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- Indicators
- Project

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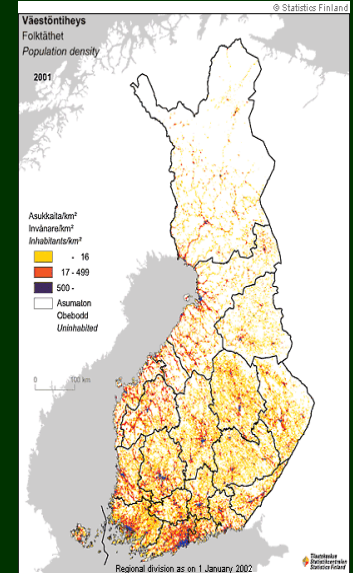
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FINLAND

- 5.2 million population
- 338 000 square kilometres
- EU member since 1995
- 3000 schools for basic education (comprehensive schools)
- Bilingualism (finnish, swedish)



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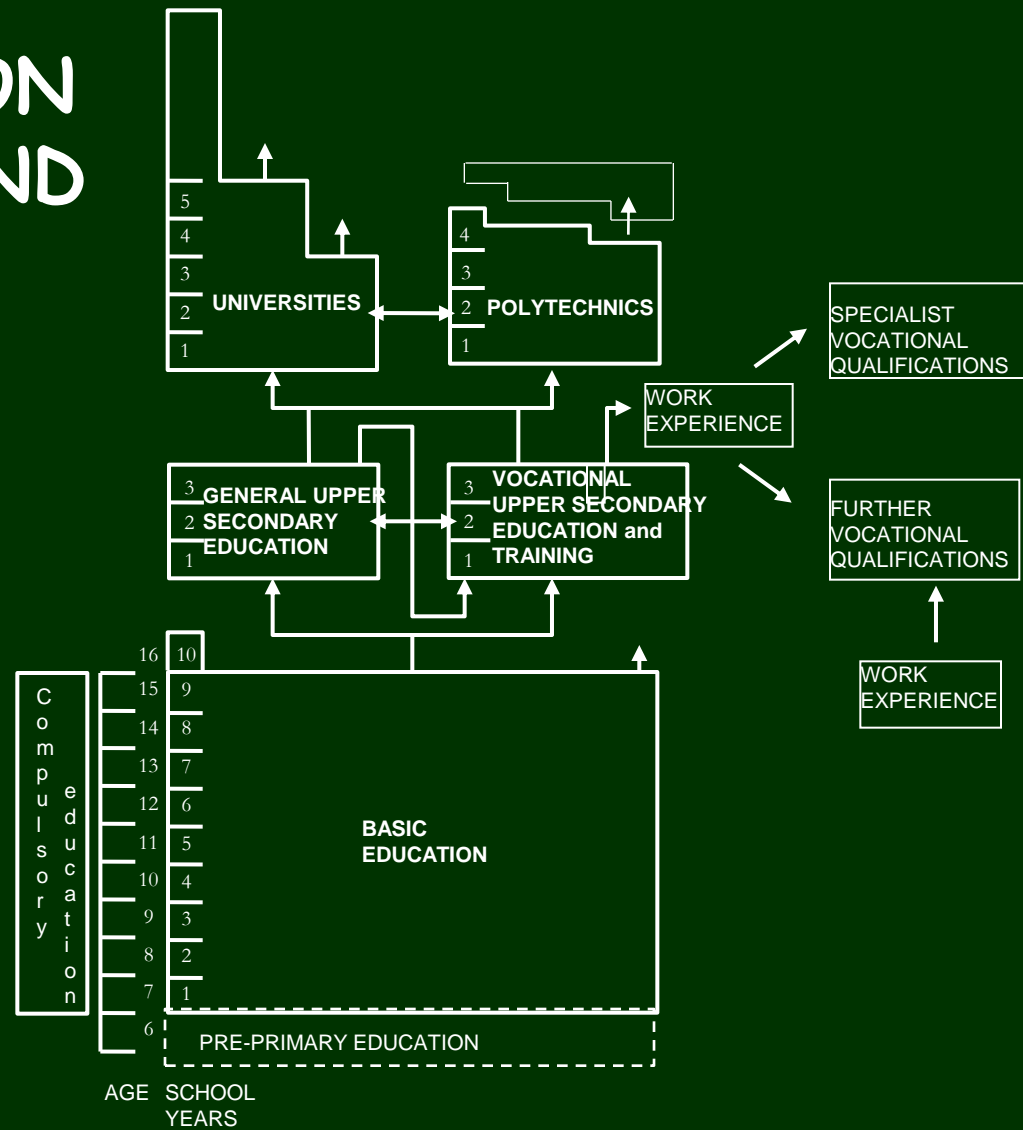
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EDUCATION IN FINLAND



