriptive didactics
• Description of teaching practices

Reflection
• Individual and communal
• Combining theory and practice

Principles of teacher’s actions
Conscious Unconscious

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Guidelines to be used with the Viewing Guide (ViGu)

Viewing Guide (ViGu) is a tool to develop your personal competences as a teacher by reflecting your own work with your colleague. ViGu is meant to help you to recognise and develop your competences and to help you to realise what are you doing in your teaching and why those practices are taking place.

a) Ask one of your colleagues or another teacher whose classroom you’d like to visit if you could visit his/her classroom for a lesson.
b) Choose one or more of the competences (A-F) that you’d like to develop in your own teaching from the graphic.
c) Follow the lesson keeping in mind that you are there to reflect your colleague’s work to own practice. You are not observing as such but reflecting.
d) After the lesson, consult your colleague and discuss with him/her about the practices and reasons behind the actions.

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Observation statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Pedagogical competence</td>
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| A1     | Dealing with differences | • The teacher considers pupils’ various levels of critical thinking  
• It can be observed from the organisation of the classroom that the class is composed of pupils of varying levels of critical thinking  
• It can be observed that the teacher considers the various socio-economic levels of the pupils in the class  
• It can be observed from the organisation of the classroom that the class is composed of pupils of various levels of learning ability |
| A2     | Relationship teacher/pupil | • The teacher speaks to pupils at their own level of understanding  
• The teacher has a positive attitude toward his/her pupils  
• The teacher is always available to his/her pupils  
• The teacher uses punishment adequately |
| A3     | Independence/autonomy    | • Pupils can work independently  
• Agreements are made concerning working independently  
• These agreements are recorded  
• Every pupil makes use of the time in which he/she can work independently |
| A4     | Teaching methods            | • The teacher utilises the teaching methods exactly as stated in the recommendations for each method  
• The methods used by the teacher are up to date |
Lifelong Learning Programme
Transferable results to develop Global Competences

**STUDENTS**

- Learning the language of instruction and supporting students’ integration
  - Through different school subjects
  - Emphasise on interaction between students
  - Learning the local everyday practices
  - Utilise authentic learning environments outside school
  - Short films made by students support families’ integration

**TEACHERS**

- Provide time and place for collective reflection
- Exchange of the best practices – peer support
- Co-operation and networking with partners
- Understanding the role to represent the society

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