

Foreign Experience and Inspiration of High-quality Teacher Training: Reflections on the 'Teacher Education Development Plan 2022-2026'

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Abstract: *The Finnish teacher education system has become the benchmark of learning in all countries. The benchmark representation of the Finnish teacher education system cannot be separated from the high-quality teacher team and excellent teacher group. The training of high-quality teachers in Finland has gone through three stages: the germination period, the exploration and establishment period, and the consolidation and maturity period. It has the teacher training mode of collaborative training, the entrance selection mechanism of comprehensive assessment, the research-based school curriculum system, and the dual characteristics of teacher professional development measures and measures. From the perspective of high-quality teacher training, it is helpful to explore the training courses and measures of Finnish teachers, which will enrich the understanding of teaching skills training of teachers in our country. By comparing the curriculum design, entrance selection mechanism, and course proportion between China and Finland, the author draws the following inspirations from the essence of Finnish teachers' high-quality training experience: to build the cooperation bridge between subjects in the modern CQS framework and improve the cooperation training mechanism; Improve the entrance selection mechanism, attract "suitable" students to teach, improve the quality of students; We will develop digital teacher education courses, increase the proportion of research-based courses, and improve the high-quality teacher education system.*

Keywords: *High-quality teacher training, Finland, Teacher education, Collaborative training, Research-based*

1. Introduction

Improving the status of teachers and training high-quality teachers is an important strategy for countries to improve the quality of education and realize the power of education. To ensure quality education for all during the period of COVID-19, UNESCO provides continuous support for teachers. In the report '2022-2025 Teacher Strategic Plan' released by the teacher task force coordinated, it is mentioned that teacher quality is at the core of learning outcomes. High-quality teachers and teaching help to improve learning effectiveness and have more opportunities for students to obtain high-quality, fair, and inclusive education. The vision of the '2022-2025 Teacher Strategic Plan' is that teaching can be a valuable profession and aims to provide strong support for teachers who walk on the podium in various educational settings from the perspective of lifelong teaching so that every learner can be taught by qualified, motivated and competent teachers in well-resourced, efficient and effectively managed educational settings, to achieve inclusive and equitable quality education for all. In October 2022, UNESCO officially launched a new curriculum flagship project, the Global Teacher Campus (GTC), which aims to train one million teachers and support them to become 'lifelong learners and enablers of lifelong learning'. In recent years, Finland has been among the top in the PISA test, attaches importance to building happy schools and happy education, carries out education reform from the perspective of students, pays attention to peer group guidance, project-based learning, and hybrid teaching, and the teacher education system has become the benchmark of learning in various countries. Among them, the Finnish Minister of Education and Culture said that the foundation of Finland's success is built in the school, and it is very important to promote the development of teacher education, basic education and teacher skills must be updated with The Times. In May 2022, the Minister of Education and Culture of Finland, Li Anderson, visited many schools to listen to the needs of students, pay attention to the composition of happy schools in the eyes of students, and how to strengthen the happiness of schools. And in this month, the 'Teacher Education Development Plan 2022 - 2026' was released to meet the new

needs of teacher education in the new environment of the 2020s, so that Finland continues to have the best education system in the world. The development plan focuses on the induction training of novice teachers and the continuing education of in-service teachers and sets the goal of teachers having a wide range of basic skills, innovative professional knowledge, and the ability to develop themselves and the school. The benchmark representation of the Finnish education system cannot be separated from high-quality teachers and excellent teachers. From the perspective of high-quality teacher training, the discussion of the training process and measures of Finnish teachers will not only enrich the training mode of teaching skills for teachers in our country but also have a positive reference for high-quality teacher training in our country.

