

Effective School Management

Description of the project	page 2
Eligibility and credit system in the Finnish secondary education	page 3
Taking care of students in Tampere	page 5
Special needs education and training at Tampere College	page 7
Common Assessment Framework – Tampere College	page 8
Every student has his place in a large school	page 10
Special needs education and training	page 11
The Educational system at secondary school in Tampere.	page 12
The practical training of teachers in the future in Finland Contacts.	page 14
Photos.	page 16
Contacts.	page 20
Attachments – PPT	page 22
Learning Environment Tampere	page 23
Tampere College Quality handbook.	page 39
Tampere College presentation 2012.	page 59
Tampereen normaalikoulu	page 80
Vocational teacher education	page 92

to move quickly, click on the page number



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Effective School Management

Name of the project:	Effective School Management
Project promoter:	The Vysočina Region with its registered office in Jihlava
Project partners:	Vysočina Education, an educational establishment for further training of education specialists and a service centre for schools, an organisation financed from the regional budget Secondary Grammar School in Žďár nad Sázavou Secondary School of Business and Services in Jihlava Secondary Construction School in Jihlava Secondary School Business Academy and Hotel School in Havlíčkův Brod
Partner region:	The City of Tampere, Finland
Project description:	Sharing methods of effective school management between school managers and other participants in the education process, support for school authorities in the decision-making process.
Aid scheme:	The Lifelong Learning Programme – the Comenius Regio Partnerships
Project type:	Non-investment
Implementation period:	August 2011 – August 2013
Project scope and objectives:	<ul style="list-style-type: none">- to bring both regions closer and to initiate the establishment of an official partnership between them- to identify new approaches to school management- to reflect upon experience with education results in Finland- to present the education specifics of the two regions- to emphasize the European dimension of the project and to support a cultural exchange between the two places- to share experience with secondary education- to deepen the collaboration between the regions on different levels (the school authority, further education institutions and schools / an excellent opportunity to find partners for community programmes/)- to stress the importance of European social values and active European citizenship- to provide more effective school management instruments, to exchange examples of best practices- to present new school management instruments
Contact:	Kamil Ubr, Regional Coordinator, Department of Education, Youth and Sports of the Regional Authority, tel. 564 602 946, ubr.k@kr-vysocina.cz Roman Krivánek, Regional Coordinator, Vysočina Education, tel. 736 489 749, krivanek@vys-edu.cz Markéta Metelková, Project Manager, Vysočina Education, tel. 739 055 329, metelkova@vys-edu.cz Alena Mikulíková, Administrator, Department of Education, Youth and Sports of the Regional Authority, tel. 564 602 939, mikulikova.a@kr-vysocina.cz Martina Richtová Tomšů, Administrator, the Presidential Secretariat of the Regional Authority, tel. 564 602 367, richtova.m@kr-vysocina.cz

to send mail click to address

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Comenius Regio – BEST PRACTICE

Partner region:	City of Tampere
Mobility to:	Tampere
Date:	10.–13. 4. 2012
Observed school/institution:	Tampere College

Name of the Best Practice Example:

Eligibility and credit system in the Finnish secondary education

Description of the situation:

When pupils in Finland finish primary school they can choose from studying at upper secondary school (USS) for three years (high school here) or one of the many vocational training programs. In USS, students have to select at least 75 courses. The school year is divided into 5–6 periods, each of them offering different courses. Schedule of the courses is released at the beginning of the school year and students create an individual learning plan. Pupils are not divided into fixed classes. The procedure is not bound to single grades, but on successful completion of individual subjects or groups of subjects, which is followed by other courses. Students choose subjects – about 4–8 courses at one period – and then take the final exams at the end of each period. If a student doesn't pass a test he can repeat the test or the whole course. Students can also consult courses with an educational counselor. Finnish schools care a lot about educational consulting. Educational and career counselors are teachers who advise students, which subjects they should choose or which courses are the best to prepare them for the following studies etc. Every student has also the right to choose his teacher. If a student is not satisfied with a teacher of a course, he can easily change the course or choose other teacher in the next period. Vocational school student must obtain 120 credits in 3 years. The main subjects can earn 20 credits (compulsory studies – 16 credits, elective studies – 4 credits), vocational courses can earn 90 credits (while at least 20 credits must be earned by on-the-job learning), and every student can get 10 credits for the courses they choose according to their interest. Students must also prepare a final project.

Objectives of the used approach: General secondary education takes three years, however students may complete it in between 2 and 4 years. With credit courses and elective courses system classes are arranged in a form which is not associated with grades. Each course is evaluated on completion, and once the student passes the required number of courses he is given the final report.

USS is completed by GCSE.

Pupils at secondary vocational schools are awarded a certificate of qualification after absolving all modules of study selected in the individual study plan.

Completion of USS or a vocational school entitles graduates to go to college.

Comenius Regio – BEST PRACTICE

Your personal opinion to the chosen Best Practice Example:

“Selectivity in the choice of subjects and courses and credit system increase the responsibility of students to their own education. Finnish pupils compared to Czech students have much more freedom and independence when it comes to school. Pupils are encouraged to regularly self-assessment since elementary school and schools also have the opportunity to evaluate teachers. The basic idea of the Finnish school system is to give every student the opportunity to experience respect and success.”

Possibility of the implementation in the Czech Republic:

Increasing selectivity and credit system in the educational system of the CR would certainly be a positive change that would increase the responsibility of students and teaching would be better suited to the needs of individual pupils. This system undoubtedly leads to the individualization of teaching and support of differently predisposed students. Probably there would be a positive change in school climate and reduction of the stress of students. The introduction of these changes would have to be a part of fundamental changes in the educational system of the CR.

Comenius Regio – BEST PRACTICE

Partner region: City of Tampere
Mobility to: Tampere
Date: 2.–5. 10. 2012
Observed school/institution: Tampere College

Name of the Best Practice Example:

Taking care of students in Tampere

Description of the situation:

1. System logging of primary school pupils in secondary schools - elementary school student is motivated to better learning results. Since it does not guarantee that it gets to the chosen field of study.

Finnish education system is set up so that the student is offered the education field in his academic performance of elementary school. At the secondary level can then due interest in the study achieve higher education. The system thus reinforces the interest of pupils in primary and then to secondary school students.

Very interesting was also the topic of working with pupils with specific learning needs and their inclusion in education. Determination of individual plans and help assistant is commonplace.

Objectives of the used approach: Individual attention to students, academic motivation - the quality system and pupil assessment.
Strategy and planning.

Your personal opinion to the chosen Best Practice Example:

"System of student assessment is developed within the overall system and the organization of education in Finland."

Possibility of the implementation in the Czech Republic:

Increase the motivation of pupils in primary schools in the study, to promote technical education among pupils.

Comenius Regio – BEST PRACTICE

Examples of good practice:

I found two interesting points in the Finnish school system. They are pupils' motivation and the way how Finnish pupils with special educational needs are integrated into the regular school system.

1. Topic – motivation

Finnish pupils are motivated by the system of applying to secondary schools. They are motivated to do well in primary schools, because they will be accepted in the field of study they have chosen only if they have good study results from the primary education. According to the results the pupil is offered a specific field of study. If the student proves his/her interest in education during secondary studies, he/she can continue with higher education.

This is the way how the Finnish educational system strengthens pupils' interest in primary and secondary education.

2. Topic – pupils with special educational needs

I also found very interesting the way how Finnish pupils with special educational needs are integrated into the regular school system. Individual study plans and an assistant's help are self-evident.

3. Objectives

An individual approach to pupils, motivation to learn – system of quality and evaluation.

4. PDP – opinion

The system of evaluating the pupils is a part of a sophisticated and complete system of education in Finland.

5. Possibilities in the Czech Republic – opinion

It is important to enhance the primary school pupils' motivation and to support the technical part of education.

Comenius Regio – BEST PRACTICE

Partner region:	City of Tampere
Mobility to:	Tampere
Date:	2.–5. 10. 2012
Observed school/institution:	Tampere College

Name of the Best Practice Example:

Special needs education and training at Tampere College

Description of the situation:

The category “special needs” means that students have difficulties in:

- perceptive skills (ADHD, ADD...);
- verbal skills (dyslexia...);
- behavioural skills;
- developmental disorder;
- psychic and physical illness;
- autism;
- hearing defect;
- visual defect;
- other reasons.

9,62 % of Tampere College students have special needs. These students are supported by professional education and training staff of college – coordinators for special need education (SNE), teachers responsible for SNE and study assistants. The staff cooperate with social workers, doctors and nurses, student counsellors and remedial teaching.

A student that has some problem can go to a special study corner (OPISOPPI) and study with a tutor’s help.

In August 2010 a new project KORJAAMO (REPAIR WORKSHOP in English) started. The key action of this project is KONESOPPI – a new learning environment for students where theoretical parts of vocational studies can be completed with support of individual guidance. Counsellors help students who have educational problems and problems in managing their everyday life. Students in danger of dropping out can be offered individual support in the earliest stage.

Objectives of the used approach: The main objective of professional education staff is to prevent students from dropping out of school, to improve their integration into education and to encourage finalizing of studies.

Your personal opinion to the chosen Best Practice Example:

“The special need education system in Finland is very useful. The individualization of education and support of special need students are a way to prevent them from dropping out of school.”

Possibility of the implementation in the Czech Republic:

The number of special needs students in the Czech Republic is increasing. We need special staff of teachers, coordinators and assistants to support students and to help them.

OPISOPPI and KONESOPPI are results of projects that are financed by Tampere Region and European Social Fund. It is possible to prepare a similar project for secondary schools in our region.

Comenius Regio – BEST PRACTICE

Partner region: City of Tampere
Mobility to: Tampere
Date: 10.–13. 4. 2012
Observed school/institution: Tampere College

Name of the Best Practice Example:

Common Assessment Framework – Tampere College

Description of the situation:

We visited Tampere College and we were informed about the process of implementation of Common Assessment Framework (CAF) in the school.

The city strategy of Tampere states that an important aspect of management is to anticipate changes in the operating environment and implement the required decisions as well as to increase productivity. This covers both quality and effectiveness and entails working co-operation between trustees and officials as well as an open and collaborative decision-making culture that involves employees, citizens of the municipality and stakeholders.

When setting strategic goals for Tampere College, the views of employees (electronic survey), the student body (meeting with the Director of Vocational Education and Training) and local advisory councils for vocational education and training have a voice.

Objectives of the used approach: The objectives of Tampere College are founded on education policies set by the Finnish government and the Ministry of Education, the city strategy, the production strategy, the HR strategy and the productivity programme.

The management of Tampere College adheres to values and objectives set and improves its management methods according to feedback and results of development discussions.

Employee competence is strengthened in line with the objectives set by ensuring adequate resourcing. Employees are informed about key organisational issues, innovation and development culture are supported and excellence is recognised and awarded. Employees' individual needs and circumstances are taken into consideration when possible.

Your personal opinion to the chosen Best Practice Example:

"In my opinion every founder of school or school itself should consider to implement any system of management quality assessment. It seems the CAF system is sophisticated and at the same time not so complicated system. Comparing another system of management quality assessment the CAF doesn't need the participation of evaluation institution and doesn't need to pay special fee for certification."

Comenius Regio – BEST PRACTICE

Possibility of the implementation in the Czech Republic:

SS stavební Jihlava is certified school in the system of ISO certification and has some experience with the management quality assessment. Of course, ISO and CAF have different attempts and different goals. In my opinion the CAF system seems to be very useful also for Czech schools. CAF system seems to be a good instrument for measurement of school management quality and there is possible to imagine to implement this system also in Vysocina Region.

Comenius Regio – BEST PRACTICE

Partner region:	City of Tampere
Mobility to:	Tampere
Date:	2.–5. 10. 2012
Observed school/institution:	Tampere College

Name of the Best Practice Example:

Every student has his place in a large school

Description of the situation:

In discussions with Finnish partners and visiting educational facilities was clear that education is a real priority in Finland. In Finland vocational education and training is mostly provided by educational institutions, but apprenticeship training is also available. There are in total 116 study programs leading to 52 different qualifications. In Finland there is the advantage of credit system taken at secondary schools.

We visited Tampere College. This school has about 4 500 certificated students, 6 000 adult students and 600 staff members. The basic structure of vocational qualification has 120 credits: core subjects – 20 credits, vocational studies – 90 credits, free choice studies – 10 credits. One credit equals 40 hours of work. Students can combine general education with vocational education. They can choose their study plans which can be done in 2 or 3 or 4 years. They can revise once subject in which they failed. There are about 10 % students with special needs. They have difficulties with perceptive skills, ADHD, ADD, verbal skills, dyslexia, behavioural skills etc. How do they support students with special needs? The students have individual study plans, individual education plans and the most important matter is the help and support of the professional staff. There is the head of division in charge of special needs education and coordinator of special needs education in whole Tampere College and teacher in charge of special needs education in each campus.

They have project KORJAAMO. The aims of the project are to prevent young people from dropping out of school, to improve their integration into education and to encourage their graduating. They help students, whose studies are not proceeding, who are in danger of dropping out or who have problems in managing their everyday life.

Objectives of the used approach: The aim was to compare the education of students in Finland and in the CR.

Your personal opinion to the chosen Best Practice Example:

"We have the same or very similar problems in our school but we have not the same possibilities to solve them."

"The efficiency of the Finnish solution is higher."

Possibility of the implementation in the Czech Republic:

There are a lot of small secondary schools in the CR. Some students have not an interest to find the right place in a small school and go away from the school to another school. We have not a credit system. The period of studying is specified. These are the reasons why a lot of very good ideas cannot be implemented in our schools.

Comenius Regio – BEST PRACTICE

Partner region: City of Tampere
Mobility to: Tampere
Date: 2.–5. 10. 2012
Observed school/institution: Tampere College

Name of the Best Practice Example:

Special needs education and training

Description of the situation: The care of students with special needs is very systematic and well organized in Tampere College. The categories of special needs are given by the government, and they involve mental, physical and social difficulties. Nowadays, there are about 10% of these students in Tampere College. A professional team of guidance counsellors, psychologists, social workers and special needs teachers is prepared to provide special education, training or support. Every special need student has his/her own plan and a specific way of education and training.

Objectives of the used approach: The objective is to offer every student in need a professional and multidisciplinary support so that pupils do not drop out the school. The other goal is to reduce students' frustration and help them to find their place in life.

Your personal opinion to the chosen Best Practice Example:

"From my point of view, students with special needs have a well-considered professional support in Tampere College. Every student can find an adult person that he/she can trust and discuss problems with. I like the way the student welfare team works with every single student. Not only special need students but all of them have personal guidance counsellors who are prepared to discuss problems of any type with the students. The counsellors also make pupils think of their future career."

"In my opinion, this approach is also an excellent prevention from any social-pathologic events."

Possibility of the implementation in the Czech Republic:

I think our system of special needs education is not as thoroughly prepared and organized as the Finnish one. We do not have so many people who take care of special needs students. I guess it is partly because of the money. The Finnish government is quite generous and that is why more professionals can be involved in the described above process.

I think more professionals involved and a multidisciplinary approach would be very beneficial to our students, too.

Comenius Regio – BEST PRACTICE

Partner region:	City of Tampere
Mobility to:	Tampere
Date:	10.–13. 4. 2012
Observed school/institution:	Tampere College

Name of the Best Practice Example:

The Educational system at secondary school in Tampere

Description of the situation: There is one of the best educational systems in Europe in Finland. Why? I hoped to find the answers in Tampere's schools.

Objectives of the used approach: Selecting students, curriculum and the profile of the school-leavers at The Upper Secondary School „Sammon keskuslukio“ in Tampere is very similar to the secondary schools in the Czech Republic. I was impressed by the system of the selection of the school subjects. 60% of the subjects is mandatory and the rest of the subjects Finnish pupils choose. The selection of the mandatory subjects depends on the type of college they want to study. The school year is divided into four parts, optional items are selected by students for each part in particular. The main items can pupils choose in two levels of difficulty. This system allows children to study and improve their knowledge in subjects they are interested in. There is much better cooperation between teachers and students in the class because students are more motivated. Overall, the teaching is more focused on the practical skills, the use of knowledge in practice, the development of children's logical thinking and less on memorizing knowledge (learning by heart). I was pleasantly surprised by the great interest of students in faculties of education. Only one of the thirty applicants is accepted to study at College, so the selection of candidates is very good. Another thing I found very interesting is the method of teacher training. Each student studies the subjects in his or her approvals during the first two years. After this period he or she has to complete the experience at some school. Each student is supported by teacher, who helps him. This is a part-time teacher from this school. During the school year the student is familiar with the system of teaching in the school, he can discuss with the staff, he participates in meetings with parents and teachers under the supervision of more experienced colleagues. I was also surprised by the way school meals in Finland. The lunch in the form of buffet is served by students themselves. It is also interesting that the lunch is free for the students.

Comenius Regio – BEST PRACTICE

Your personal opinion to the chosen Best Practice Example:

"In my opinion every founder of school or school itself should consider to implement any system of management quality assessment. It seems the CAF system is sophisticated and at the same time not so complicated system. Comparing another system of management quality assessment the CAF doesn't need the participation of evaluation institution and doesn't need to pay special fee for certification."