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SCHOOL AUTONOMY

- Curriculum
 - National Core Curricula by NBE
 - Guidelines by the municipality – local orientation
 - School-based curriculum
- Annual work plan and budget, recruitment of teachers and staff
- Decisions on group forming, daily work rhythm and other practices
- Profiling of schools by contents
- Text books and other materials
 - Central approval procedures abolished 1993
 - Decisions on school level
- Pedagogical autonomy of teachers
- Voluntary participation in national development programs

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The Development Process



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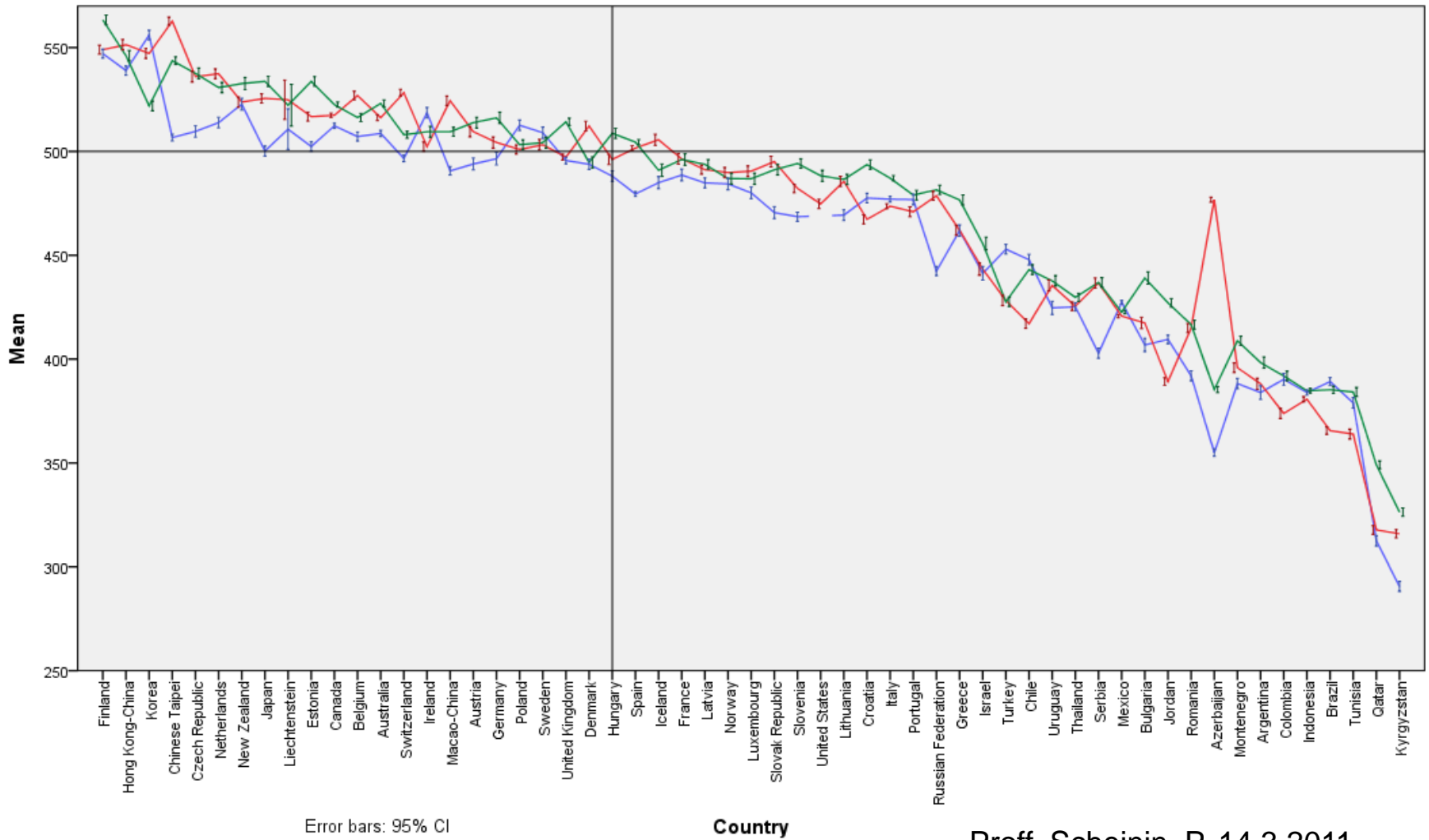
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PISA 2006 results by country (Blue = Reading, Red = Math, Green = Science)



