

General Situation and Enlightenment of Finnish Vocational Education Teachers Team Construction

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Abstract

There is no doubt that there are many factors for Finland's educational excellence, but the teaching staff is bound to be closely related to its success. In vocational education, teachers are the key to the healthy development of vocational education. The construction of vocational education plays an important role in the development of national economy. As a small Nordic country, Finland's ability to become a developed country is closely related to the development of its vocational education. Finland strengthens the construction of its teaching staff by continuously improving the teacher education plan, establishing a strict teacher access system, building a lifelong education system for teachers, and improving teachers' welfare and social status. It is of great significance to study the construction of Finnish vocational education teachers team for the development of Chinese vocational education teachers team. This paper discusses the general situation of the construction of vocational education teachers in Finland, and makes an in-depth analysis of the pre-service training mode of vocational teachers. Including its enrollment system, curriculum, qualification system and so on. This paper summarizes Finland's experience in the construction of vocational education teachers in order to put forward constructive suggestions for the construction of vocational education teachers.

Keywords

Finland; Education; Teachers' team building.

1. Introduction

All along, vocational education has been valued by the society for its advantages of low starting point and high employment rate. It plays an important role in promoting social and economic development, eliminating poverty and building a harmonious society [1]. With the continuous development of society, China has carried out the transformation of normal education in order to conform to the international trend, which not only improves the educational level, but also promotes the comprehensive development of normal colleges and universities, and changes the pattern of normal education in the past [2]. At present, with the continuous expansion of the scale of vocational education in China, the focus of development has begun to shift from focusing on scale expansion to focusing on strategic adjustment of improving quality and efficiency. The fundamental guarantee to improve the quality of vocational education is to have a high-level and high-quality contingent of vocational education teachers [3]. Therefore, higher requirements are put forward for vocational education teachers. This is a great challenge for us. Analyzing the general situation of the construction of Finnish vocational education teachers will provide a strong policy basis and work guide for the construction of Chinese teachers [4].

Finland is located in Northern Europe, with Sweden in the west and Norway in the north. It is the least populous country in Europe except Iceland and Norway. But its educational development is very outstanding [5]. The quality and quantity of teachers is generally

considered as the core element of Finnish education success, and this has also been widely recognized by Finnish people [6]. Since the 20th century, Finland has carried out many educational reforms one after another, among which the reform of vocational education teachers is particularly eye-catching [7]. Teachers are regarded as a personalized group in teachers' profession. It is not only because the qualification standards of vocational teachers are different from those of ordinary teachers, but also because the teaching work and working environment of vocational teachers are quite different from those of ordinary teachers [8]. The training system, methods, channels and evaluation mechanism of vocational education teachers in Finland have been improved, providing a steady stream of high-quality teachers for the development of vocational education [9]. In Finland, the teaching industry and teacher education are generally valued. Teachers enjoy the salary and treatment equivalent to civil servants, and are widely respected and generally recognized by the society [10]. This paper is devoted to the path of the construction of vocational teachers in Finland, in order to provide some reference and basis for the construction of vocational teachers in China.

2. Construction of Vocational Education Teachers in Finland

2.1. Present Situation of Vocational Teachers and Teachers

Finland's vocational education is an important part of the whole national education system. It is also a key factor for the success of Finnish education [11]. In Finland, teachers are like entrepreneurs who are really pioneering. The development of vocational education in Finland has formed a multi-level and complete vocational education development system, which provides a large number of applied talents for the development of Finnish economy. There are many types of vocational teachers in Finland. It includes not only core subject teachers, vocational subject teachers, consulting and guidance teachers, vocational special teachers in vocational schools, but also expert lecturers, whose number changes every year.

Although business instructors are not engaged in teaching in vocational schools, they also play a vital role in the development of vocational education [12]. High-quality enterprise instructors are also important factors to promote the development of vocational education. In the training process of Finnish vocational education teachers, the concept of school-enterprise integration is adhered to, and strict regulations are made on teachers' qualifications and abilities. Because different types of vocational teachers have different jobs and responsibilities, their training approaches and qualifications are also different. Teacher training and on-the-job teacher training in Finnish vocational education highlight the practicality of vocational education and its close connection with industry, which makes the conditions of teacher training and qualification certification in vocational education different from those of ordinary teachers. In Finland, although different types of vocational teachers are trained by different institutions, there are unified teacher qualification requirements for vocational education and general education. It stipulates that all teachers, including those in primary schools, junior middle schools, senior middle schools, vocational schools and adult schools, must complete at least credits of pedagogy courses. Its purpose is to enable all normal students to master the core knowledge of teaching and learning, so that they can engage in teaching at all levels.

