

Time, talent & technology

Erasmus Bedford 11.-15.6.2017

Petteri Forselius

Heli Ikonen

Anu Kahri

Aki Kukkonen

Raini Sipilä

Kati Sormunen





Teacher-talent

- Dedicated to their work
- Work for the love of work -not for money
- The schools look like the dedicated heads of the school
- The heads' strong appreciation of staff and the staff's appreciation of the head

Differences

- Teachers education:
 - In England many ways to qualify
 - In Finland every one has a Master's degree
- Freedom / ability to use variety of teaching methods



Childrens' talent

- The students are aware of their talents/strengths
- Active school councils
- School guides! +++
- Active after school / during school clubs where students can choose from the ones they are interested in
- Praising of the children
- Great manners!

Differences

- Strongly motivated by outside rules and guidelines. We didn't see methods of teaching the students self control.
- Talents seen very differently than in Finland
- The standards of subject matter maybe too high vs. age level

Talents restricted by

- Are restricted by the government (for example tests which guide towards academic talent)
- Are restricted by parents (parents want their children to succeed)
- Are restricted by a lack of trust (for example the school inspections)



Time

- Teachers meet every morning for a few minutes! +++
- The head of school uses time to be seen in classes, or lead assemblies
- No bells/buzzers -> very calming affect

Differences

- Students' active time during classes is very small
- No time to process the things taught
- Teachers have a lot of paper work; marking papers etc
- A lot of homework



Technology

- Teachers use smart boards to visualize their teaching
- We saw a few examples of smart use of technology (writing blogs)
- Use of podcasts as a method to review for the tests

Differences

- Huge differences between schools → equity?
- Empty computer classes
- No evidence of creative use of technology
- The use of own mobile devices?