Error bars: 95% CI

Proff. Scheinin, P. 14.3.2011

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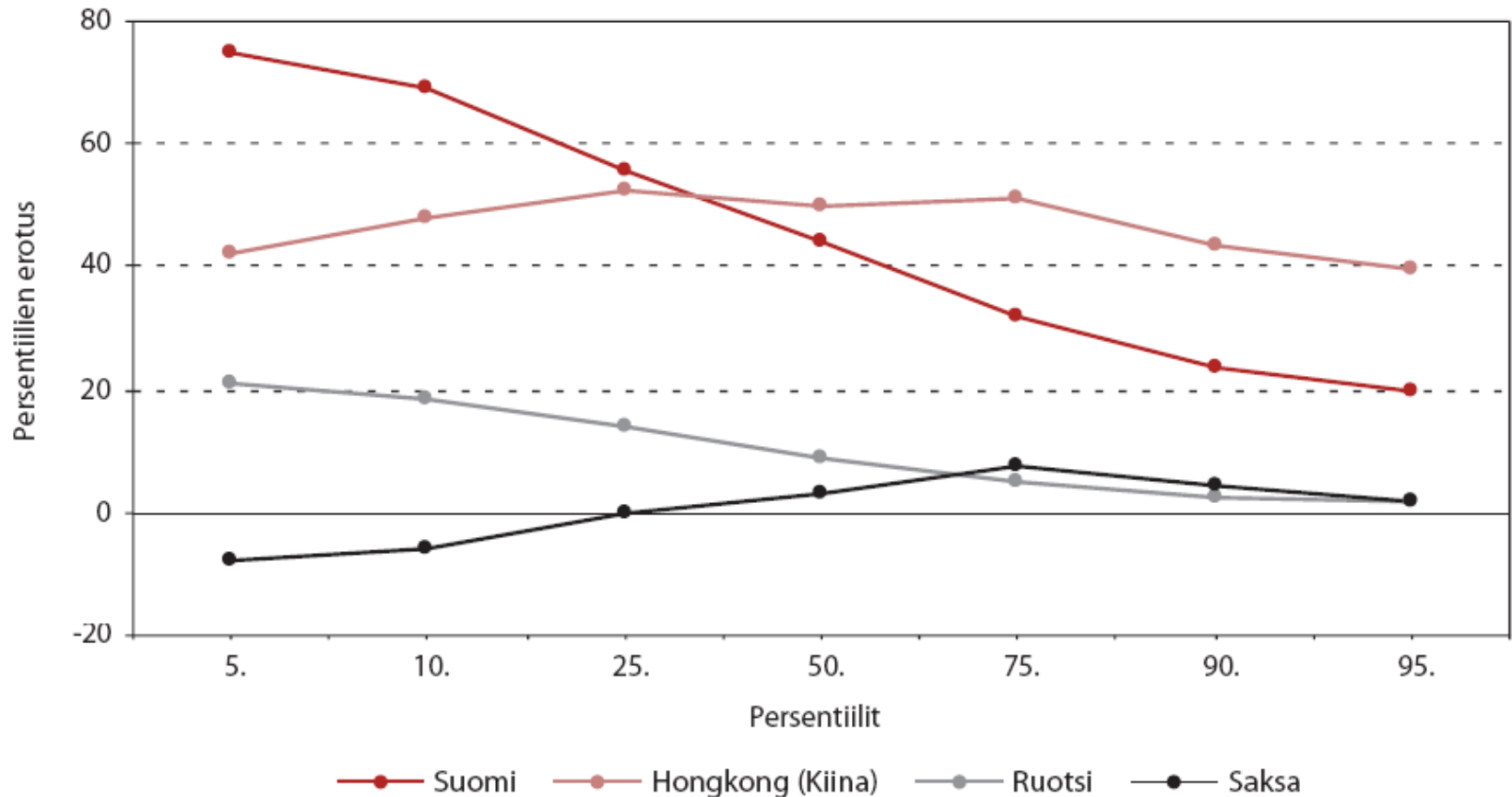
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The Difference of Results of Percentiles