2. The Training Process of High-quality Teacher Training in Finland

2.1. The incubation period of high-quality teacher training in Finland (before 1917)

The cultivation of high-quality teachers in Finland is inseparable from the influence and promotion of Finnish religion. Finland's earliest teacher education activities can be traced back to the 16th century when all schools in Finland focused on the promotion of faith and the provision of basic religious knowledge. The teaching content was closely related to religious beliefs^[1]. The clergy as teachers assumed the mission and responsibility of developing the public's reading ability. This was the first activity related to teacher education in Finland. In the 17th century, Finland was plagued by colonization and war, but education did not disappear, Finnish teacher education sprouted in the only 20 schools in the country at that time, and these schools became the earliest teacher education training institutions in Finland. In 1807, the 'Seminar in Teacher Education' appeared in Finland to promote the development of teacher education. In 1852, Finland established the first school of Education at the University of Helsinki, which was the beginning of the pre-service training of Finnish teachers. In 1863, Finland established the first teacher training school, emphasizing that the school education of theoretical knowledge should be combined with educational practice activities, and students must accept three years of preparatory teacher learning after junior high school graduation, similar to China's junior high school starting point orientation training of public-funded normal students, and the training school enrollment conditions are gradually clear, but also set up a special female teacher education department. In the years since, learning from the model of the first teacher training school, the number of teacher education majors, teacher training colleges, and teacher training colleges in Finland has been increasing, and the scale of schools has been expanding. The reform of teacher education in Finland in the 19th century laid the foundation for the subsequent high-quality teacher training.

2.2. The exploration and establishment period of high-quality teacher training in Finland (1917-2000)

After Finland declared its independence in 1917, the Finnish people had a deeper understanding of the importance of education. In order to maintain Finland's independent national identity and realize Finland's political freedom, they made continuous efforts to spread Finnish culture promote the Finnish national spirit, and form Finnish core values. From 1918 to the end of World War II, Finland vigorously promoted nationalism in teacher education, established new teacher education training colleges throughout the country, strengthened teacher training, paid attention to the teaching practice activities of trainee teachers, and introduced special education training to train special education teachers. After the Second World War, the government vigorously promoted teacher education and training, encouraged returning soldiers to participate in teacher training, integrated the current education system, passed a series of teacher education bills, advocated universal education, and emerged a big wave of "all people can receive an education free and equal". In 1969, the Finnish Committee for Teacher Education also promoted the transformation of teachers into democratic, well-trained educators. After 1970, after the comprehensive school reform, Finnish teacher education developed rapidly. Finland clearly recognized the importance of teacher education to the development of national education and constantly tried to open up new ways to train high-quality teachers and carry out teacher education reform. Finland continued to promote high-quality teacher training in the 70s, introducing 'Teacher Education Act' and 'Teacher Education Development Program'; Colleges of education were set up in major schools to train high-quality teachers and teaching and research workers; Develop a new training program for teacher education, and transfer all teacher training in basic education to universities; Extending the duration of teacher education and training programs; Pay attention to the professional development of teachers, pay attention to the research orientation in the process of teacher training.....In the 1990s, in order to cultivate high-quality teachers and promote the professional development of teacher education, Finland

formulated many mechanisms and requirements to cultivate the profession of Finnish normal students. Skills and teaching proficiency provide in-service teachers with opportunities for continuing education and strengthen teacher training and life.

2.3. The consolidation and maturity period of high-quality teacher training in Finland (2001-2023)

In the 21st century, Finland has continuously carried out teacher education reform through evaluation to support high-quality teacher training. In 2005, Finland joined the 'Bologna Process', began the five-year teacher pre-service training model in August, teacher education and training universities unified adjustment of the course credit standards and the bachelor and master level degree system, and the teacher education enrollment system reform, attracting more students into the education industry, fall in love with teachers. Under the general trend of global teacher shortage and international talent competition, Finland has carried out two national curriculum reforms, adhering to its own national characteristics and standards, and research-oriented teacher education has cultivated teachers' ability to find problems, study problems and solve problems, forming a culture of the whole society attaching importance to teacher education training and education. 'Teacher Education Development Plan' announced in 2016 emphasizes 'together, we create the world's best education teaching skill'. 'Attractiveness of teacher education' published in 2020, the summary report provides young people's views on teacher education and the teaching profession, examines the factors that affect the attractiveness of teacher education, and highlights the advantages of teacher education and the teaching profession. 'Teacher Education Development Plan 2022-2026' announced in 2022, is put forward to cultivate teachers' ability to overcome challenges in different curricula and teaching, strengthen the education and training institutions of traction, strengthen the quality, effectiveness, and competence of teacher trainers through collaboration, provide skill deepening education as part of continuing learning education, and organizers of teacher training and management training in the field of education work together to weave guides on key leadership skills and develop models of continuing learning related to leadership. During this period, Finland ensured high-quality education and training, improved the comprehensive quality of teachers, enhanced the overall quality of teachers, and further consolidated the direction of high-quality training of Finnish teachers in the new century.