Possibility of the implementation in the Czech Republic:

SS stavební Jihlava is certified school in the system of ISO certification and has some experience with the management quality assessment. Of course, ISO and CAF have different attempts and different goals. In my opinion the CAF system seems to be very useful also for Czech schools. CAF system seems to be a good instrument for measurement of school management quality and there is possible to imagine to implement this system also in Vysočina Region.

Comenius Regio – BEST PRACTICE

Partner region:	City of Tampere
Mobility to:	Tampere
Date:	10.–13. 4. 2012
Observed school/institution:	Tampere College

Name of the Best Practice Example:

The practical training of teachers in the future in Finland

Description of the situation:

In discussions with Finnish partners and visiting educational facilities was clear that education is a real priority in Finland. It's not just pre-election promises of politicians, but the support of everyone who is interested to learn. An important part in the educational system is the education of future teachers. There are 30 applicants applying from secondary schools to go to Pedagogical Universities, but only one is accepted, which proves that being a teacher is highly valued profession.

The actual preparation of future teachers is similar to ours. After three years, graduates receive a bachelor's degree and after two years of study Master's degree. On our internship we had the opportunity to familiarize in detail with the practice of students of pedagogical faculties on the 'teaching' school. It is a special school that provides practice for all students from Tampere. The teachers' access to students was very professional. Each lecturer is actually also teacher at the school. The teacher is not only a theoretical expert but also a practitioner whose main focus is teaching. If the lecturer has two trainees his teaching duty is decreased of two teaching hours. Students always practise one subject. According to the headmaster who provides practice, it is sufficient. If the teaching specialization is extended pedagogical skills will be the same. Another way to become a teacher, is to graduate from another high school and finish the pedagogical education. Currently there is the lack of professional teachers in Finland, To avoid problems, especially in vocational schools, it is allowed to employ professional teachers, although without pedagogical education. The system of remuneration of teachers depends on their pedagogical education that's why it is a high motivation for teachers. His salary has almost doubled. Salaries are also essential that the successful schools receive the actual practitioners.

Objectives of the used approach: The aim was to compare the training of students of teachers' branch in Finland and in CR.

Your personal opinion to the chosen Best Practice Example:

"At first sight, the issue has been solved at the same way in both countries. On closer comparison, however, we find that the efficiency of the Finnish solution is higher for many reasons. This is the way how good students are chosen to teaching profession. They are verifying in interviews and they undergo professional practice during the study."

Comenius Regio – BEST PRACTICE

Possibility of the implementation in the Czech Republic:

The basic prerequisite for improving the practical training of future teachers is to improve teaching in colleges of education, including the selection of future students. If a college issues in this direction, then the system is usable even in our country.

Photos

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Comenius Regio – BEST PRACTICE



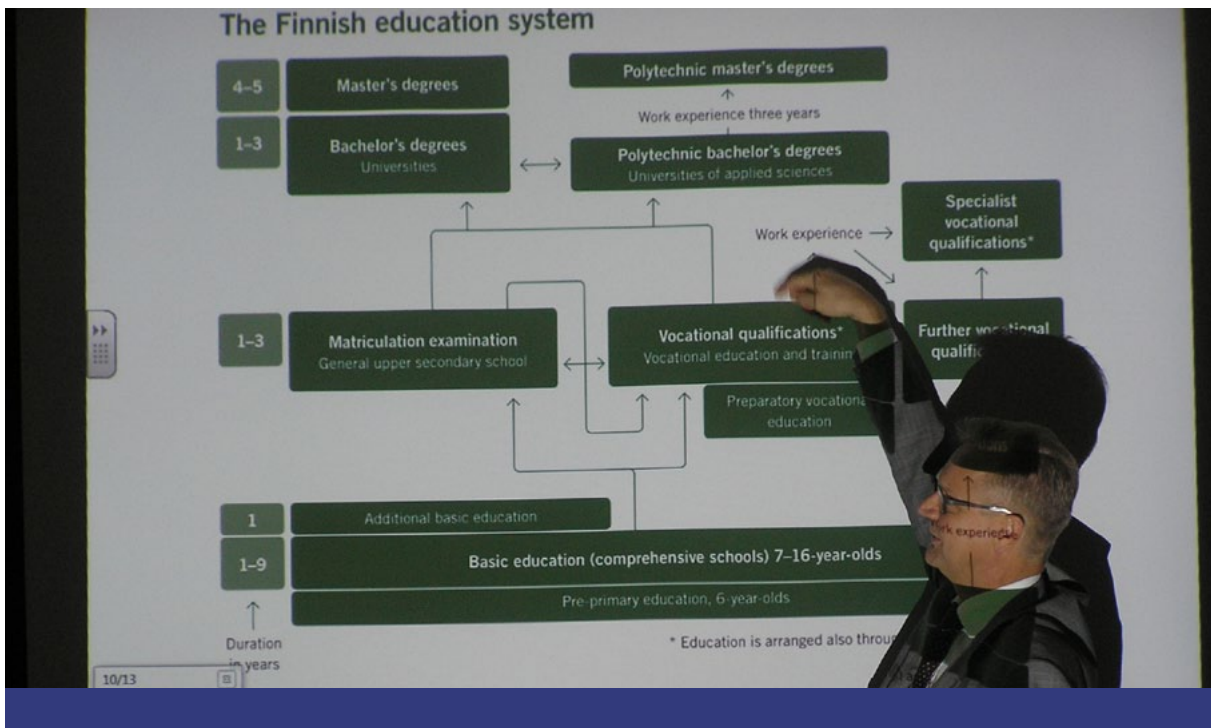
This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Comenius Regio – BEST PRACTICE



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Comenius Regio – BEST PRACTICE



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Contacts

the Vysočina Region – Applicant

Kamil Ubr, Head of the project, ubr.k@kr-vysocina.cz

Alena Mikulíková, Administrator of the project, mikulikova.a@kr-vysocina.cz

Martina Richtová Tomšů, Administrator of the project, RichtovaTomsu.M@kr-vysocina.cz

Eva Ampapová, Financial manager, ampapova.m@kr-vysocina.cz

www.kr-vysocina.cz

Vysočina Education – Leading of the project

Roman Křivánek – Head of the organisation, krivanek@vys-edu.cz

Markéta Metelková – Project manager, metelkova@vys-edu.cz

www.vys-edu.cz

to send mail, or link to web – click to address

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Lifelong
Learning
Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Attachments – PPT

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Developing Learning Environments -Investing in Future



**Perttu Pesä, Deputy Mayor
City of Tampere
Finland**

New ways of learning

”To teach is to model and demonstrate,
to learn is to practice and reflect ”

Stephen Downes, Canada

Premises

- In Tampere, infrastructure of education and research has been developed for decades
 - E.g. Tampere is the first of the big cities in Finland to link early childhood education and basic education in order to create a continuous path of learning
- Significant direct and indirect financial support has been granted to University of Tampere, Tampere University of Technology and Tampere University of Applied Sciences
 - Projects of higher education and research have been supported on selected, prioritized fields
- Real estates belonging to upper secondary education and basic education are under strong development at the moment
- Tampere has offered support for arranging student residence

The developing learning environments -project rests on holistic view of path of growth, constant development and learning. Every higher level of education benefits and increases the learning skills generated by the lower level.



The Finnish Education system

Lifelong learning
Universities, Polytechnics

Basic education

(compulsory school)

(age 7-16)

General upper secondary education or /and

Vocational education

Pre-school education

(age 6-7)



Learning environments are also seen as a psychosocial environments

Changes and development projects on early childhood education and basic education

Development provided by the new law on basic education (=redefinition of special education)

- Development of integrated basic education as a main principle



- Flexible pre-primary and early stage basic education (seven pilot projects on co-operation between nursery and school)
- Building a concept for a 'well-being school'
- Developing and diversifying learning environments in basic education and developing internationalization of general education
- Big construction project for a new school centre (including early childhood education) on a new residential area, total 38 million euro
- A new nursery with a media library to be constructed
- Regional project for building an international school, includes renovation of an old school building

Decisions on service network of general upper secondary education

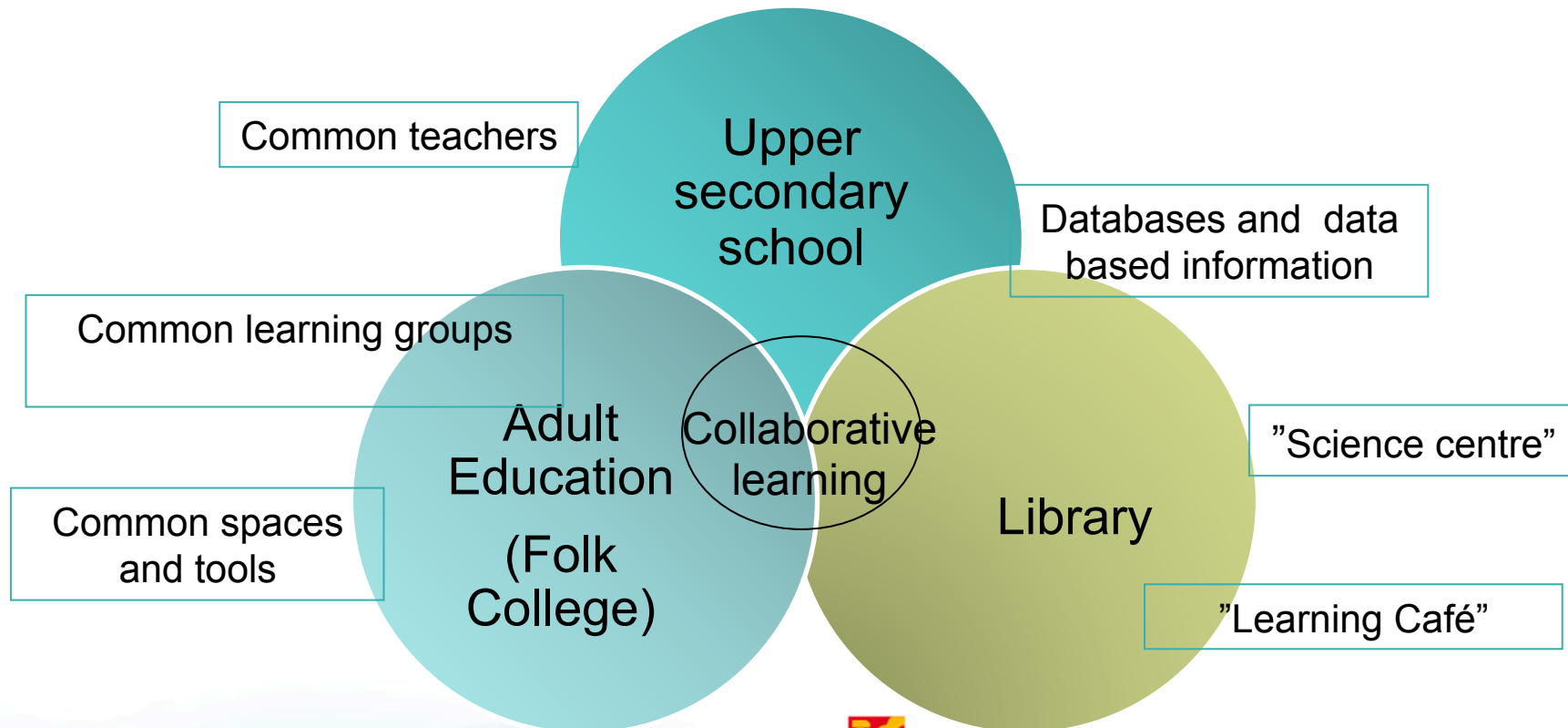
- The number of city-owned schools of general upper secondary education will be reduced from 8 to 6
- Two schools will unite as a new general upper secondary school emphasized on creative fields
 - >Renovation needed on the premises which will become vacant (investment 8–9 million euro)
- One school has already merged with another one (a new modern school building in use)
 - Emphasises on sports and communication
- One school will be extended and renovated for students growing in numbers
- One school will be moved to the same premises with vocational education (Tampere College); investments needed 3 million euro
 - Emphasises on technology and mathematics, co-operation with vocational education and Tampere University of Technology

Self-motivated education

Two schools will unite as a new general upper secondary school emphasized on creative fields.

They will work in the same real estate with a Folk College and co-operate also in curriculum-level.

There is also a high quality library in the same real estate to co-operate.



Changes on vocational education

- Committee set up by the city mayor considered future changes on vocational education in Tampere



- The committee suggests for redefining the education profile of Tampere College to serve better the needs of labour in technology industry
- Education on some fields will be closed down or reduced
- Fields that share the same ideas of curriculum will be moved to the same real estate (e.g. electrical engineering and metalwork and machinery)
- To increase the co-operation between vocational education and general upper secondary education
- To increase the internationalization of vocational education

Construction projects with Tampere University of Applied Sciences (TAMK)

- Two universities of applied sciences operating in Tampere merged into one (TAMK University on Applied Sciences) since January 2010
- Aim to gather up activities on a common campus area
- Construction and extension plans estimated to be at least 22 million euro

The image features a central white rectangular area containing the word "Conclusions" in a bold, teal-colored font. This central area is surrounded by a decorative border composed of six rectangular panels arranged in a 2x3 grid. Each panel contains a portion of a larger, abstract, wavy pattern. The pattern consists of flowing, translucent bands of color that transition from deep blue on the left to light purple and lavender on the right. The overall effect is a sense of movement and depth, with the colors appearing to ripple and flow across the panels.

Conclusions

Conclusions 1/2

- Education system in Tampere from basic education to university level is in transitional stage once again
- During the school network reform, some painful decisions have been made and now it is time to prove what reasoning “to relocate resources from walls to content” means
- While investing in infrastructure, it is possible to take into consideration wider perspective of developing learning environments as a whole
- While constructing new facilities, solutions concerning classrooms and other premises should allow modern ways of learning

Conclusions 2/2

- Wired and wireless connections, interactive whiteboards, and other technical learning equipments should be planned in a way that the use of those facilities is possible in everyday learning in every school
- Examining modernizing possibilities of old school premises also provides foundation for the solutions in the future
- Physical improvements must be done quickly but they are only enabling actions. Changing working methods is a process of many years which requires well planned educational processes for teaching personnel

The development of learning environments 1/3

- In order to develop learning environments, a project implemented by the city of Tampere has been set up in February 2011 (TOP School -project)
 - Physical and pedagogical preconditions from early childhood education to higher level education as well as adult education will be developed by the project
- In addition to basic infrastructural solutions, possibilities of modern technology for organizing education will be examined in co-operation with city's schooling institutions, universities, university of applied sciences, Technical Research Centre of Finland (VTT), equipment producers, construction professionals etc.
- Project takes the teacher training departments of the University of Tampere and Tampere University of Applied Sciences as active partners
- The University of Tampere is moving its teacher training department from Hämeenlinna to Tampere, which makes it easier for departments of education and teacher education to participate in the project

The development of learning environments 2/3

- Education exporting committee of the Ministry of Education and Culture suggests Finnish learning environments to be one of the products for education export
 - While developing learning environments in Tampere, we can turn them into products for possible education export in the future
- For executing the project it is possible also to attract external funding, and the city's existing subsidies to the University can be allocated to support the project objectives
- City's investments on the project must be big enough in order to get the best possible results in terms of both effectiveness and financial sustainability

The development of learning environments 3/3

- Developing learning environments offers an excellent cooperation ground for multiple organisations related to education and learning in Tampere
- Mutual cooperation will substantially increase both quantitatively and qualitatively within the project
- Participants are able to utilize the results of development work instantly, and the project also has a distinct dimension of business activity development

Thank you for your attention!