The development of vocational education can not be separated from the protection of laws and policies. The funding sources for the training and construction of Finnish teachers are basically national and local finance [13]. Finland's vocational education teacher training is free of charge, and the government also provides subsidies for applicants to ensure the quality. In fact, teacher education is one of the most popular majors in Finnish universities [14]. In the professional development of teachers, the state finance provides the main funding guarantee for teachers' further training. The Finnish Ministry of Education is responsible for reporting to the government the budget of teacher training funds for the next year. After the government

approves it, it will be allocated to the Ministry of Education, which will allocate it to the National Education Commission, which will "buy training" from universities or technical colleges that provide teacher training. The purpose of professional teacher training is to provide applicants with the knowledge and skills needed to guide different types of students to learn, so that applicants can become teachers who can carry out professional field teaching and have the ability to explore career and industrial development.

2.2. Ways of Teacher Training and Teacher Construction in Finland

With the reform of vocational education for many times, Finland has promulgated many laws related to the construction of vocational education teachers, which provides a guarantee for the development of vocational education teachers. The selection of teachers' reserve army in Finland has two obvious characteristics [15]. ① Strictly control the enrollment numbers and enrollment standards of normal majors. ② The selection criteria attach importance to non-intelligence factors. Among them, candidates' motivation, communication skills and emotional intelligence are all important factors. High-quality teaching needs excellent teachers, and excellent teachers need a perfect teacher education plan. By setting higher requirements to ensure the quality of teachers and lay a solid foundation for the follow-up teaching work, this helps Finnish education to stand in the forefront of the world to a certain extent.

Teacher education in Finland requires students to master research-based knowledge and develop skills and methods of teaching, cooperation and communication with parents and other stakeholders. Based on teachers' comprehensive ability, teachers' comprehensive ability should be regarded as the key factor to evaluate teachers' development in the future teacher education reform, and exchanges and cooperation among teachers' groups should be promoted to promote teachers' personal development with comprehensive ability development as the guidance. The four basic principles of teacher education in Finland are as follows: ① Teachers need to master the latest research progress of the subjects they teach and be familiar with the latest research on how to teach and learn. ② Teacher education itself should be the object of study and research, and the efficiency and quality of various forms of teacher education under different cultural backgrounds should be studied. ③ Teachers should pay more attention to learners and become experts in teaching innovation. Teachers should be research-based, learning-oriented, community-centered, and support learners' diverse learning requirements. ④ The goal is to enable teachers to internalize the research-oriented attitude in their work, and to develop their own teaching and learning environment in an analytical and open way based on their own observation and experience.

Generally speaking, Finland attaches great importance to their academic qualifications and experience when selecting vocational education teachers. Vocational Teacher Education College has great autonomy in selecting students, and has certain selection criteria, such as degree, basic education courses, work experience, teaching experience, professional activities, etc. Finnish teacher education focuses on cultivating a way of working and thinking based on research and exploration, rather than how much static subject knowledge and pedagogy knowledge are taught. Because most teachers of vocational disciplines have work experience, the training and learning content is very flexible and highly targeted. Although there are many teacher education models in Finland, the training programs of normal students in different schools are also different. But they all include many modules such as subject education and other quality development education. They all emphasize research-based learning and the combination of theory and practice.

3. Enlightenment from the Construction of Teachers in Finland

3.1. Set Strict Teacher Training and Access Mechanism

Finland's strict selection of enrollment in the education system ensures that people who have the potential of teachers and love the cause of education go to the post of teachers, and at the same time, ensures the quality of teachers' team construction. Normal students are the future members of teachers, and their selection system is the beginning of teacher education. In Finland, the recruitment of normal students is first a written test and then an interview. Through the interview, we can understand the candidates' motivation to become teachers and their views on the teaching profession, and at the same time test the candidates' personality characteristics. This beginning of the teaching team is one of the key factors that determine the quality of teachers in the future, and it is fully guaranteed in the initial stage of education, which lays a solid foundation for the subsequent education and teaching work.

In the system of vocational education, Finland has a very strict system of teacher selection and admission. Finland does not have a separate teacher qualification certification body, nor does it have a strict teacher qualification examination system. But if you want to be a professional teacher, you must have several conditions. ① Get a master's degree or a multi-disciplinary technical college degree. If there is no relevant degree, you must obtain the highest qualification in the field related to teaching major. ② Complete 60-point teacher education courses. ③ At least 3 years working experience in related fields. (If you don't have the second condition, if you can complete the education courses within 3 years of working, you can also work as a vocational teacher in a vocational school. This is of great significance to the development of the whole vocational education. In addition to the two indicators of education and experience, some colleges will also assess the applicant's ability. The ability training objectives, learning modules and courses of vocational teachers are shown in Figure 1.