3. Measures and implementation of high-quality teacher training in Finland

3.1. Teacher training model: Collaborative training

The training mode of high-quality teachers in Finland is 'collaborative training'. The collaborative training mode of teacher education in Finland was born in the 1960s and 1970s. It was intertwined with the politics, economy, and culture of Finland at that time, and has now formed a perfect collaborative training system. The characteristics of its education system mainly include strategic orientation, decentralization, and emphasis on autonomy, and curriculum design and reform and development at the national and local levels are national and local traditions^[2]. Finland requires teachers to receive higher education, and all basic education teachers must have a master's degree. It emphasizes that teachers have the responsibility to participate in the development of national and local courses. Universities, local governments, and primary and secondary schools participate in pre-service teacher training as members of the community and go deep into all aspects of teacher training^[3]. 'University and primary and secondary school partners' and 'university and primary and secondary school cooperation' refer to the terms that are frequently used in the collaborative training model of teacher education. However, the Finnish teacher education training model is mainly carried out around the modern CQS framework, taking 'teacher educator-normal university students-first-line teachers' as an overall framework, to achieve the cooperative training of teacher education training schools and primary and secondary schools, and the teaching and learning of university training experts, first-line teachers and preparatory people's teachers.

3.2. Admission selection mechanism: Comprehensive assessment

Finland emphasizes the status of teachers, and teachers are very popular among students. Every year, countless students apply for the normal major. In order to ensure the source of high-quality teachers, Finland has established a diversified and strict admission selection mechanism to comprehensively assess students, and assess the quality of teachers from various aspects such as learning, psychology, thinking, communication, and cooperation, so as to find suitable talents to teach. Because the lack of a clear

concept and loose selection criteria will lead to unfair selection^[4], the Finnish Ministry of Education and Culture will negotiate with normal universities about the number of students admitted, and use a unified teacher ability model to unify the selection criteria. As to a multidimensional adapted process model of teaching (MAP). In addition, some universities and primary and secondary schools jointly participate in the VAKAVA test, which is similar to the unified examination in China and is a national educational cooperation project, open to all those who are qualified to receive higher education. The examination materials are 4-6 academic articles in the field of education, mainly investigating the phenomena and problems existing in the education industry. It aims to assess students' academic ability, teaching ability, ability to apply knowledge, etc.^[5]. The high standard of admission selection in Finland requires a comprehensive assessment of students, which not only optimizes the quality of students but also lays the foundation for training high-quality teachers.

3.3. School curriculum system: Research-based

Although Finland does not have detailed teacher standards, from the beginning of the embryonic period, Finland has issued many teacher education goals, strategies, or development plans that convey common teacher professional standards and contain many descriptions of teacher standards. The Finnish school curriculum is also a pre-service teacher training system, focusing on shaping research-oriented teachers and training teachers to become researchers. Finland's teacher education curriculum is based on research, and "research-based" is the basis and principle of the Finnish pre-service training curriculum. Finland's professional teaching classes have changed from a three-year bachelor's degree to a five-year master's degree; Emphasis on teaching internships and strengthening links between universities and teacher training schools; Adhering to the concept of student-oriented, multicultural, and interdisciplinary education, students are encouraged to design their own curriculum^[6]. Normal school students must read a lot of academic literature, internalize the research spirit and inquiry skills into the teacher's work mode, and have the ability to find and solve the problems existing in teaching. The school's curriculum is mainly research courses, and the school's teaching activities are closely focused on the word "research", such as master's thesis research, bachelor's thesis research, and advanced qualitative or quantitative research methods.

3.4. Teacher professional development: Dual Characteristics

Teacher professional development is a continuous dynamic process, that through every link of teacher pre-service training, induction, and post-service training^[7]. The Finnish teaching profession has a dual character. First, the pre-service training is research-based, and the post-service focuses on peer group guidance. Finnish peer group mentoring has four stages: Group formation - storm - uniformity - end, in which each novice teacher has an opportunity to have an individual interview with the instructor, with informal education form and in-depth understanding of the topic as the path, with peer dialogue and cooperative reflection as the elements^[8], the teacher reshapes his role as a reciprocal learner. In the peer group guidance, the formation of a peer cooperation group to become a development, cooperation, mutual benefit of a professional learning community, to provide academic support in teaching, to promote the professional development of teachers^[9]. Second, high-quality teacher training should pay equal attention to research-based curriculum and spiraling education and teaching practice. Spiraling education and teaching practice require normal university students to establish stage consciousness and clearly understand the professional ability required by teachers in each stage.