CAF

Common Assessment Framework
A new era of quality work at Tampere College

tao.tampere.fi

QUALITY HANDBOOK

Printed copy
16.03.2010

CONTENTS

1	LEADERSHIP	3
1.1	DEVELOPMENT OF VISION, VALUES AND OPERATING IDEA.....	3
1.2	DEVELOPMENT OF THE ORGANISATIONAL MANAGEMENT SYSTEM	3
1.3	MOTIVATING AND SUPPORTING STAFF.....	4
1.4	CONTACTS WITH POLITICAL DECISION-MAKERS AND OTHER STAKEHOLDERS.....	4
2	STRATEGY AND PLANNING	5
2.1	CURRENT AND FUTURE NEEDS OF STAKEHOLDERS	5
2.2	UPDATING STRATEGIES AND OPERATIONAL PLANS	5
2.3	IMPLEMENTING STRATEGIC ACTIVITIES	6
2.4	REFORMS AND INNOVATIONS	6
3	HUMAN RESOURCES	7
3.1	HR PLANNING, ADMINISTRATION AND IMPROVEMENT.....	7
3.2	IDENTIFYING, DEVELOPING AND APPLYING EMPLOYEE COMPETENCE.....	7
3.3	PROMOTING EMPLOYEE PARTICIPATION	7
4	PARTNERSHIP AND RESOURCES.....	9
4.1	KEY PARTNERS	9
4.2	FINANCIAL ADMINISTRATION	9
4.3	INFORMATION AND TECHNOLOGY MANAGEMENT.....	9
4.4	MANAGEMENT OF PREMISES.....	10
5	PROCESSES.....	11
5.1	CONTINUOUS PROCESS IDENTIFICATION, PLANNING AND IMPROVEMENT	11
5.2	CITIZEN- AND CUSTOMER-ORIENTED SERVICE AND PRODUCT DEVELOPMENT AND PRODUCTION	12
5.3	DEVELOPMENT OF PROCESSES	12
6	CUSTOMER- AND CITIZEN-ORIENTED RESULTS.....	13
6.1	CUSTOMER SATISFACTION	13
6.2	INDICATORS OF CUSTOMER- AND CITIZEN-ORIENTED RESULTS.....	13
7	HR RESULTS.....	15
7.1	EMPLOYEE MOTIVATION AND RESULTS OF JOB SATISFACTION SURVEYS	15
7.2	INDICATORS OF HR RESULTS	16
8	SOCIETAL RESULTS	17
8.1	STAKEHOLDER VIEWS ON SOCIETAL RESULTS OF THE ORGANISATION	17
8.2	INDICATORS OF SOCIETAL RESULTS	18
9	KEY PERFORMANCE RESULTS.....	19

1 Leadership

The city strategy of Tampere states that an important aspect of management is to anticipate changes in the operating environment and implement the required decisions as well as to increase productivity. This covers both quality and effectiveness and entails working co-operation between trustees and officials as well as an open and collaborative decision-making culture that involves employees, citizens of the municipality and stakeholders.

The city strategy includes targets in terms of the ability to provide services and their effectiveness, HR management, development of working methods and economy.

1.1 *Development of vision, values and operating idea*

The management of Tampere College has in place a common vision, values and operating idea. Strategic goals, critical success factors, operational goals for the year and a plan for their implementation and measurement are also in place. Improvements and corrective actions are based on input from feedback systems. Visions, values and operating idea are evaluated regularly taking internal and external changes in the operating environment into account.

The training provider (the City of Tampere/the Committee for Education, Competence and Economic Development) determines the basis of strategic planning. When setting strategic goals for Tampere College, the views of employees (electronic survey), the student body (meeting with the Director of Vocational Education and Training) and local advisory councils for vocational education and training (meeting memos) have a voice. The production strategy of Tampere College is approved by the Board of Upper Secondary Education.

The values, vision and operating idea are disseminated using personal interaction, e-mails, the intranet, online learning environments, bulletin boards, information meetings and printed bulletins and guides.

Meetings between management, staff and students as well as the system of shop stewards and occupational safety representatives facilitate finding common views.

1.2 *Development of the organisational management system*

In the organisational structure of the City of Tampere, services promoting culture and quality of life are grouped together. Within this structure, upper secondary education constitutes a profit area. The administrative structure can be found in the organisational description (on the intranet under Documents, HR, Tampere College). The management system is based on a matrix organisation: headed by the Production Director, the Administration and Services Unit provides support for the sectors of study (*Technology, Services and business economics, Health and social services, Transport and forestry, Immigrant education and Vocational adult education and training*). The Quality and Evaluation unit operates under the Director of Vocational Education and Training.

The responsibilities and authority of the Director of Vocational Education and Training and of the Directors of each field of study are specified in the respective task descriptions. The task descriptions of the divisional heads are more detailed. Achievement of results and change management steer the management system and the quality management system. Internal bulletins and information meetings are used to inform staff and stakeholders about upcoming changes and their foundation.

Measures for service contracts are developed together with the purchaser. Measures for annual operating targets are specified in strategic planning and monitored in connection with the service contract by reporting three times each year. Feedback is processed by the Contract Monitoring Group, the Board of Upper Secondary Education and the Management Group of Tampere College. Corrective actions are based on the reports.

Financial and HR administration staff use the SAP ERP enterprise resource planning systems of the City of Tampere. The KuntaToimisto information system of the City of Tampere is used for making decisions. Information Management is steered by The City Group. The IT support staff of Tampere College provide support for the units. Tampere College uses ProCapita as their student information system and the Moodle virtual learning environment for web-based teaching. In addition, further online services used by the City of Tampere – such as the ZEF Evaluation Engine – are at the disposal of Tampere College. A facilities management system for Tampere College is being developed and sector-specific Information and Communications Strategies have been drawn up for the education sector.

The Internal Inspection of the City of Tampere steers and monitors conformance to regulations and carries out inspections of different sectors every year.

Project management complies with the quality system of the City of Tampere. Project instructions for Tampere College include detailed instructions for projects (on the intranet under Documents, Staff, 08. Project activities).

1.3 *Motivating and supporting staff*

The management of Tampere College adheres to values and objectives set and improves its management methods according to feedback and results of development discussions.

Employee competence is strengthened in line with the objectives set by ensuring adequate resourcing. Employees are informed about key organisational issues, innovation and development culture are supported and excellence is recognised and awarded. Employees' individual needs and circumstances are taken into consideration when possible.

1.4 *Contacts with political decision-makers and other stakeholders*

The objectives of Tampere College are founded on education policies set by the Finnish government and the Ministry of Education (*Research and Development 2007–2012 Development Plan and Vocational College Strategy*), the city strategy, the production strategy, the HR strategy and the productivity programme. Successful management requires working co-operation with political trustees and officials at all levels.

As specified in the values of Tampere College, partners' needs are accommodated. Local advisory councils for vocational education and training are established with significant stakeholders that represent various other stakeholders, trade unions and interest groups. Investments have been made to develop the role of the student association. Students' voices are heard, for example, as part of strategic planning and representatives of Tampere College are actively involved in regional and national organisations and associations.

Tampere College seeks visibility and recognition by sending participants to events organised by different interest groups and organisations.

2 Strategy and planning

Strategy and planning are based on the strategies of the City of Tampere. Approved by the City Council, the city strategy Tampere Flows is in place until the year 2020 and is the most important steering document for the City of Tampere. The service strategy drawn up by the Committee for Education, Competence and Economic Development describes the policies of the city strategy from the viewpoint of the purchaser. The production strategy for upper secondary education, which is approved by the Board of Upper Secondary Education, is the service provider's description of how ordered services and the objectives of purchased services shall be achieved. The annual plan of Tampere College describes the production strategy for vocational education and training.



Figure 1. Strategic management system of the City of Tampere

In the purchaser–supplier approach, the service agreement is a core element steering purchasing of services and therefore an important tool for co-operation.

The objectives of the city strategy and service strategies are incorporated into service agreements.

2.1 Current and future needs of stakeholders

Tampere College gathers information on the needs and expectations of national stakeholders through active involvement in co-operation groups of the National Board of Education, clusters of Vocational Education Providers in Finland (KJY) and the trade unions of the different occupational fields. Tampere College monitors and gathers information on legislative, societal and economic changes by following reports, statements and other State publications and in particular information provided by the Ministry of Education and the National Board of Education.

Tampere College actively participates in regional co-operation and gathers information on the needs and expectations of stakeholders. Tampere College co-operates actively and extensively with other vocational education and training providers in the Tampere region both in themed workgroups and various projects gathering information on current and future needs of stakeholders.

Local advisory councils for vocational education and training (on the intranet under Documents, HR, 02. Tampere College, Advisory councils for VET) provide information on the needs and expectations of local working life providing statements on the curricula of their occupational fields, among other things. Business needs are charted using the INKA evaluation system and workplace instructor feedback.

The City of Tampere uses the CAF (Common Assessment Framework) to assess activities within the organisation. Tampere College follows the procedures set by the city.

2.2 Updating strategies and operational plans

The Director of Vocational Education and Training is responsible for planning the strategy of Tampere College with assistance from the Management Group and the Quality and Evaluation unit. Management reviews the extent to which strategic goals have been achieved based on feedback received and evaluates the operating environment on an annual basis. Employee opinions are heard in connection with strategy updates. To ensure students' participation in planning and implementing strategies, the Director of Vocational Education and Training meets

representatives of the Students' Association of Tampere College (TAQ) and the Directors of the different fields of study meet representatives of respective student associations.

Tampere College has an extensive range of measures to monitor and evaluate its strategy. Client satisfaction surveys provide feedback on the opinions of clients and stakeholders. The number of primary applicants reflects the attractiveness of the educational institution. Implementation of the strategy is monitored through feedback gathered externally. Scorecards of the Committee for Education, Competence and Economic Development and tri-annual reports monitor the service agreement and the strategy is updated based on these reports.

Tampere College applies the results of The Ten Town Study (health and the ability to work among Finnish local government employees and occupational health survey) results when monitoring, measuring and evaluating its' HR strategies. Competence development is a strategic goal of the City of Tampere and Tampere College follows the city policy in enhancing development discussions.

Organisational reforms at Tampere College are based on the requirements of the operating environment and enhance the ability of Tampere College to meet the needs of stakeholders, improve productivity and use resources to better effect. Balancing tasks and resources with operating plans (such as investment and HR plans) advances achievement of strategic goals.

Tampere College takes stakeholder views into account when planning strategies and activities and involves working life contacts in order to meet the needs of working life.

2.3 Implementing strategic activities

The Director of Vocational Education and Training with assistance from the Management Group and the Quality and Evaluation unit is responsible for implementing the strategy of Tampere College. Steering groups for the different fields of education are responsible for implementing field-specific strategic activities. The Quality and Evaluation unit and Financial Administration unit provide monitoring data on the strategy of Tampere College as material for development of activities.

The strategic and operational goals are converted into actions in annual plans and work plans and firmed up in HR, ICT, investment and international activity plans.

2.4 Reforms and innovations

The project activities of Tampere College focus on strategic key areas providing opportunities for regional, national and international networking. Online services are developed in addition to the internet through an intranet for upper secondary education (<https://intra.2aste.tampere.fi>). Moodle (<http://moodle.tampere.fi>) is the established online learning environment of Tampere College and students have access to the ProCapitaWeb course credit system as well.

To promote sustainable development, each field of study has a Sustainable Development Representative trained by the City of Tampere, which arranges various events on sustainable development for students and staff.

The Quality and Evaluation unit evaluates and develops the activities of Tampere College and is responsible for the provision of evaluation and statistical data to enhance the use of data in operational control and to develop and maintain the quality assurance system for upper secondary education as well as planning and implementing strategies.

Certain support services, such as meal services and facilities maintenance, are outsourced. Feedback on change management is gathered, for example, through employee satisfaction surveys. Anticipatory information on change needs is gathered and applied in planning educational provision, for example, to develop dual VET qualifications.

3 Human resources

3.1 HR planning, administration and improvement

The qualitative and quantitative HR plan of Tampere College is drawn up following the upper secondary education strategy and the service strategies of the City of Tampere and the orderer (as specified in the orderer–producer model) guidelines. Required qualities and competences as well as future challenges and changes are among the issues considered when drawing up the HR plan. Demographics, retirement schedules, succession plans, competences of current employees, competence drain and actions needed to maintain the necessary level of competences need to be charted. The Administrative Manager and the Financial Manager give monthly status reports in the HR plan that employees receive (legal, statutory and public service collective agreement) information on requirements for and instructions on applying to offices and other positions. Further instructions for employees of the city can be found on the City of Tampere intranet. In addition, employees are aware of the City of Tampere’s internal recruitment channels, job rotation opportunities and development possibilities as part of project activities. Employees’ tasks are evaluated based on competence classification using standardized forms and job performance is assessed using a job performance evaluation form.

HR Management uses the online systems of the City of Tampere (SAP, Täysosuma, Travel, Kahva, FORTIME and INTRA).

Recruitment follows the procedures of the City of Tampere.

Occupational health and safety procedures, (occupational health services, occupational safety and health organisation, rescue and crisis plan et al.) as well as crisis communications instructions are regularly updated on the intranet. In addition, employees participate in exit drills and emergency training. Employees are members of the contributory sickness fund of the City of Tampere.

The Equality Plan of Upper Secondary Education complies with the Equality Plan of the City of Tampere and the Equality Act which is applied to students as well. Employees’ experiences about equality and well-being at work are charted in *The Ten Town Study: health and the ability to work among Finnish local government employees* survey. The results of the survey and subsequent actions are reviewed in the Management Board, the Co-operation Group, Management Groups and unit meetings.

Tampere College encourages employees to participate in training and international expert exchange programmes. Reconciliation of private and working life is taken into account with flexible working arrangements and the needs of disabled and handicapped employees are met individually with the help of the Relocation Service of the City of Tampere, in case existing arrangements within Tampere College do not suffice.

3.2 Identifying, developing and applying employee competence

Holding development discussions with all employees is a strategic goal of Tampere College. Development discussions shall include competence assessments and/or performance assessments. Implementation of development discussions is reported once a year as part of the Activity and Financial Monitoring report. Succession plans and training and competence development needs brought up in development discussions are reviewed when drawing up the personnel plan. In certain fields, job satisfaction surveys are carried out using the feedback features of the INKA evaluation system that will be expanded to include all fields of education.

The strategy of in-service training is based on strategic focus areas of upper secondary education and the personnel plan. Implementation of the strategy is monitored through tri-annual measures, for example, percentage of personnel costs.

Employees have job descriptions and new employees participate in induction training for employees of the City of Tampere. In certain fields, induction is implemented through mentoring which practise is intended to be extended to all fields of education. The City of Tampere has an actor–mentor programme in which Tampere College participates wherever possible. Employees may also develop their competences through project activities. In addition, pedagogic development is included as part of the new curriculum of Tampere College.

Management training, which includes management training by the City of Tampere, training specifically agreed with occupational health services, targeted management coaching and shop steward training by trade unions, is used to enhance well-being at work and to identify and solve conflicts.

3.3 Promoting employee participation

The objectives of Tampere College are based on the city strategy and its’ service strategy as an orderer in the orderer–producer model. Annual plans include a year plan and a production service agreement. Results are

reported and measured tri-annually and presented to the Extended Management Group. Each field of study disseminates the results to employees facilitating discussions to achieve consensus between management and staff.

The open atmosphere of Tampere College facilitates provision of feedback to superiors. Information meetings and development discussions are arranged on a regular basis and memoranda of Management Group meetings are available for all employees via the intranet. Further official channels of influence include participation of employee representatives and trustees in the Management Group, employee representatives in the co-operative organ and the Qualification Committee for competence-based qualifications.

Tampere College promotes openness and open interaction within the working community by arranging various social and other events with an agreed common framework. Employee surveys are carried out and community spirit is advanced through the employee magazine Väkky (Sparky) and via the intranet and online communications are used to inform employees about topical issues. Teamwork was promoted in connection with the latest organisational reform and it continues to be supported.

The management of Tampere College encourages employees to have an influence through ideas for Tampere College gifts, entrepreneurship initiatives in the common curriculum and workplace ergonomics initiatives, among other things.

Tampere College encourages employee influence by involving staff in drawing up development plans and activities, such as the strategy survey, The Ten Town Study: health and the ability to work among Finnish local government employees survey and open drafting of the quality handbook.

Well-being at work is surveyed through the biennial Ten Town Study: health and the ability to work among Finnish local government employees survey and the INKA evaluation survey, among others. Summaries are submitted to the Extended Management Group for information and the results of surveys are published for staff for discussion followed by drawing up unit-specific development plans with actions, schedules, responsibilities and measures.

4 Partnership and resources

4.1 Key partners

Young students seek to attend Tampere College after completing their compulsory education or matriculating from general upper secondary schools in the sub-region. Tampere College co-operates with businesses, employers in the public sector and Centres for Economic Development, Transport and the Environment in planning the provision and recruiting students into adult education. Tampere College publishes details of its activities and provision real-time on the institution's website (www.tao.tampere.fi) according to its marketing plan which is reviewed on an annual basis.

In order to make students' pathways to learning successful, employees co-operate on an ongoing basis with students, the parents or guardians of underage students, student health organisations, departments of social services and health care in students' municipalities of residence, businesses and public and third sector employers, Centres for Economic Development, Transport and the Environment, the Finnish Social Insurance Institution KELA, other vocational institutions, general upper secondary schools as well as universities and universities of applied sciences. Student counselling is provided for those seeking to move into education and training and during studies according to an annually reviewed Counselling Plan.

Co-operation with partners is developed through Partnership Agreements, such as on-the job learning and international student and teacher mobility agreements. Employee awareness of partnership agreements, co-ordination of responsibility areas, co-operation processes and systematic and unified monitoring system is increased. Partnerships are developed, for example, with the 15 field- or qualification-specific local advisory councils for vocational education and training, and interaction is promoted in various ways. Tampere College is open to ideas, incentives and feedback from partners.

4.2 Financial administration

Financial administration of Tampere College follows the procedures set by the City of Tampere. Budgets are drawn up to secure the focus areas based on the city strategy. As specified in the orderer-producer model, the City Council drafts a budgetary framework and Tampere College drafts a budget which the Board of Upper Secondary Education then approves.