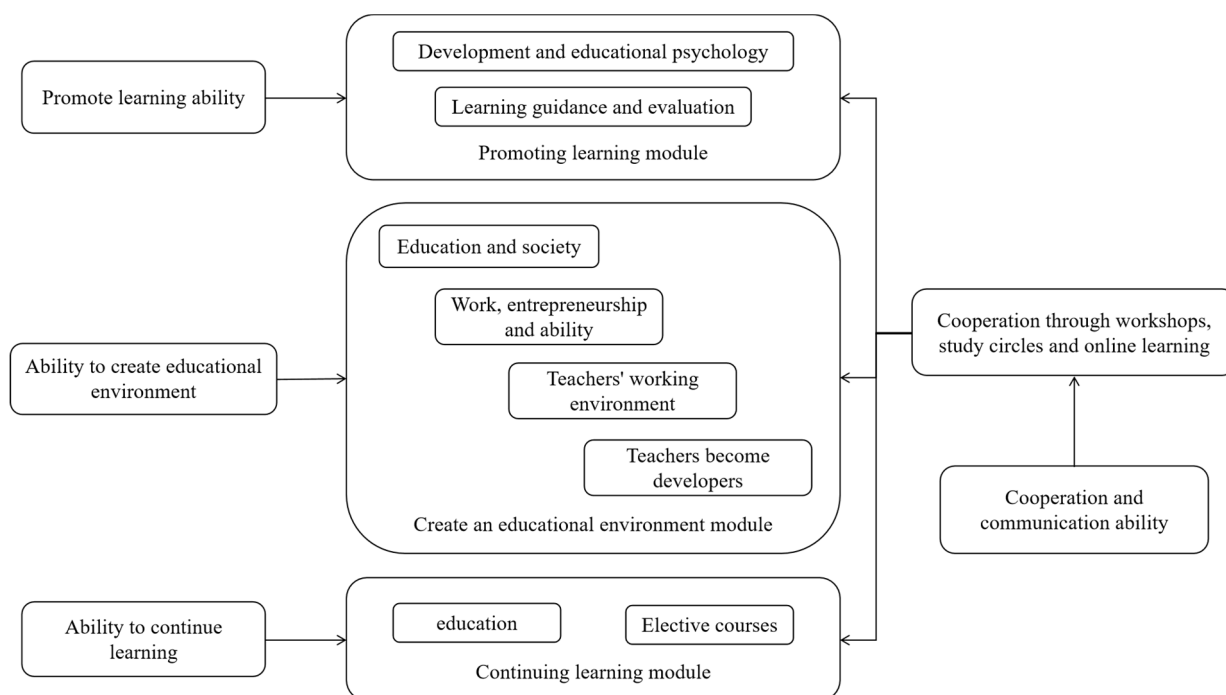


Figure 1. Ability training objectives, learning modules and courses of vocational teachers

In the recruitment and selection of normal students, we can set up diversified inspection methods, increase interviews and psychological measurement, etc., in order to investigate the students' comprehensive quality and the training possibility in the teaching profession, and at

the same time, strengthen students' academic research ability and teaching practice ability in the training of normal students, so as to combine theory with practice. It is the international mainstream reform direction for normal education to be universalized, open and comprehensive. As a qualified vocational teacher, in addition to having corresponding professional knowledge and skills, knowing about enterprises and markets, he must also have rich pedagogical knowledge and be qualified for classroom teaching, so as to effectively carry out practical teaching. This is what we usually call "double-qualified" teachers. We should promote the construction of "double-qualified" vocational teachers by cultivating teachers' theoretical knowledge and practical ability, so as to provide more excellent teachers for Chinese vocational education.

3.2. Develop A Series of Pre-service Education Courses for Teachers

The pre-service training of Finnish teachers is divided into two parts: one part is the educational task undertaken by the educational departments of colleges and universities; The other part is undertaken by different disciplines and departments. In the process of training vocational education teachers, in addition to learning some basic knowledge of pedagogy, students have to practice in enterprises every semester, which accounts for a large proportion of courses. In the training of subject teachers, attention should be paid to the research study throughout the whole training process, and students' practical ability should be cultivated to help students apply the educational ideas they have learned to practical teaching. Finnish vocational education teachers can learn according to their own actual situation when taking further courses. These courses can be completed within one year or three years. It has great flexibility and improves the professional ability of vocational education teachers as a whole.