4. The enlightenment of high-quality teacher training in Finland

4.1. Build a bridge of cooperation between the main bodies in the modern CQS framework and improve the cooperation training mechanism

The modern CQS framework takes 'teacher educators - normal students - first-line teachers' as a whole, and its main body is teacher educators, normal students, and first-line teachers. The research-based Finnish teacher education training program emphasizes the integration of educational knowledge theory and educational teaching practice. Since normal university students entered the school, the study of theoretical knowledge and the practice of education and teaching have run through the whole learning stage of the school. 'Teacher educators' are the authoritative figures in teacher education research, they have more abundant knowledge, and have more perfect ideas for the training of normal university students and high-quality teachers. Unlike Finland, China's 'first-line teachers' are all trained by normal

schools, and there are students from other comprehensive universities entering the teaching profession. The 'front-line teachers' who graduate from normal colleges not only have the educational knowledge and skills taught in normal colleges but also have the experience of working in the front line of education. The 'front-line teachers' entering the education industry from society or comprehensive universities have more other aspects of popular science knowledge, which can broaden students' knowledge, but in general, the knowledge of 'front-line teachers' is not as wide as that of 'teacher educators', and the practical experience of 'teacher educators' is not as much as that of 'front-line teachers'. The two subjects are different in their fields of expertise and need to become a mutually beneficial learning community to work together to cultivate high-quality teachers.

There are various forms of government-funded normal college education in China, including five-year junior high school students (college degree) for primary school teachers, six-year junior high school students (bachelor degree) for primary school teachers, four-year government-funded normal college students (bachelor degree) after college entrance examination, and 4+2 government-funded normal college students (master degree) after college entrance examination. However, the communication between normal colleges and basic education schools is not close. Therefore, it is the top priority to build the cooperation bridge of 'teacher education-normal university students-first-line teachers' and improve the cooperation training mechanism. First of all, normal colleges and basic education schools need to jointly set up professional career planning courses for normal students and professional ethics courses for teachers, publicize the great status of the teacher profession, cultivate the professional ethics awareness of publicly funded normal students, so that students know what is feasible and what can be done, and establish a high sense of teacher professional identity. Secondly, on the premise of not adding a major burden to 'front-line teachers' and 'teacher educators', we should discuss how to train normal students to become high-quality teachers, improve the curriculum system, increase the proportion of research-based courses while not forgetting the proportion of education and teaching practice, and cultivate normal students' research-based thinking^[10]. Finally, we should strengthen the connection between college and master, define the comprehensive training goal of normal university students, set and realize the training goal as the starting point and landing point of high-quality teacher training, and vigorously improve the educational level and educational level of teachers.

4.2. Improve the entrance selection mechanism, attract "suitable" students to teach, and improve the quality of students

The first step to ensure the quality of teachers and teachers is the selection. Finland's admission selection comprehensively examines the quality of students from various aspects such as learning, psychology, thinking, communication, and cooperation, pays attention to the intrinsic potential and motivation of students, and enlists excellent and suitable students who are engaged in the teaching industry to study in the normal major. China's admission selection depends more on the results of the college entrance examination. From the results, there is a phenomenon: students with better results are more suitable for teachers, and the assessment content and objectives are relatively simple. Finland actively promotes the spirit of nationalism and promotes 'inclusive education'. The core value of equality is reflected everywhere in education, and the admission system is open to all students who are interested in a career in education. The training of publicly-funded normal students in China's normal colleges tends to be supported by 'local policies', focusing on the local sources of students to provide teachers with strength, and the number of local students enrolled in different provinces is inconsistent. Due to differences in national conditions, enrollment goals, starting points, and inspection criteria, the teacher education systems of the two countries are inconsistent. Although China and Finland rank equally in the PISA test, generally speaking, China still needs to adopt the essence of Finnish teacher education and integrate China's national conditions to carry out reform.