(PISA 2003, Mathematics)

Source: Osaaminen kestäväällä pohjalla, PISA 2003 Suomessa, Koulutuksen tutkimuslaitos 2006



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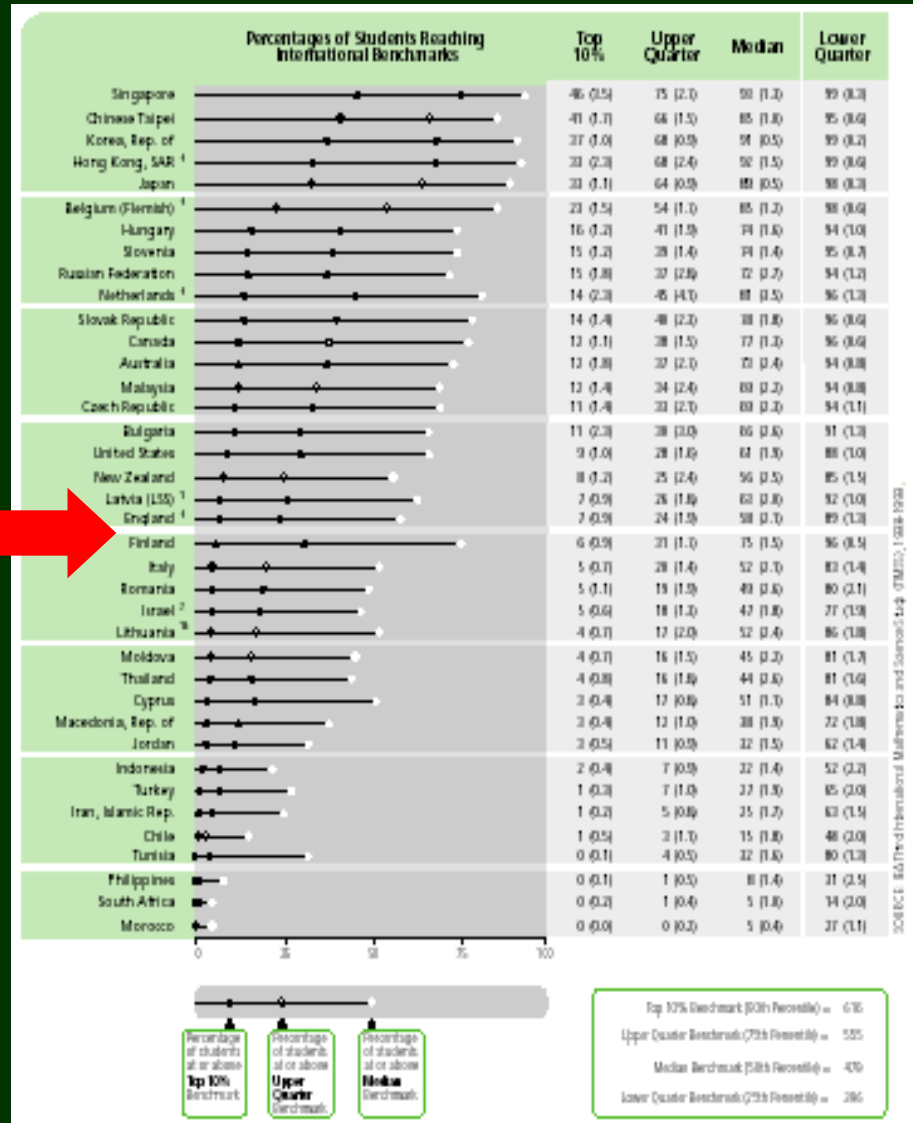
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Percentage of Students Reaching International Benchmarks (TIMSS 1999, Mathematics)