Pre-service training of teachers is the key link to help teachers lay a solid foundation in knowledge and skills, and at the same time, pre-service training can help students adapt to the role of teachers more quickly. Pedagogical training of subject teachers includes basic knowledge of pedagogy, teaching methods of vocational education, teaching practice and other aspects of learning. Teachers' pre-service education plays an important role in improving teachers' practical teaching level. Therefore, we should attach great importance to teacher pre-service education. Teachers' college students should be trained to have certain knowledge and skills to guide learners of different majors, and their professional teaching level should be improved according to the development and career profile of different majors. Through a series of pre-service training courses of teacher education, special training is given to teachers before they formally take up their posts to ensure the follow-up practical teaching work. Construct a phased and non-oriented training model for vocational teachers. This will not only help normal students to focus on different courses at different stages, but also make full use of the optimized teaching environment and rich educational and social resources of higher education institutions, so as to carry out targeted training and training for normal students. The communication process model in teacher training is shown in Figure 2.

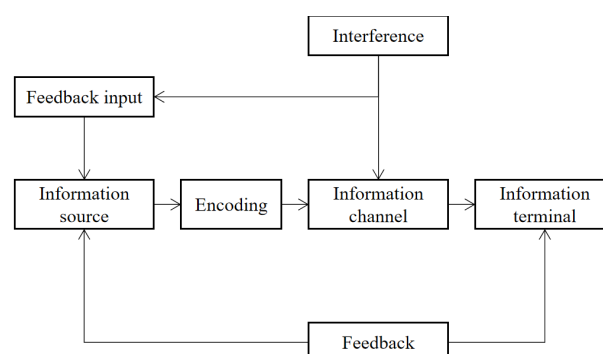


Figure 2. Communication process model in teacher training

Pre-service teacher training is the premise of teachers' formal teaching work, and to a certain extent, it has laid a solid foundation for teachers' long-term development. With the development of the trend of lifelong education, in recent years, the research on teacher education began to shift its focus to on-the-job training, which highlighted the important position and role of on-the-job training in improving the construction of teachers.

3.3. Standardize Teacher Training at All Stages

In Finland, in-service training for teachers is free of charge, and teachers can also enjoy full salary during in-service training. Training costs are borne by education providers, mainly by local education authorities. The training content and implementation method are decided by the education provider. Education providers can organize themselves or ask universities, multi-technical institutes or private continuing education and training institutions to organize training instead. There is no external force, no economic stimulus and no so-called religious belief in the improvement of teachers' independent training in Finland, which is entirely the result of internal motivation. Although there are very few bad teachers who don't actively study and improve, most teachers can actively improve themselves.

Teachers' participation in on-the-job training has no direct influence on their salary and career development. The main purpose is to update teachers' knowledge and skills and improve their teaching ability. In the induction training, we should not only focus on research-oriented teachers, but also adopt the training mode of "theory+practice", so that teachers can use educational theory to solve the problems encountered in practical teaching. The objectives of training vocational teachers are as follows: ① Teachers should have both ability and political integrity. ② Teachers should have good communication skills in network and real life, and be able to coordinate the relationship among teachers, parents and schools. ③ Teachers should have the ability of lifelong learning, not only have the skills necessary for career development and high-quality teaching, but also be able to conduct high-quality academic research.

After vocational education teachers enter the school, the school should carry out further on-the-job training, and all on-the-job teachers should take part in on-the-job training. Education providers should develop on-the-job training programs for teachers, encourage vocational course teachers to establish close ties with industry, participate in on-the-job training and skills demonstration, etc. Teachers' pre-service training, induction training and post-service training should be further integrated into the whole stage of teachers' career. This training mode helps teachers to plan their own career according to their own personality development and personal interests. To a certain extent, it conforms to the trend of world education development, and at the same time improves the implementation path of teachers' professional development.

4. Conclusions

With the continuous development of society, vocational education is playing an increasingly important role in promoting social and economic development, eliminating poverty and building a harmonious society. Strengthening the construction of teachers in vocational education has become the key and urgent task for the scientific development of education in China. How to strengthen the construction of teachers in vocational education, the success of the construction of teachers in Finnish vocational education has many aspects worth learning. The working object of vocational school teachers is the students of vocational schools. They are engaged in teaching and educating people. They follow the principles of pedagogy, psychology, sociology, etc., apply appropriate teaching methods to impart vocational technical knowledge and skills, and cultivate vocational reserve forces. We can let more teachers receive postgraduate education through on-the-job postgraduate training, so as to improve the academic level and overall quality of teachers. In the on-the-job training of teachers, a series of related professional development training and characteristic training courses can be provided

for teachers to promote their lifelong learning and professional development. This paper discusses the teacher training and access mechanism, teacher pre-service education curriculum, and standardizing teacher training in various stages. In order to provide some reference for the construction of Chinese vocational education teachers.

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