The financial status of the institution is monitored with monthly financial reports reviewed by the Management Group of Tampere College. Tri-annual monitoring reports on the activities and finances included in the service agreement are reviewed by the Board of Upper Secondary Education and the Extended Management Group of Tampere College.

The cost monitoring system reflects the organisational structure. Tampere College has started productising its educational services according to the classification of education specified by the Finnish National Board of Education.

Budgets are drawn up by sectors of study (*Technology, Services and business economics, Health and social services, Transport and forestry, Immigrant education, Vocational adult education and training*). Directors of the different fields of study and the Director of Adult Education are responsible for their budgets and the Director of Vocational Education is accountable for the vocational education budget.

Investment plans are drawn up and updated annually.

4.3 Information and technology management

The ProCapita student information system is used to monitor students' progress and attendance. The INKA evaluation system is used to systematically gather student feedback on the learning environment, the learning atmosphere, teaching and teachers, studies and subjects of study as well as student and workplace instructor feedback on the on-the-job learning period.

The AIPAL competence-based qualification feedback system is used to gather information about studies leading to competence-based qualifications and knowledge-based periods of apprenticeship training. In labour policy education, student feedback is gathered using the OPAL system, in short-term training the ZEF evaluation engine and printed feedback forms are used. The fields of education process the feedback gathered and present summaries to the Management Group of Tampere College, the Contract Monitoring Group and the Committee for Education, Competence and Economic Development.

Online environments, such as the Festo e-learning environment (remote access address: <http://193.111.118.215:81/classroommanager>) and the Moodle learning environment (<http://moodle.tampere.fi>) support individual learning pathways and teaming up, for example, on-the-job learning instruction and web-based courses.

Employees leaving permanent or temporary employment lasting longer than 12 months shall use the intranet to fill out an online exit interview form developed by the HR unit of the City of Tampere.

Tampere College has an Archiving Plan that complies with the instructions of the City of Tampere. Archiving student feedback needs further planning.

As specified in its vision statement, Tampere College educates and trains professionals who use ICT in innovative, responsible and developmental ways. Tampere College has a strategy for the years 2009–2012 for using ICT in teaching (http://tvt.tampere.fi/ammattiopiston_tvt-strategia) and an IT plan that specifies the networks, servers, machinery and equipment and outlines future development trends.

4.4 Management of premises

To ensure effective use of premises, reservations for classrooms and working sites at Tampere College are made through a reservation system. Reservations are made through contact points and timetables and reservations are published on the Tampere College website (<http://www.tao.tampere.fi/tao/TAOWWWTAO/lujukarjestykset.html>). All units have good transport connections and premises and offices are accessible for the physically challenged.

Classrooms have data projectors and computers, IT classrooms have extensive ranges of key software and all buildings have copiers.

Machinery safety has been enhanced by investing in new CE-marked machinery and modernising old machines. The occupational safety organisation makes regular inspections to detect deficiencies or flaws and to implement timely measures.

Tampere College has a sustainable environmental development programme in which the field-specific environmental effects of units are charted and recycling of materials and equipment is developed (<http://www.tampere.fi/kestavakehitys/johtaminen/ohjelmat/tampereenammattiopisto.html>).

5 Processes

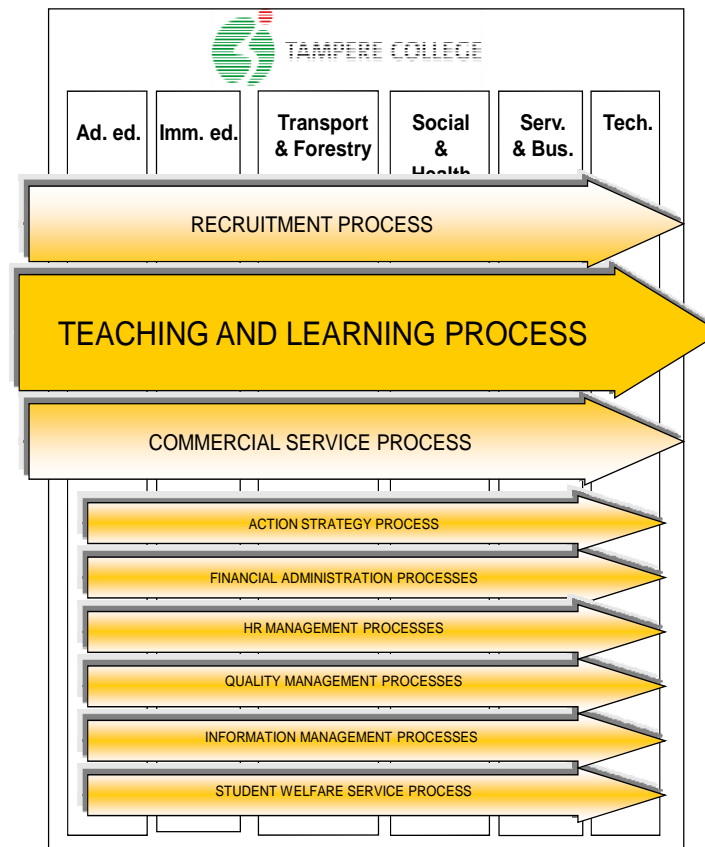


Chart 2. Processes of Tampere College

5.1 Continuous process identification, planning and improvement

The main processes of Tampere College are described in the operating system of the educational institution. Processes are divided into core and support processes. Core processes comprise teaching and learning processes, the recruitment process and the commercial service process. Each process is assigned a process owner with specific areas of responsibility. Process owners, the Quality and Evaluation unit and the management of Tampere College are jointly responsible for process flow and development.

Administrative co-ordinators plan, evaluate and develop activities and procedures together with management and process owners. The one stop shop principle is applied to projects, marketing, student counselling, international activities and support services (maintenance, security, acquisitions and logistics).

Processes are linked together and both staff and students move between processes. The effectiveness of processes at Tampere College is evaluated continuously. Participants have received induction training and are aware of their tasks within the different process phases. Process documentation is saved on the intranet as well as in the common section of the Tampere College curriculum.

Provision of education is outlined in the *Vocational Education and Training Act (630/1998)*, the *Vocational Education and Training Decree (811/1998)*, the *Vocational Adult Education Act (631/1998)* and the *Vocational Adult Education Decree (812/1998)*. Process owners update processes together with staff, students and stakeholders when the operating environment (such as laws, decrees and organisation) changes.

Co-operation between stakeholders and Tampere College ensures that education and training is of a high quality, that it meets the demands of working life and that it is up to date. The principle of inclusion is applied to collaboration with Tampere College staff and stakeholders, such as local advisory councils for vocational education and training.

Performance is monitored using national measures of performance-based funding. In addition to performance monitoring using key indicators of operational objectives for education and training with degree targets, feedback is systematically gathered from students and co-operation partners. Tampere College uses various customer feedback systems to gather feedback from students during their studies and upon completion of their

qualifications as well as employer feedback on students' capabilities. In addition, feedback on the functionality of core processes is collected from candidates taking their competence-based qualifications and their assessors.

An IT plan specifies the networks, servers, machinery and equipment and software and outlines future development trends. Tampere College uses the ProCapita student information system and students' parents and guardians also have access to this. Other system tools include the intranet, the Mimosa timetable programme, the Tampere College website and the Moodle online learning environment as well as an on-the-job learning portal (<http://www.tao.tampere.fi/tao/TAOWWWTAO/tyossaoppiminen.html>).

5.2 Citizen- and customer-oriented service and product development and production

Education staff and planners at Tampere College plan, design and provide customer- and citizen-oriented education and training taking changes in local working life and society into account. In addition, Tampere College uses its student feedback systems to plan and develop services and provision. Not only staff, but also stakeholders and students participate in planning and development. Tampere College monitors changes in its operating environment and reacts to these changes by adapting its provision accordingly, for example.

Online communications are developed through online student feedback systems, the intranet, the internet and the learning platform. Student and stakeholder input are vital for developing and planning information channels and sources.

Reliable information on Tampere College and the services it provides is communicated regularly. Education and training has been made more flexible by developing online education and training and evening classes. Provision also caters for students with special needs by identifying their needs and providing adequate resources for their education and training and counselling.

5.3 Development of processes

Tampere College actively develops internal processes through benchmarking. Benchmarking increases co-operation and disseminates good practices between different fields of education. Effectiveness of processes is measured against other organisations and customers through benchmarking and external evaluations.

Stakeholders and students are involved in development of processes and actively participate in the extensive processes of curricular work, vocational skills demonstrations and competence-based qualifications.

Tampere College provides resources for process development through project and/or internal funding. New innovations are facilitated by supporting teamwork, implementing development discussions and openness. Tampere College participates in development and pilot projects in support of learning.

6 Customer- and citizen-oriented results

6.1 Customer satisfaction

Tampere College uses the INKA evaluation system and the AIPAL adult education feedback system to gather customer feedback and the Opal labour policy education feedback system and the ZEF evaluation engine or printed forms to gather feedback on customer satisfaction with short-term training. In addition, teachers gather field-specific feedback regarding study units.

Students' channels of influence include the student association, Q&A sessions for students as well as tutor activities. Student representatives participate in local advisory councils for vocational education and training as well as the autumn and spring Youth Forum meetings. Students assess their progress in the on-the-job learning periods and receive feedback from workplace instructors while parents also give feedback to group instructors at family evenings, for example.

The ProCapita student information system is the primary IT tool for students. Students can view their study records and credits are entered on the system within two weeks of completion. Assessment forms for youth education are saved on the system and are ready to use when the new semester starts. Students who are dissatisfied with their assessment have 14 days to submit a request for rectification after receiving their results. Processing time for requests is the interval at which the local board for vocational skills demonstrations convenes. The number of requests received by the local board for vocational skills demonstrations is recorded.

Adult students can submit requests for rectification concerning assessments of vocational skills demonstrations within 14 days after receiving their results. Requests for rectification are addressed to the qualification committee for the relevant vocational field.

6.2 Indicators of customer- and citizen-oriented results

Feedback received through the INKA and AIPAL systems is reviewed every year. The Quality and Evaluation unit compiles reports of the feedback and presents the results to the Management Group.

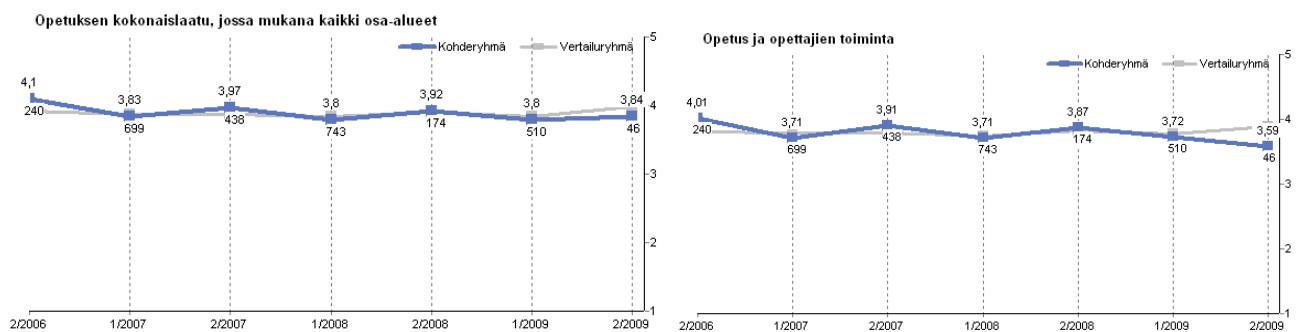


Figure 3. Feedback by continuing students at Tampere College submitted through the INKA system in 2006–2009. Control group, all Finnish students. Total quality of teaching – includes all factors Target group Control group Teaching and teachers Target group Control group

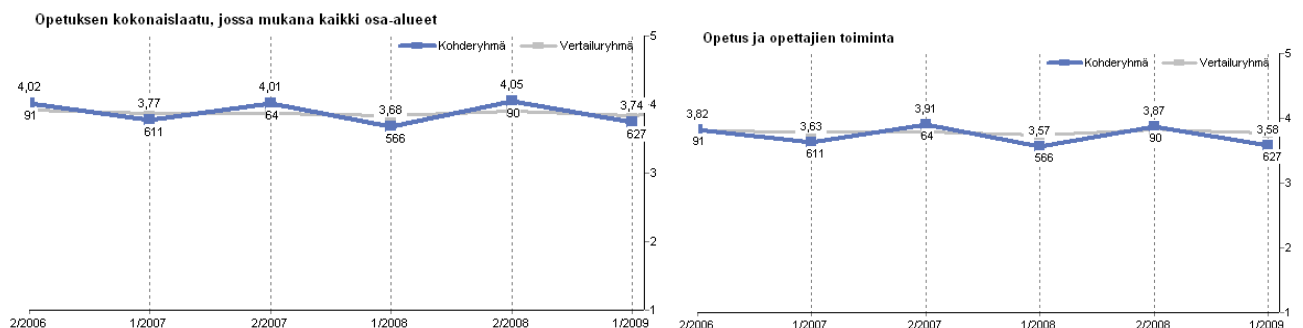


Figure 4. Feedback of Tampere College students who have completed their studies submitted through the INKA system in 2006–2009. Control group, all Finnish students. Total quality of teaching – includes all factors Target group Control group Teaching and teachers Target group Control group

Customers and citizens consider Tampere College to be a reliable institution, which is reflected in the number of applicants and students on placement in working life or in continuing education. In 2009, there was an average of 1.95 applicants for each available new student place, which is one of the highest applicant rates in Finland. For many years, the rate of finding employment or placement in continuing studies has been at a high level for students from Tampere College.

The Adult Education unit is surveying customers' and citizens' image of Tampere College through image research carried out by Taloustutkimus. Customers and citizens view Tampere College as being an aspiring and developing educational institution and consider Tampere College to be among the leading educational institutions in the Tampere Region.

Self-motivated student-years of adult students are recorded every year.

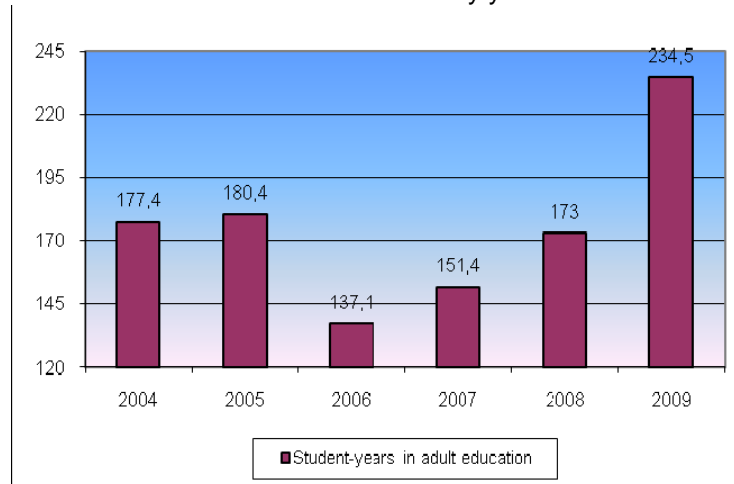


Figure 5. Self-motivated student-years of adult students, 2004-2009 Student-years in adult education

In on-the-job learning and counselling, Tampere College uses on-the-job learning portals, Moodle and mobile technology. The number of businesses co-operating with Tampere College in on-the job learning as well as the number of students in on-the-job learning are recorded.

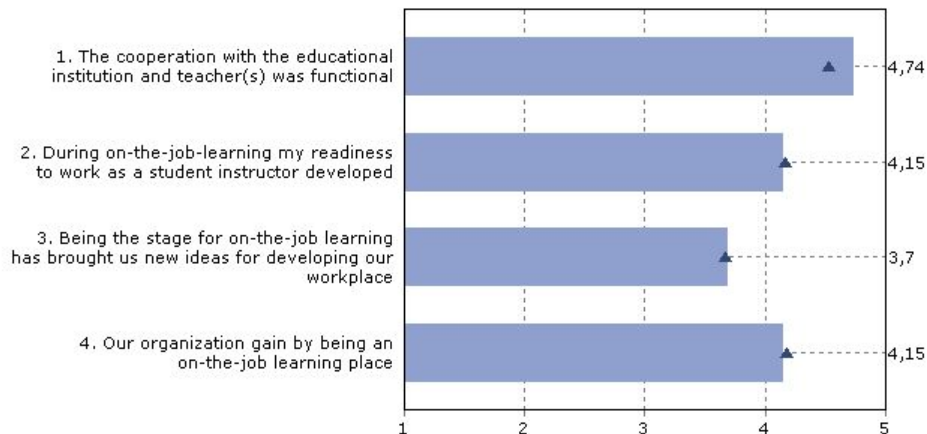


Figure 6. INKA feedback on implementation of on-the-job learning

The ICT strategy of Tampere College extends from the year 2009 to 2012 describing operating models and learning outcomes that advance and promote the use of ICT in teaching, learning and in other staff tasks.

Every unit of Tampere College has a library that provides an open learning environment with versatile equipment and software for developing the ICT and media skills of employees and students alike. Tampere College has access to an Adobe Connect Pro web-based virtual meeting room environment providing new communications possibilities.