Finland



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Dr. Risto Hotulainen: "Does the Cream Always Rise to the top?"

2003

... However, it was of considerable concern that the gifted students in the Experimental group had low correlation between their Scholastic Competence and Global Self-Worth, as this was interpreted as an indication that they viewed their school experiences as lacking challenge and relevance (Harter, 1996), so that they were at risk of joining the ranks of gifted underachievers...

...Without special implications Finland seems to be in danger of loosing the academic potential of its gifted learners.

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What we got already?

Report: Gifted Education in 21 European Countries - Inventory and Perspective (2005, English and prof. K.Tirri)

Acceleration

- Early entrance ✓
- Skipping classes ✓
- Shared classes with higher grades ✓
- Groupwise acceleration ✓

School intern

Enrichment

- Workshops ✓
- Cooperation with companies or non-profit organizations ✓
- Extra - curricular ✓
- Individual mentors ✓
- Self study ✓

School extern

- Competitions ✓
- Psychological counseling ✓
- Summer camps ✓
- Festivals
- Exhibitions ✓
- Performances/ Shows (artistic, sport...) ✓
- Following courses at ISCED level 4-6
- Special schools ✓

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What we need to develop 1 ?

Report: Gifted Education in 21 European Countries - Inventory and Perspective (2005, English and proff. K.Tirri)

Criteria	Austria 	Belgium (Elaarisch) 	Switzerland* 	Germany* 	Denmark 	Spain 	Finland 	France 	Greece 	Hungary 	Ireland 	Italy 	Luxembourg 	Latvia 	Netherlands 	Poland 	Portugal 	Romania 	Sweden 	Slovenia 	United Kingdom 	
School grades	•		•	•					•	•			•	•	•		•	•	•	•	•	•
School external achievement (Competitions...)	•			•					•	•	•		•					•		•	•	•
Achievement tests	•		•	•							•				•	•		•		•	•	•
Psychological Assessment	•	•	•	•		•		•		•	•		•		•	•	•	•			•	•
Observation lists/ Checklists			•		+								+	•	•	•	•		•	•	•	•
Teacher nomination	+ •		•		+			•		•	•			•	•	•	•	•	•	•	•	•
Parents nomination			•	•	+			•	•		•	•		•	•	+	+	0	+	•	•	•
Expert	•	•	•	•	+			•	•	•	•		•		•	•				•		
Recommendation of third party	•		+	•	+			•			•				•	•	•		+	•	•	•
Self nomination	•		+	•			•		•			•	•	•	•	•						•
Institution specific criteria		•		•			•		•		•		•	•	•	•	•	•	•	•	•	•



Identification
Criteria

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+ Education System












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What we need to develop 2 ?