The profession of a teacher has strong vocational and professional, and the training of high-quality teachers needs to improve the entrance selection mechanism, attract 'suitable' people to teach, and improve the quality of students. First, improve the enrollment selection mechanism, not to 'smart' as the only criterion for the school to recruit normal students, to examine the overall quality of students. Student achievement is the first step in the selection, interview, and evaluation of students is the second step, and the psychological test comprehensive assessment and evaluation of students' teaching ability and potential is the last step. Second, improve infrastructure, optimize teachers' working conditions, enhance teachers' working motivation, and attract students to teach. Normal colleges and universities should increase the publicity of the school, adhere to the normal education as their main responsibility, and have the sense of mission and responsibility to cultivate educational talents for the construction of a strong educational country. Comprehensive universities should also increase the publicity of normal majors so

that students can apply for normal majors out of personal ideals in the case of understanding normal universities, normal majors, and teachers' professions, so as to stimulate students' cognitive drive and be willing to enter the industry of teachers. At the same time, it is also to attract more 'suitable' people to teach and 'excellent' people to teach. All aspects are suitable for students in the education industry to teach and go to the front line of teachers.

4.3. Develop digital teacher education courses, increase the proportion of research-based courses and improve the high-quality teacher education system

A high-quality education system has five characteristics of modernization, specialization, high-end, integration, and synergy, and needs a high-quality teacher team to support, and a high-quality teacher team needs high-quality teacher education as a condition^[11], high-quality teacher education needs high-quality teacher education courses, and teachers are the conditions for building a high-quality teacher education system. The quality of teachers is the quality of education^[12]. The curriculum of pre-service teacher education in Finland is more consistent than that in China, and the collaborative training mode of linking undergraduate and graduate studies makes the curriculum progressively set up. Finland mainly trains primary school general subject teachers, who undertake the teaching tasks of multiple subject courses and cultivate students' interdisciplinary learning abilities. In China, subject teachers are mostly trained, with specialized teachers taking courses, and general subject teachers are mainly distributed in primary schools in remote villages. Finnish educational research courses are the main feature, and educational practice courses account for a relatively large proportion of the total curriculum, focusing on cultivating students' extensive basic skills, innovative professional knowledge, and developing their own abilities and the school's ability to help normal students internalize research abilities. There are relatively few research courses and practical courses in teacher education in China, and the research courses focus on the writing of graduation papers and lack the teaching of research courses such as research methods to promote the internalization of normal university students' research ability.

In the digital era, most normal university students are 'digital natives' or 'digital immigrants'. Teachers' digital literacy, digital competence, and digital competence have entered teacher education, and digital literacy has become the core quality of future teachers^[13]. Therefore, digital teacher education courses need to be developed to increase the proportion of research-based courses. We will improve the system of high-quality teacher education. First, provide teacher education courses integrated with digital technology, vigorously guide and help normal university students to conduct education and teaching research in different digital information technology and virtual teaching environments^[14], stimulate the vitality of teachers' digital teaching, and enhance their learning interest in teacher education courses.

Second, the research courses are carried out in stages, and research courses are studied. The school offers courses to teach normal university students how to read literature, and how to conduct literature review, and offers digital courses on research methods to help normal university students form academic research literacy and research ability. Combine 'knowing' with 'doing', encourage and lead students to participate in project research, and learn the learning content of pre-service teacher training courses in the mutually beneficial community formed between the project, the team, and teachers and students, so as to serve the future teaching.

Third, deepen the 'U-G-S' trinity collaborative innovation mechanism, integrate digital technology and teacher education courses, and combine the three themes of C (teacher educators), Q (normal students), and S (first-line teachers) to build a high-quality teacher education system of U (normal colleges), G (government) and S (cooperative schools).

5. Conclusion

Since the earliest teacher education activities in Finland in the 16th century, Finland has gradually formed a high-quality teacher training model and quality assurance system characterized by 'collaborative cultivation', and a school curriculum system characterized by 'research-based', which has made remarkable achievements. Although the success of Finnish teacher education and the factors of high-quality education are diverse, for our country, it is of great enlightenment to cultivate high-quality teachers based on our national conditions and traditional culture.

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