The Tampere College website is used to publish timely information and to provide information about the institution and studies at the educational institution. Both staff and students have access to the intranet, the institution assigns every student an e-mail address to facilitate provision of information and student contacts. Tampere College publishes an Annual Report, various guides, publications and presentations every year.

The Adult Education unit publishes an annual training calendar. Youth education is described in the upper secondary education guide of the City of Tampere, which comprises the services provided by Tampere College as well as general upper secondary schools throughout the city. Tampere College has a periodical customer magazine that describes the services provided by Tampere College and includes timely information. All publications are also available on the Tampere College website.

The different units of Tampere College arrange family days and visitors' days to showcase the services and provision of the vocational college to students' families and other interested parties. The number of guests attending family and visitors' days is monitored.

7 HR results

7.1 Employee motivation and results of job satisfaction surveys

Tampere College measures employee motivation and job satisfaction by participating in the Ten Town Study: health and the ability to work among Finnish local government employees survey.

Tampere College follows an HR programme approved by the City of Tampere and monitors compliance with its vision and business ideas through various measures (development discussions, The Ten Town Study results, surveys on well-being at work and staff absences due to illness).

The City of Tampere participates in the extensive The Ten Town Study carried out by the Finnish Institute of Occupational Health that measures well-being at work and the results are used to improve employee well-being and the quality of working life by facilitating identification of essential points of influence to promote health and the ability to work. Results of follow-up surveys enable more thorough evaluation of changes in the quality of working life and their effects on employees.

The Ten Town Study: health and the ability to work among Finnish local government employees monitors development of the workplace atmosphere. In 2008, the value of the workplace atmosphere barometer, 3.41, was slightly lower than the average in the City of Tampere (3.65).

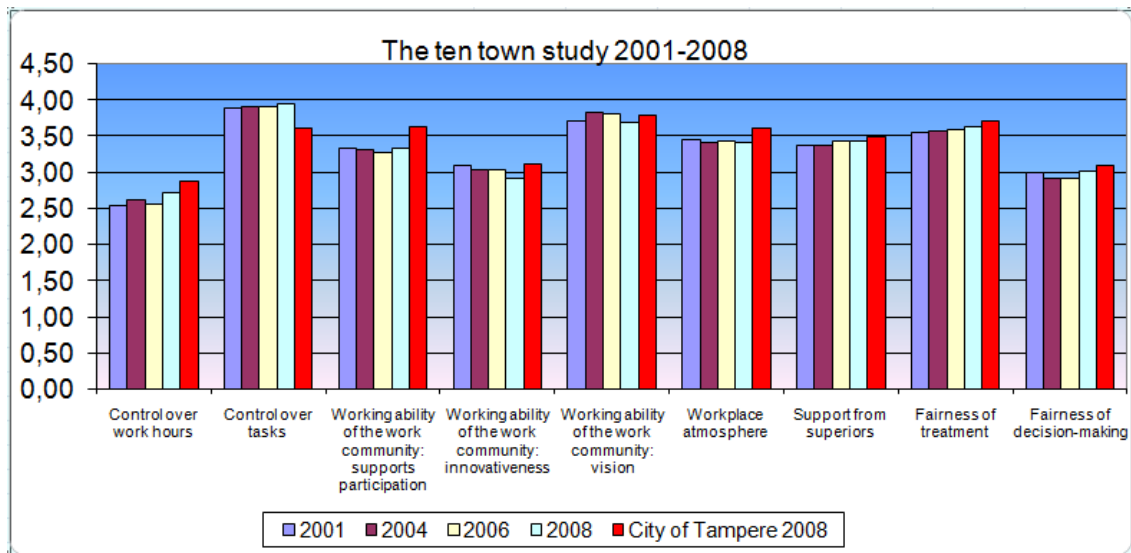


Figure 7. Functioning of the Tampere College working community in 2001, 2004, 2006 and 2008

Achieving the vision of being at the forefront of education and training requires commitment from employees. According to The Ten Town Study and in terms of commitment to the vision, Tampere College is level with other units of the City of Tampere. 48.46% of employees wish to continue in their jobs and a total of 77.83% would recommend their employer to others. Commitment is evaluated annually in connection with development discussions and performance appraisals. Employees of Tampere College participate in customer service training based on the results of The Ten Town Study.

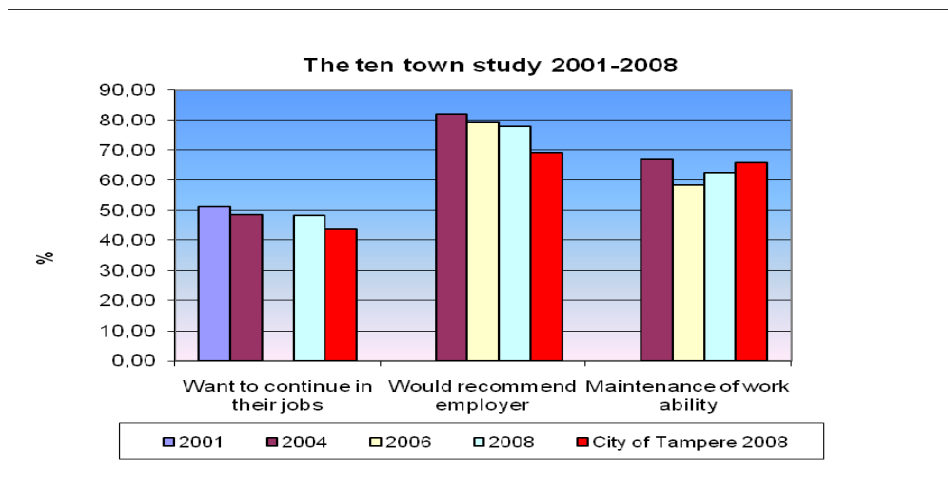


Figure 8. Commitment in the Tampere College working community in 2001, 2004, 2006 and 2008

7.2 Indicators of HR results

In the City of Tampere, every branch of administration drafts a personnel account. The *Investments in employees* chapter includes the number of employees and the staff structure. The *Personnel status* chapter deals with employee well-being. The *Investments in employees* chapter describes employer's investments in their employees. Tampere College personnel data is integrated into the personnel account of the City of Tampere.

Competence development is a strategic objective in the City of Tampere. The City of Tampere has a target of ensuring high-quality services, competitiveness and continuous renewal through competence development. Among the targets of Tampere College is that 80% of teachers are formally qualified. Assessments show that the target has nearly been achieved already for four successive years. Tampere College maintains its employees' competences through continuing education and training. In 2008, continuing education and training amounted to 1.9% of personnel costs.

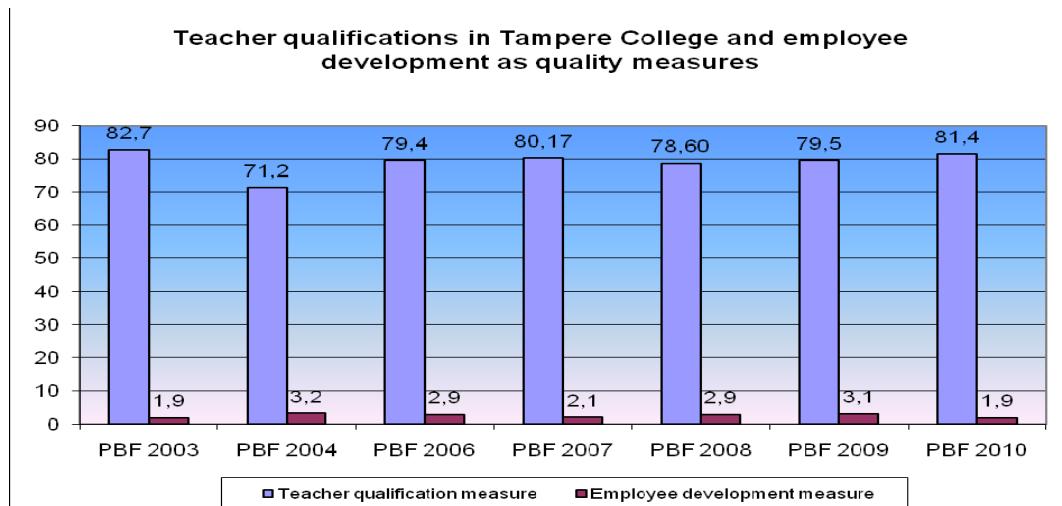


Figure 9. Teacher qualifications and employee development as measures for performance-based funding through the National Board of Education

The City of Tampere monitors employee absences. Employees of Tampere College had notably fewer absences due to illness than employees in other sectors. In 2008, employees of Tampere College were absent due to illness for an average of 13.46 days, which is approximately a day less than in 2007.

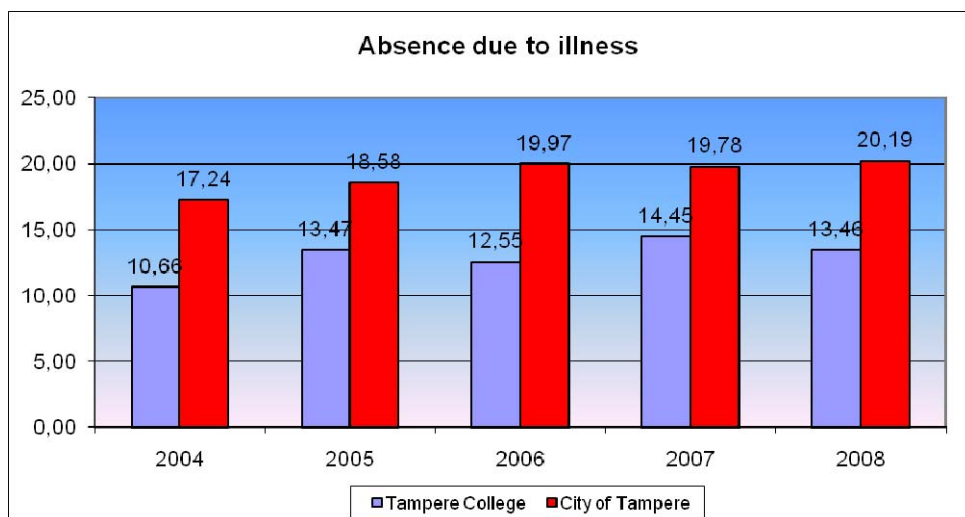


Figure 10. Absences due to illness, 2004–2008

An HR target of the City of Tampere is that annual development discussions are held with every employee. Development discussions in support of open interaction are part of the strategic management system and HR plan of the City of Tampere. Development discussions were held with 55.26% of Tampere College employees while the average among City of Tampere employees was 59%. The percentage of development discussions held has gradually risen in every monitoring round.

8 Societal results

8.1 Stakeholder views on societal results of the organisation

Tampere College influences the quality of life of citizens and its' customers by educating and training qualified employees and entrepreneurs. In addition, completion of a vocational qualification provides eligibility for further education.

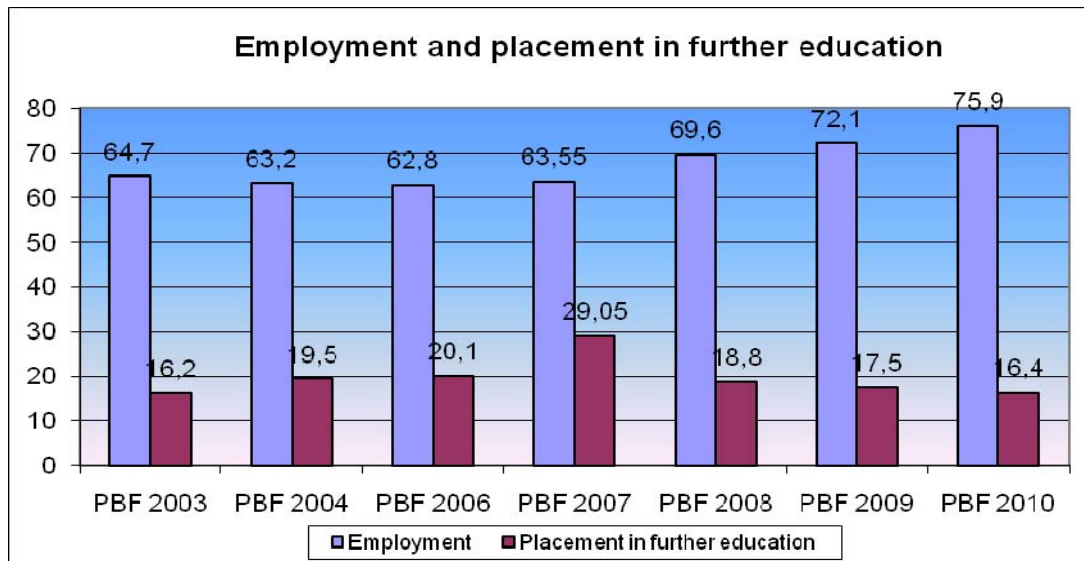


Figure 11. Employment and placement in further education in the performance-based funding system of the Finnish National Board of Education

Tampere College provides both youth and adult education and training. Adult education includes apprenticeship and labour policy education as well as vocational and/or specialist vocational qualifications to enhance vocational skills. Dual VET qualifications and/or completion of parts of qualifications as well as provision of tailored continuing education and training provide flexibility to meet the changing vocational skills requirements of working life. The possibility to combine general upper secondary and upper secondary vocational qualifications provides extensive opportunities. Every year, more than 1,000 students complete their upper secondary vocational qualification and approximately 150 matriculate at the same time. Approximately 250 students per year complete further and specialist vocational qualifications.

Extensive project activities (saved on the intranet under Documents, Employees, 08. Project activities) are used to advance learning professional skills and organising projects. Projects are implemented in co-operation with other regional, national and even international education providers that develop vocational education and training.

Prevention of exclusion among young people is a significant task. Student welfare and special needs education resources are directed to supporting students (a status report on student welfare can be found on the intranet under Documents, Employees, 13. Quality, evaluation and statistics, Reports submitted to the Finnish Education Evaluation Council). Student outreach activities, preparatory instruction and guidance for VET and preparatory vocational education and training operate as separate functions. Time to complete, suspension and drop-out rates are monitored and further counselling is provided for students discontinuing their studies.

Preparatory vocational education and training for students with immigrant background is a specialty of Tampere College. In addition, labour policy education is provided for immigrants to facilitate integration into Finnish society.

The Valvira National Supervisory Authority for Welfare and Health has authorised Tampere College to issue statements recognising professional qualifications completed abroad (Recognition of Professional Qualifications directive 2005/36/EU).

Local advisory councils for vocational education and training represent working life and provide important feedback on the degree of success and development of education and training. **Qualification committees** monitor organisation of skills demonstrations and award certificates for competence-based qualifications. **The Qualification Committee for competence-based qualifications** approves plans for implementing and assessing skills demonstrations, supervises skills demonstrations, approves Skills Assessors and processes students' requests for rectification concerning skills assessments.

The reputation of Tampere College shines through in terms of the applicant/student intake ratio, applicant/office and position ratio, project partnerships and networks, regional and national development tasks, availability of on-the-job learning places, success in international Skills competitions and international project co-operation. The Adult Education unit of Tampere College participates in image studies carried out by the Taloustutkimus marketing research company providing positive publicity for Tampere College.

Raising environmental awareness of staff and renewing learning environments helps to decrease adverse environmental effects in line with the climate strategy of the City of Tampere. The City of Tampere has nominated unit-specific sustainable development representatives to motivate employees and students through campaigns. (See page 14 in the common section of the curriculum). Ethical principles are applied in all activities.

Democratic society is promoted in both teaching and activities by supporting the work of student associations and participating in the Youth Forum of the city. Students and staff have representatives within the Management Group and local advisory councils for vocational education and training. Student opinions are also voiced at planning reform meetings.

Tampere College implements openness towards society by arranging family and visitors' days and information sessions. Information on the organisation, contacts, studying, applying to education and training, guides and publications and business co-operation of Tampere College is available on the college website.

8.2 Indicators of societal results

Tampere College participates in networking activities and keeps in touch with key stakeholders. Networking involves actively sharing information and competences with others and co-operation with external stakeholders further boosts common activities. Regular contacts include working life, authorities, other vocational education institutions and training as well as institutions providing basic education and general upper secondary schools.

The Communications and Marketing unit of Tampere College monitors the media coverage that Tampere College receives by surveying the use of media among first-year students, for example. Advertising campaigns are implemented with outdoor advertisements on buses and lampposts.

Tampere College provides extensive immigrant education which is administratively separated from other activities. Integration measures are implemented in co-operation with social and labour authorities and support measures are monitored.

Students can influence the activities of Tampere College through the student association, the Management Group and vocational advisory councils. Employees support students in transitional periods and by applying early support measures. Prevention of exclusion is measured by, for example, the number of plans for further guidance that are drawn up, but preventive measures are continuously present in everyday teaching and counselling.

Early intervention, charting the need for support and possible support measures assist employees to cope with their work. Annual development discussions are held with staff and students receive study counselling as specified in the counselling plan.

Tampere College has up-to-date fire and rescue plans, a crisis management plan and instructions for crisis communications.