Report: Gifted Education in 21 European Countries - Inventory and Perspective (2005, English and proff. K.Tirri)

Teacher training	ISCED Level	Austria	Switzerland*	Germany*	Denmark	Finland	Hungary	Italy	Luxembourg	Netherlands	Slovenia	United Kingdom
												
Initial teacher training	0		+				•				•	•
	1	•	+	•			•		+	•	•	•
	2	•	+	•			•		•	•	•	•
	3	•	+	•			•		•	•	•	•
Retraining and further education of teachers	0		•	•		•	•		•	•	•	•
	1	+	•	•		•	•		•	•	•	•
	2	+	•	•		•	•		•	•	•	•
	3	+	•	•		•	•		•	•	•	•
Training of experts as psychologists, educators...	0	+	•				•		•	•	•	•
	1	+	•				•		•	•	•	•
	2	+	•				•		•	•	•	•
	3	+	•				•		•	•	•	•
ECHA-Diploma (European Council for High Ability)	0	+	•	•			•		•	•		
	1	•	•	•			•		•	•		
	2	•	•	•			•		•	•		
	3	•	•	•			•		•	•		

➔ Teacher training

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The Project for Development of Gifted and Talent's Education in Finland 2009-2011

LEO



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Main Goals on the project

1. There are better possibilities to recognize giftedness and talent in schools and kindergartens by teachers.
2. Develop instruction and other activities in schools so it will support better gifted and talented children. Production of supporting materials for teachers.
3. Give information for parents of gifted children and increase co-operation of school and homes.
4. Support children's ability to recognize their strengths and prevent underachievement.
5. Increase tolerance in schools towards gifted persons.

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The Main Areas of Activities

- The steering group of the project
- The coordinator group for concrete work
- Program is divided in five sectors:
 - I Collecting the knowledge and the best practices.
 - II Forming national development network.
 - III Teacher training in service.
 - IV Web services (websites, web 2.0, chat, etc.)
 - V International co-operation.

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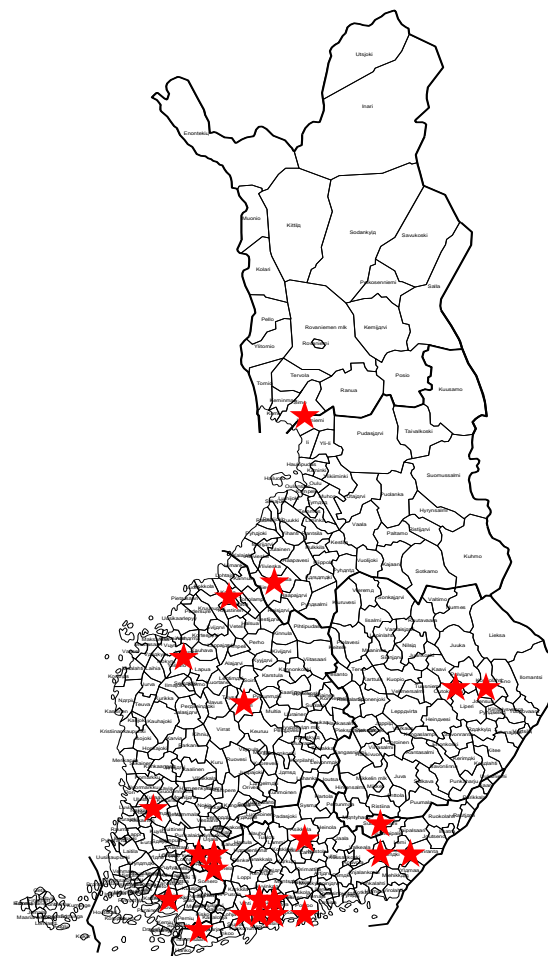
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Municipalities on a project 2009-2011



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THANK YOU!

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