9 Key performance results

Tampere College monitors the key performance results specified in the city strategy, the service strategy and its' own production strategy. Key objectives include effectiveness, attraction, internationalisation and financial targets. Measures for these targets are: percentage of students completing their studies, percentage of students discontinuing their studies, plans for further guidance drawn up for students discontinuing their studies, primary applicants per study place, students and teachers in international exchange and productivity.

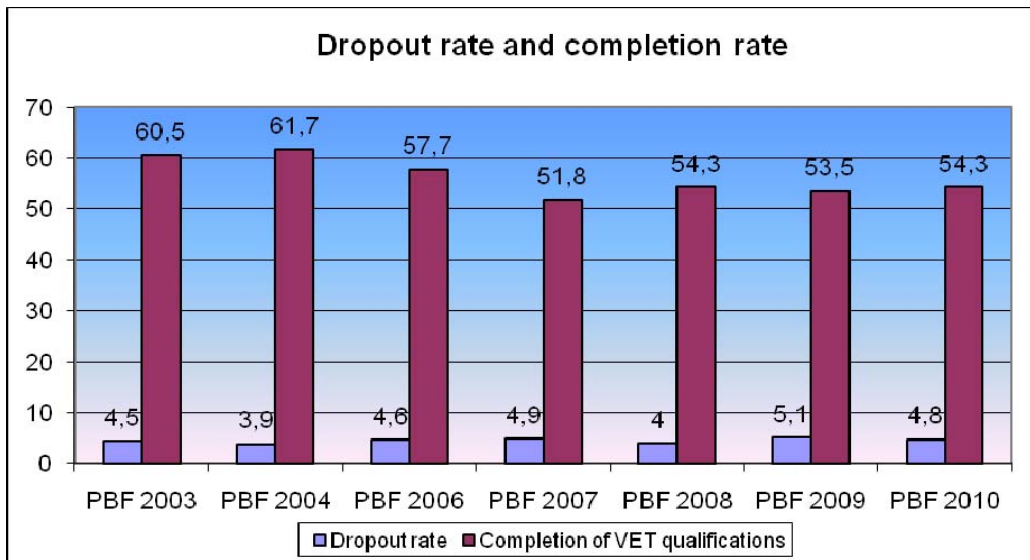


Figure 12. Dropout rate and completion rate of VET qualifications in the performance-based funding system of the Finnish National Board of Education

At Tampere College, plans for further guidance are drawn up for students who discontinue their studies. In 2009, further guidance plans were drawn up for 67.4% of the 181 students who discontinued their studies for negative reasons.

Tampere College is among the most attractive VET providers in Finland. In 2009, an average of 1.95 primary applicants applied for each new student place.

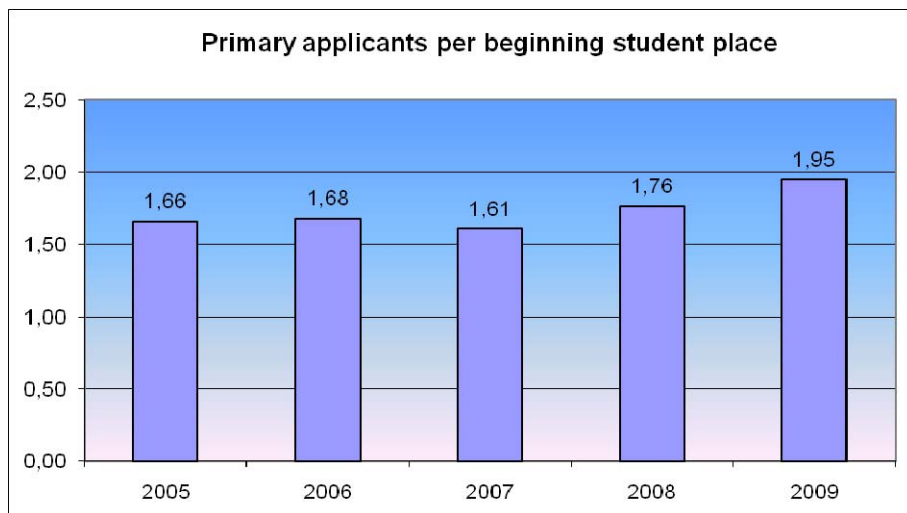


Figure 13. Primary applicants per new student place, 2005–2009

International activities are strongly rooted within Tampere College: on-the-job learning periods abroad and international student exchanges are available in all fields, language training is arranged for employees and members of the education staff are encouraged to participate in expert exchanges abroad.

International exchange, 2008 - 2009

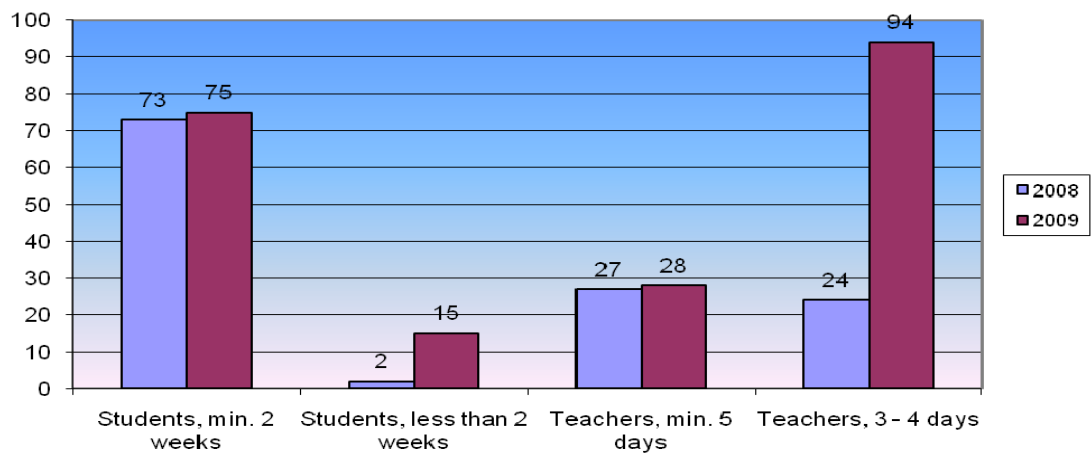


Figure 14. International exchange, students and teachers, 2008–2009

Productivity of vocational education and training provided by the City of Tampere has improved since the year 2000. The Financial Statement of Tampere College is a public document that is presented together with the Monitoring Report (1 January to 31 December). In addition to the Financial Statement, the Monitoring Report contains other quantitative and qualitative objectives and their results. Financial statements are compared with corresponding figures from the previous year, targets for this year and actual figures this year.

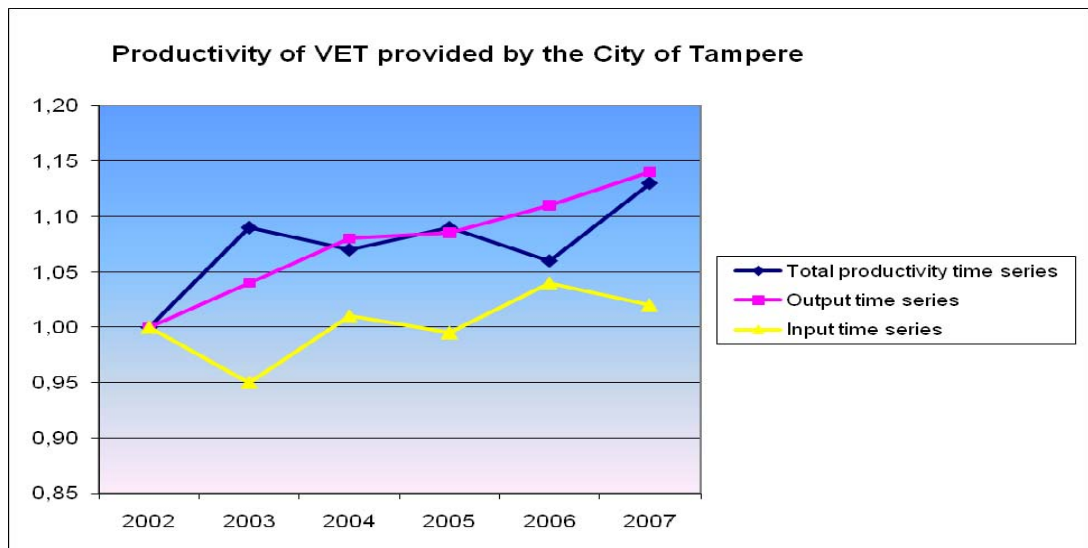


Figure 15. Total productivity of VET provided by the City of Tampere
 [Atte Honkasalo: Tampereen kaupungin tuottavuus 2002–2007 (City Of Tampere, productivity 2002–2007), publication A7/2008]

Auditors' reports are processed by the relevant units and statements on reviewing the results and subsequent actions taken are made available to the auditors.

Tampere College monitors development of service sales and payable services in euros.

Welcome to Tampere

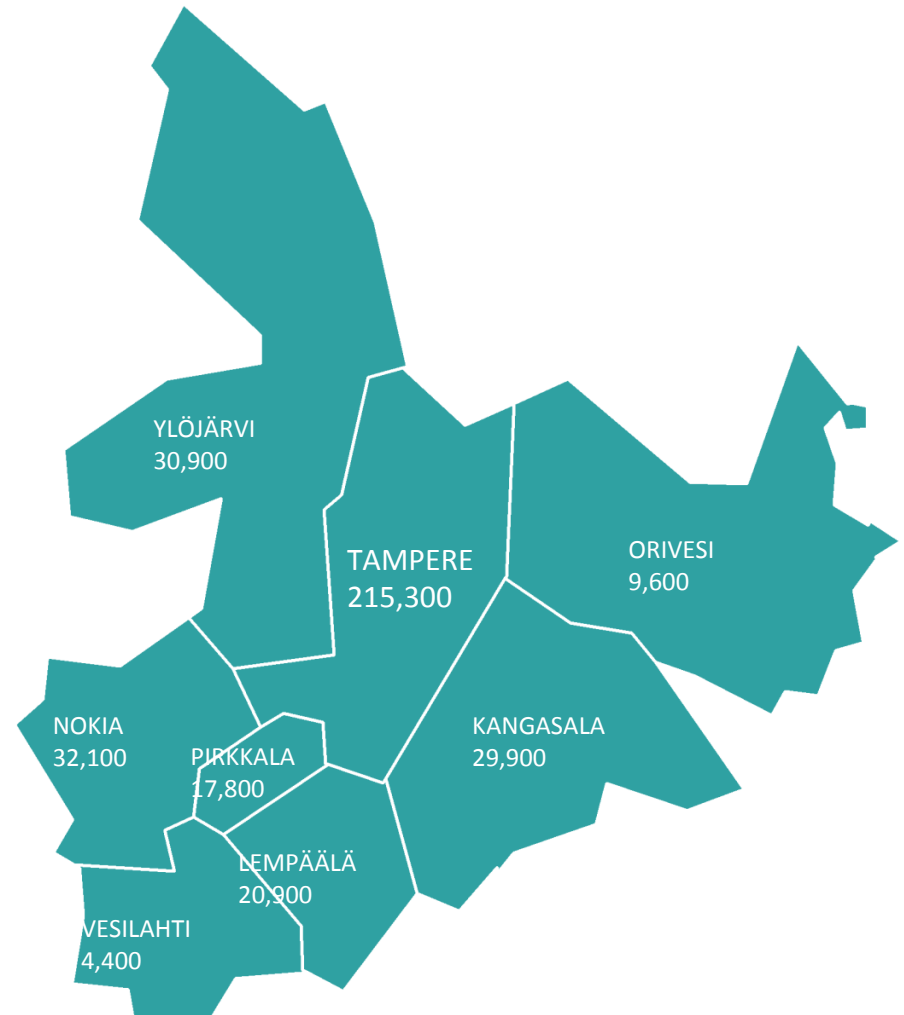


On the banks of the Rapids



City of Tampere 2012

- The King of Sweden, Gustav III, founded in 1779 a city in the old market place by the Tammerkoski rapids for industry and trade
- Leading industrial city of Finland since the beginning of 19th century (textile, paper, engineering industries)
- The largest inland city of the Nordic countries
- Tampere has **215,315** inhabitants, 3rd largest city of Finland (Helsinki-Espoo-Tampere)
- Tampere City Region has 360,900 inhabitants, one main growth centres of Finland
- Tampere Region has 491 743 inhabitants, 2nd largest county in Finland, 9% Finnish population
- 2/3 of the Finns live within 200 km range from Tampere



City of students

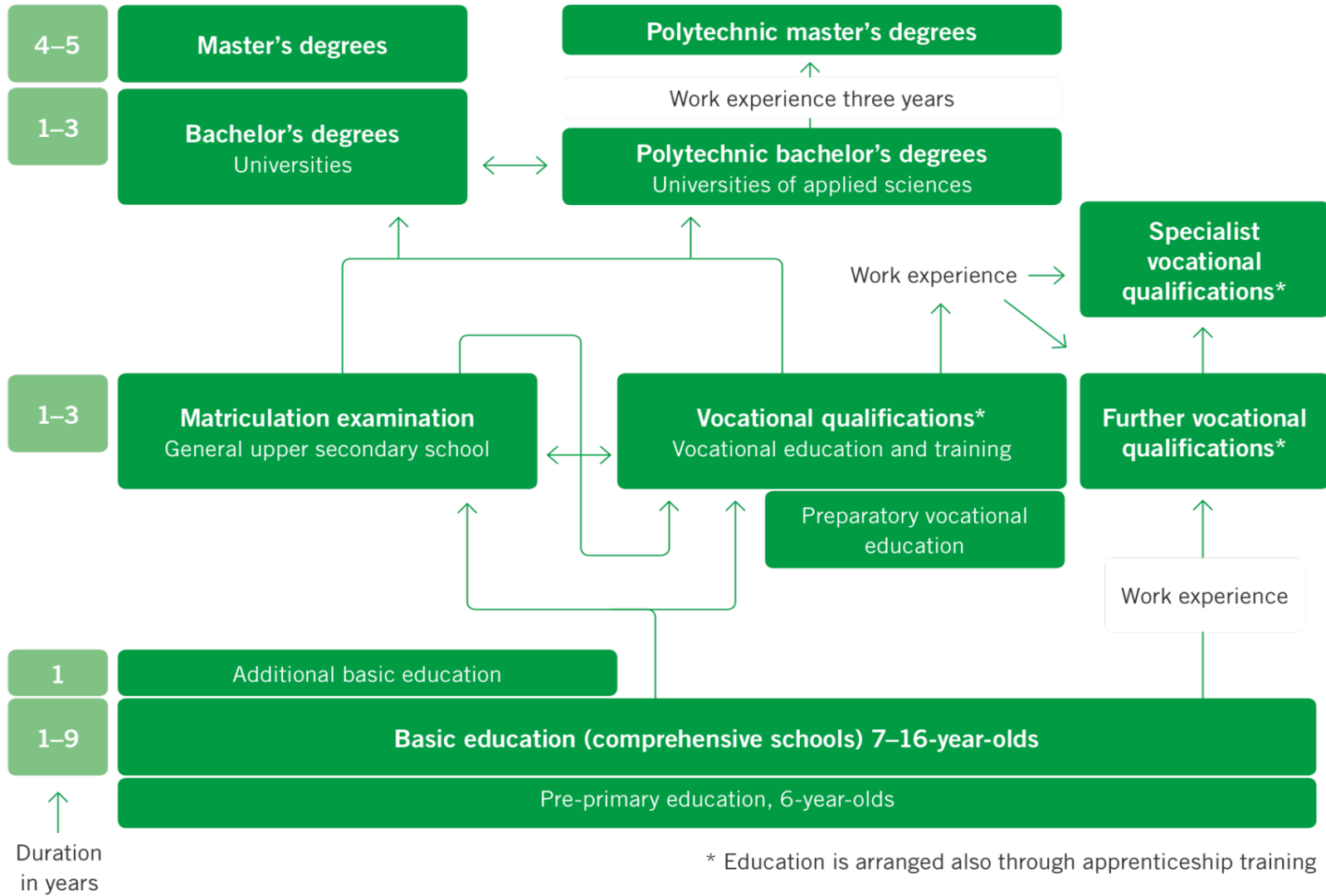


Tampere is after Helsinki the main "student city" of Finland.

Tampere has

- comprehensive schools with basic level students
- Amuri International School and Swedish School of Tampere
- 4 specialized comprehensive schools with bilingual teaching in Finnish-English, Finnish-French and Finnish-German
- Upper Secondary Schools and Upper Secondary School for the Adults
- Vocational Education and Training / Tampere College, PIRKO, Ahlman, Varala Sports Institute, Tampere College of Services
- 4 universities: University of Tampere, Tampere University of Technology, Tampere University of Applied Sciences, National Police School and College
- Open and Adult Education Institutes

The Finnish education system



Production Director Jorma Suonio

Tampere Upper Secondary Education, Administration and Services

Tampere Upper Secondary Schools

Director of USS:
Eija Tiisala-Heiskala
(4 900)

Tampere Lyseo USS

Kaarila USS

Tampere Classical USS

Tammerkoski USS

Hatanpää USS

Sampo Central USS

Hervanta USS

Tampere USS for Adults

Tampere College

Director of Vocational
Education and Training:
Eeva Mäihäniemi
(10 200)

Technology

Services and Business

Transportation and Forestry
Social and Health Care

Intercultural Education

Adult Education and Training

Production Director Jorma Suonio

Tampere Upper Secondary Education 1.1.2013

Tampere Upper Secondary Schools

Director of USS:
Eija Tiisala-Heiskala

Tampere ? College

Director of Vocational
Education and Training:

Hatanpää USS (*music)

Tammerkoski USS (*visual arts)

Tampere Classical USS

Tampere Lyseo USS (*IB, Europe)

Tampere USS of Technology

Sampo Central USS (*media, sports)

Tampere USS for Adults

Business, Culture and Entrepreneurship

Hotel, Restaurant and Catering

Transportation, Logistics and Natural Resources

Technology

Construction and Environment

Welfare

Intercultural Education

Adult Education and Apprenticeship Training

Production Director

Tampere Upper Secondary Education, Administration and Services

Head of Administration

Finance and Administration

Finance

Administration

Communications
and Marketing

Head of Services

Support Services

Security

Maintenance

Acquisitions and Logistics

IT Services

Head of Development

Development and Projects

Pedagogical and
Curricula Development

Library and Information Services

Project Support

International Relations

Quality Director

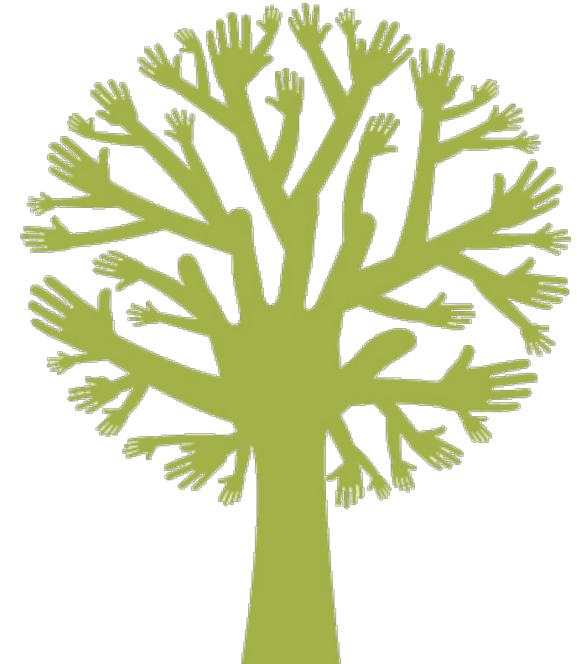
Quality and Assessment

Quality and Assessment

Tampere Upper Secondary Education 1.1.2013:
Administration, Finance and Services
Supported Learning
Development and Promotion of Learning

Vocational Education and Training in Finland

- In Finland VET is mostly provided by educational institutions, but apprenticeship training is also available.
- VET is provided in national study fields and qualifies more than a 100 occupations.
- There are total of 116 study programmes leading to 52 different qualifications.
- The qualifications have been developed in co-operation with working life representatives.
- Young people apply for VET in the national joint application system.



Basic structure of vocational qualification

Core curriculum (2000)

- 120 credits (= three years) break down to:

Core subjects: 20 credits

- Compulsory studies (16 credits)
- Elective studies (4 credits)

Vocational studies: 90 credits

- On-the-job learning (minimum 20 credits)
- Vocational skills demonstrations (2006)
- Common vocational studies
- Special vocational studies by study programme

Free choice studies: 10 credits

- Student counselling (min. 1,5 credits) and a final project (2 credits) are included in studies.
- One credit equals 40 hours of work

Further/Adult Education and Training

- For persons aged 18+
- Competence-based qualifications (based on modules)
 - Vocational qualification, further qualification, specialist qualification
 - Preparatory training and/or practical work
 - + Examinations
- VET modules for apprenticeship training
 - Labour training
 - Replacement migration etc.
- Tailored VET for companies, organisations and other employers

Study year 2011-2012

The autumn semester 15.8. – 22.12.2011

(Autumn break 17. – 21.10.2011)

Period 1. 15.8. – 7.10.2011

Period 2. 10.10. – 2.12.2011

Period 3. 5.12. – 22.12.2011

The spring semester 6.1. – 2.6.2012

(Winter break 27.2. – 2.3.2012)

Period 3. 6.1. – 10.2.2012

Period 4. 13.2. – 5.4.2012

Period 5. 10.4. – 2.6.2012



Study year 2012-2013

The autumn semester 13.8. – 21.12.2012

(Autumn break 12. – 19.10.2012)

Period 1. 13.8. – ?.10.2012

Period 2. ?.10. – ?.12.2012

Period 3. ?.12. – 21.12.2012

The spring semester 7.1. – 1.6.2013

(Winter break 25.2. – 1.3.2013)

Period 3. 7.1. – ?.2.2013

Period 4. ?.2. – ?.4.2013

Period 5. ?.4. – 1.6.2013





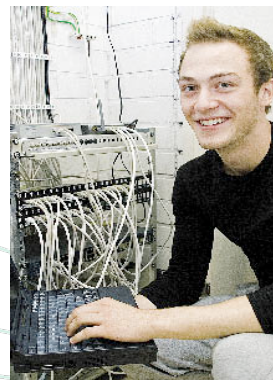
TAMPERE COLLEGE

- 4 500 certificate students
- 6 000 adult students
- 600 staff members
- Budget 50 million euros
- Several campuses in Tampere and Ylöjärvi, education available across Finland
- Owned by the city of Tampere
- General upper secondary degree + vocational qualification
- Two vocational qualifications simultaneously
- Apprenticeship training
- Labour market training
- Immigrant education / Intercultural education

Fields and Sectors of Tampere College

Technology

- Director Mr. Kyösti Lehtonen
- Metalwork and Machinery
- Foundry Institute
- Publishing and Printing
- Wood Processing
- Surface Treatment Technology
- Property Maintenance
- VET Start
- Special Needs Coordination
- Audiovisual Communication
- Technical Design
- Electrical Engineering
- VET 10



Fields and Sectors of Tampere College

Services and Business

- Director Ms. Sari Simontaival
- Business and Administration
- Business and Information Technology
- Clothing
- Shoemaking (ending)
- Hairdressing
- Food Production
- Catering-, Hotel- and Restaurant Services



Fields and Sectors of Tampere College

Transportation and Forestry

- Director Ms. Helena Koskinen
- Logistics
- Aircraft Maintenance
- Forestry



Social and Health Care

- Director Ms. Helena Koskinen
- Social and Health Care
- Beauty Care (cosmetician)



Fields and Sectors of Tampere College

Intercultural Education

- Director Mr. Atanas Aleksovski
- Preparatory Training for Immigrants intending to enter VET
 - Six groups
 - Begins in August and January
- Tailored VET Services
 - Labour Market Training
 - Apprenticeship Training
- Guiding/Coaching Training + Projects
 - Guiding Training
 - State-funded Training (VOS)
 - Replacement Migration and International Projects



Adult Education and Training

Director Eila Hanninen

Common Services

Social and Health Care

Anita Kopra

Transportation and Forestry

Forestry
Jari Rauhala

Logistics
Heikki Parri

Services and Business

Marja Lehtisaari

Technology

Vesa Kalliomäki



Tampere ? College 1.1.2013

Director of Vocational Education and Training

Supported Learning (careers guidance and preparatory training, special needs students)
Development and Promotion of Learning
(pedagogical development and learning environments, projects, international relations, quality and evaluation, library and information services, student welfare services)

Business, Culture and
Entrepreneurship

Safety and Security, Business and Administration, Crafts and Design, Textiles Technology, Clothing, Upholstery, Visual Expression, Audiovisual Communication, Publishing and Printing, Business Information Technology

Adult Education and
Apprenticeship Training

Hotel, Restaurant and Catering

Hotel and Restaurant Services, Catering, Tourism Industry, Household and Consumer Services, Cleaning Services

Intercultural Education

Transportation, Logistics and
Natural Resources

Vehicle Technology, Logistics, Aircraft Maintenance, Forestry

Technology

Metalwork and Machinery, Electrical Engineering, Chemical Engineering, Plastics and Rubber Technology, Laboratory Technology, Wood Processing, Food Production

Construction and Environment

Land Surveying, Surface Treatment Technology, Technical Design, Building Maintenance Technology, Construction

Welfare

Social and Health Care, Hairdressing, Beauty Care

Tampere College contact information

Tampere College (Tampereen ammattiopisto)

P.O. Box 217

FI-33101 Tampere, FINLAND

Tel. +358 3 565 617 (switch board)

Fax +358 3 5656 7108

Emails: name.surname@tampere.fi

Internet: www.tao.tampere.fi

International Relations

Ms. Ritva Haveri (+358 50 572 8707)

Ms. Anna-Maija Siirtonen (+358 40 800 4018)

tao.tampere.fi

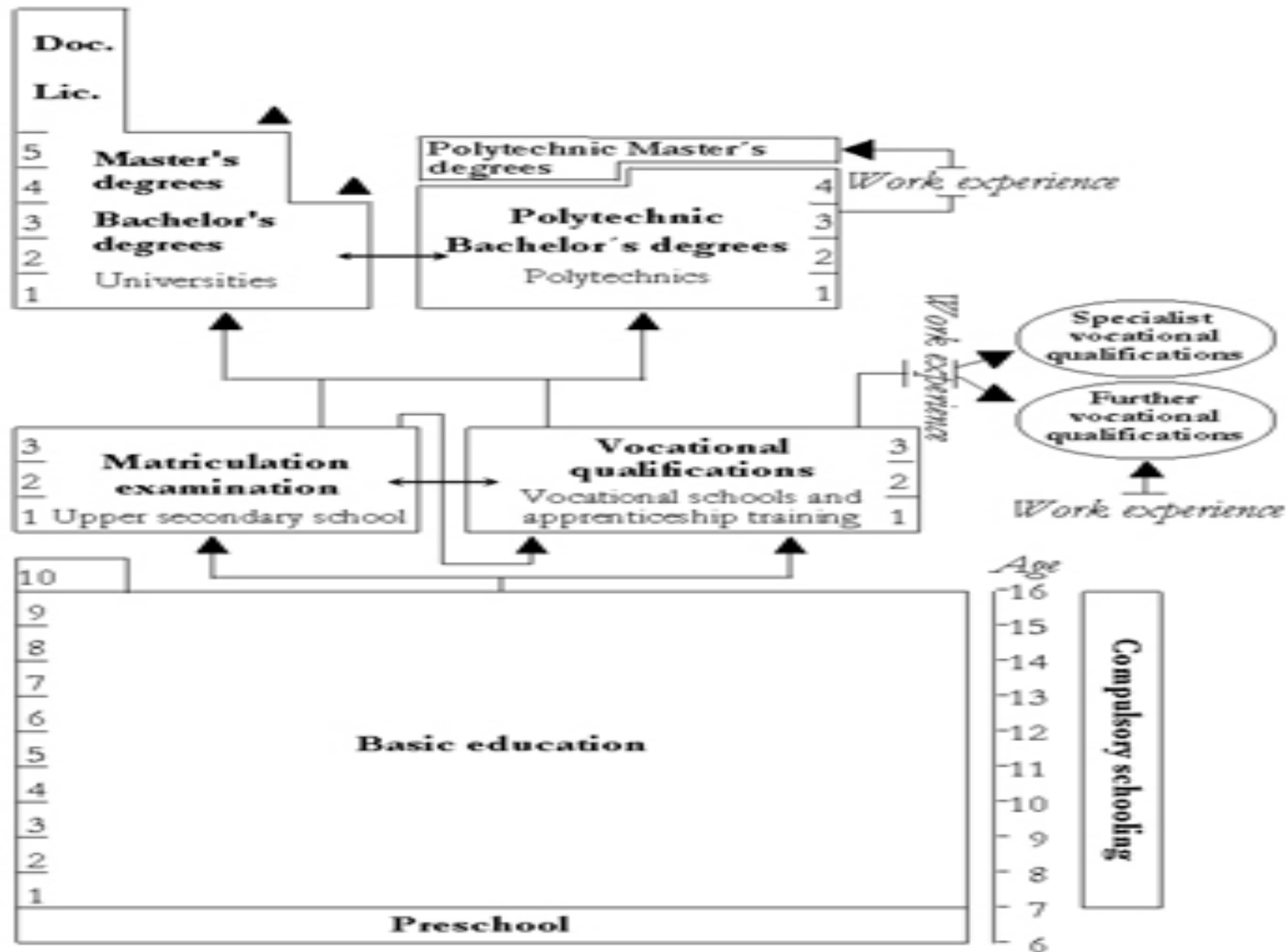


Tampereen normaalikoulu

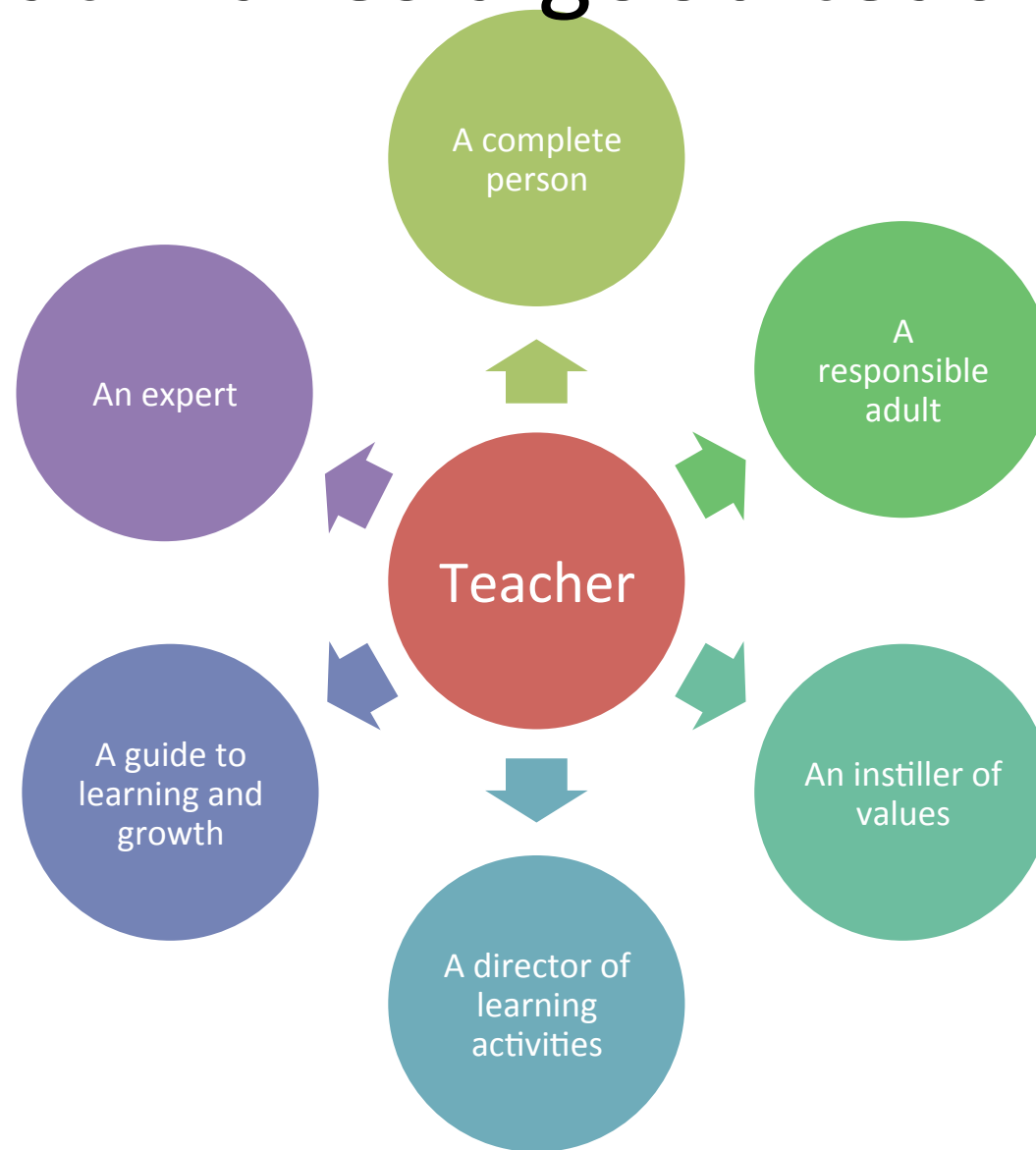
Teacher Training School of the
University of Tampere

Finland

www.uta.fi/tnk



What makes a good teacher?



Teacher training at the university of Tampere

Degrees:

- 120 credits → Masters Degree
- 180 credits → Bachelors Degree

Subject teachers

- After 60 credits of their main subject studies at the university
- One year training in-between their subject studies worth 60 credits
- Teaching practice in the Training Schools worth 20 credits
- 5 modules of teaching practice
- More than 115 student teachers yearly in different subjects

Teacher training – roles of the institutions – theory and practice



Tutoring

Institutions in charge:

- **Teacher Education**
Department and training schools
- **Theory** and **practice**
intertwined, transfer from theory as easy as possible

Main objectives:

Wide range of professionalism based on solid knowledge of science of education

As many approaches to teaching as possible

Personal and lifelong growth to teaching profession

- Content knowledge of a subject is **assured by subject departments**
- **Min. 12 credits** of classroom teaching , planning and evaluation talk
- **Min. 8 credits** of school duties eg. others' lessons, parents' meetings, school events, co-operation with class supervisors
- Student teacher' s work is based on **constant self-reflection and evaluation**
- Living school curriculum: student teachers are **instructed to apply the school curriculum in their teaching**

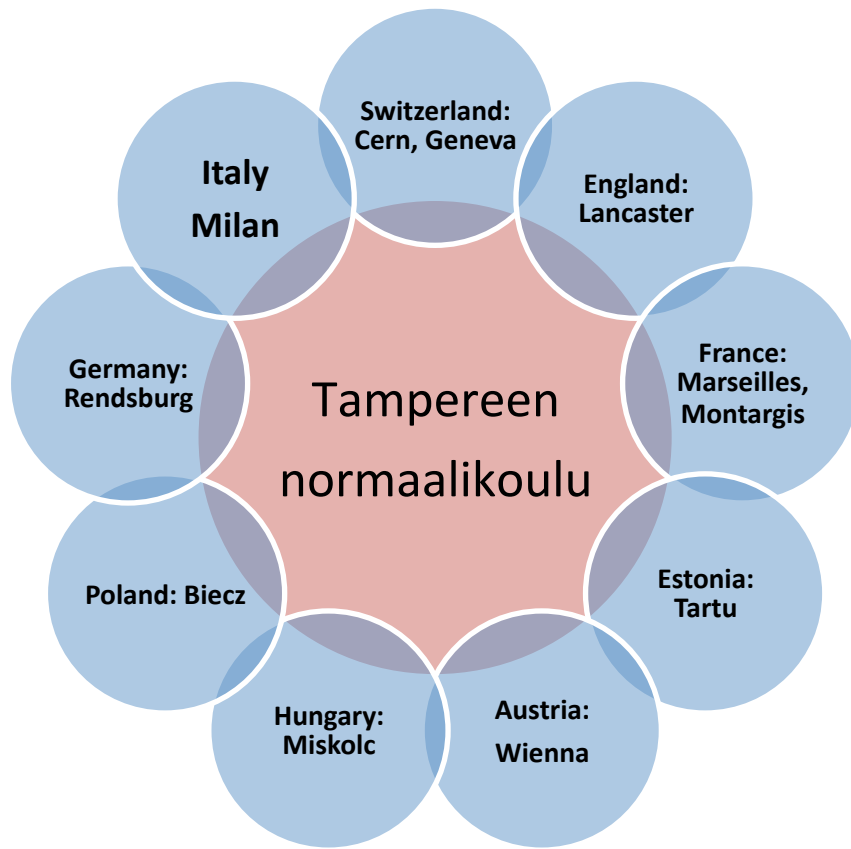
Teacher training – some viewpoints

- Supervising teachers – what kind of expertise do they have, can any teacher be a supervising teacher?
- Training schools – can they give a realistic idea of teaching in the field schools?
- What kind of interaction is needed between teacher training schools and municipality schools?
- How can we guarantee high quality in teacher training?

Our school

- 570 students and pupils
- 60 teachers plus other staff
- 115 student teachers
- About 10 students with multicultural background in upper secondary school, few in basic education
- Special support: Finnish as second language





One school- many activities

<http://www.uta.fi/laitokset/norssi/kuvakierros/tour.htm>



- Comprehensive school, junior secondary
- Senior secondary
- Children's and young people's education
- Teacher training
- Research, experimentation
- In-service training

Challenges on school level

Core activities:

- Teaching → teacher's role, learners' role, interaction, technical and social change
- Teacher training → student teacher's role and development, supervising teachers' role and expertise
- Research- action research → in co-operation with the Teacher Education Department
- Experimentation → in methods, teaching and learning
- In-service training → new pedagogical innovations

Co-creating pedagogical excellence

Vocational Teacher Education

Eeva Manni
12 April 2012

Teacher Education in Finland

- At academic universities
 - general education
- At universities of applied sciences
 - vocational and professional education and training

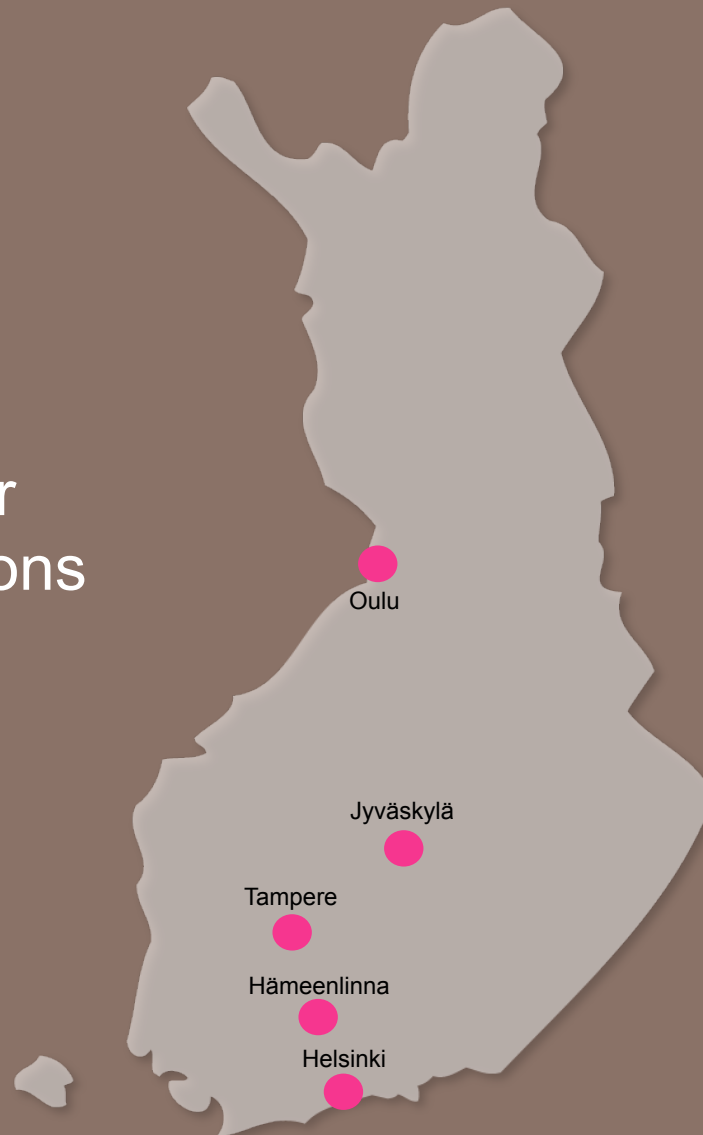
Both give the same statutory **pedagogical** qualification.

- Degree requirements vary depending on the institution.

Funded by the state.



Vocational teacher education institutions in Finland



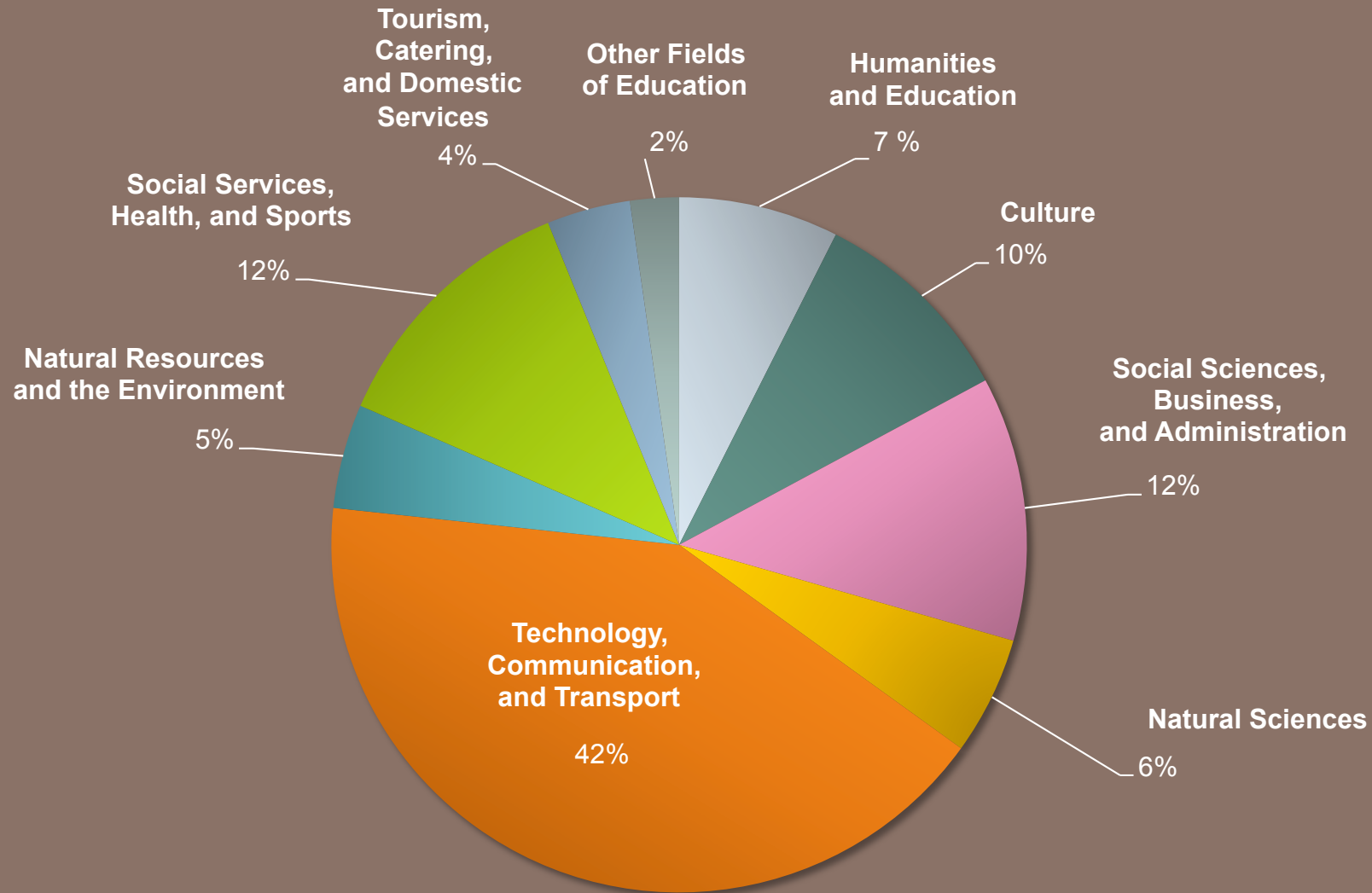
Admission requirements

The applicant must have

- a relevant university degree
- a minimum of three years of occupational experience in a field corresponding to the subject of teaching (teachers of vocational subjects)

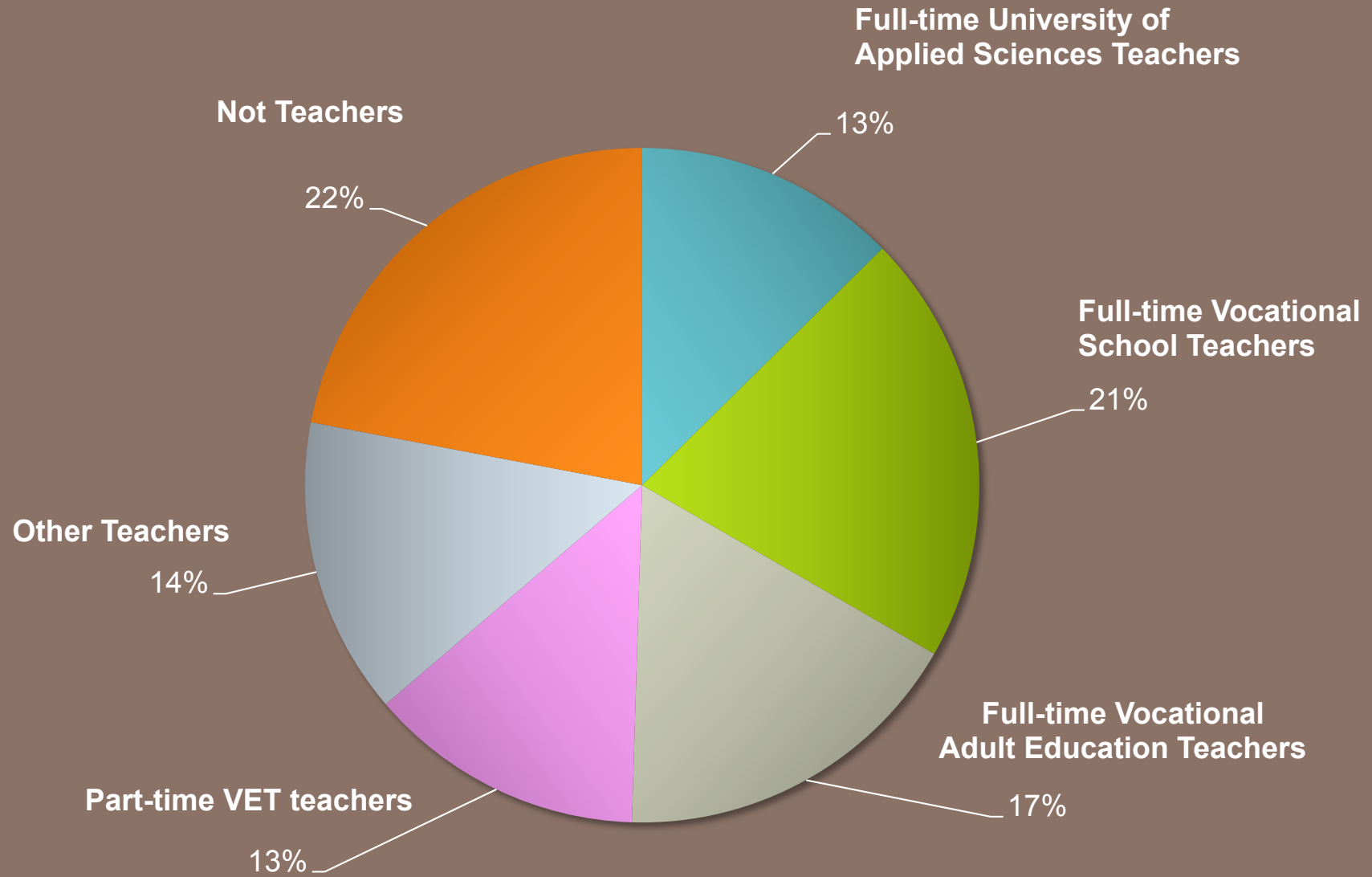


Students admitted in 2011



(Admitted: 309)

Students admitted in 2011



(Admitted: 309)

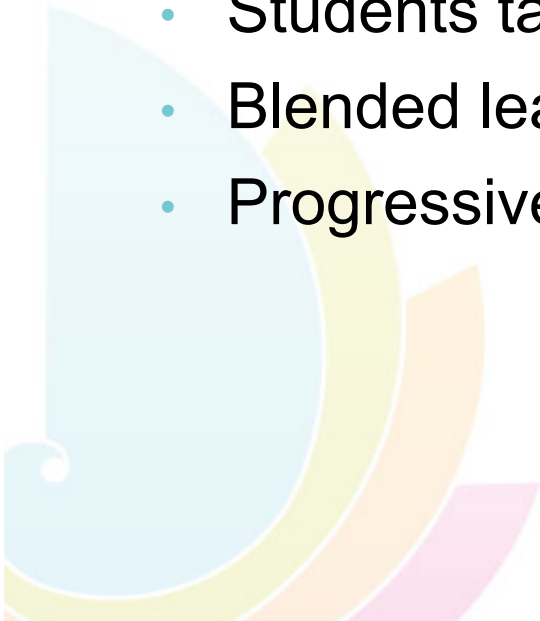
Why teacher education?

Teacher education provides you with pedagogical know-how

- Tools for developing your own teaching
- Methods for planning teaching
- Interactive skills
- Confidence as a teacher
- Means to inspire your students
- Knowledge and skills needed in student guidance and evaluation
- Ideas and opportunities for personal development as well as for developing your working community

Teacher education programme

- A 60-credit programme
 - basic studies in education 10 cr
 - teaching practice 15 cr
 - vocational pedagogy 35 cr (optional studies 10 cr)
- Students take the programme alongside work
- Blended learning
- Progressive inquiry learning



Blended learning

- Studying in small groups and independent studies
- Online learning environment (Moodle)
- Face-to-face sessions in Tampere (Kokkola, Kuopio, Lappeenranta, Seinäjoki, Pori)
- Teaching practice
- Development project
- Portfolio

