

Sustainable leadership and future-oriented decision making in the educational governance
– *A Finnish case*

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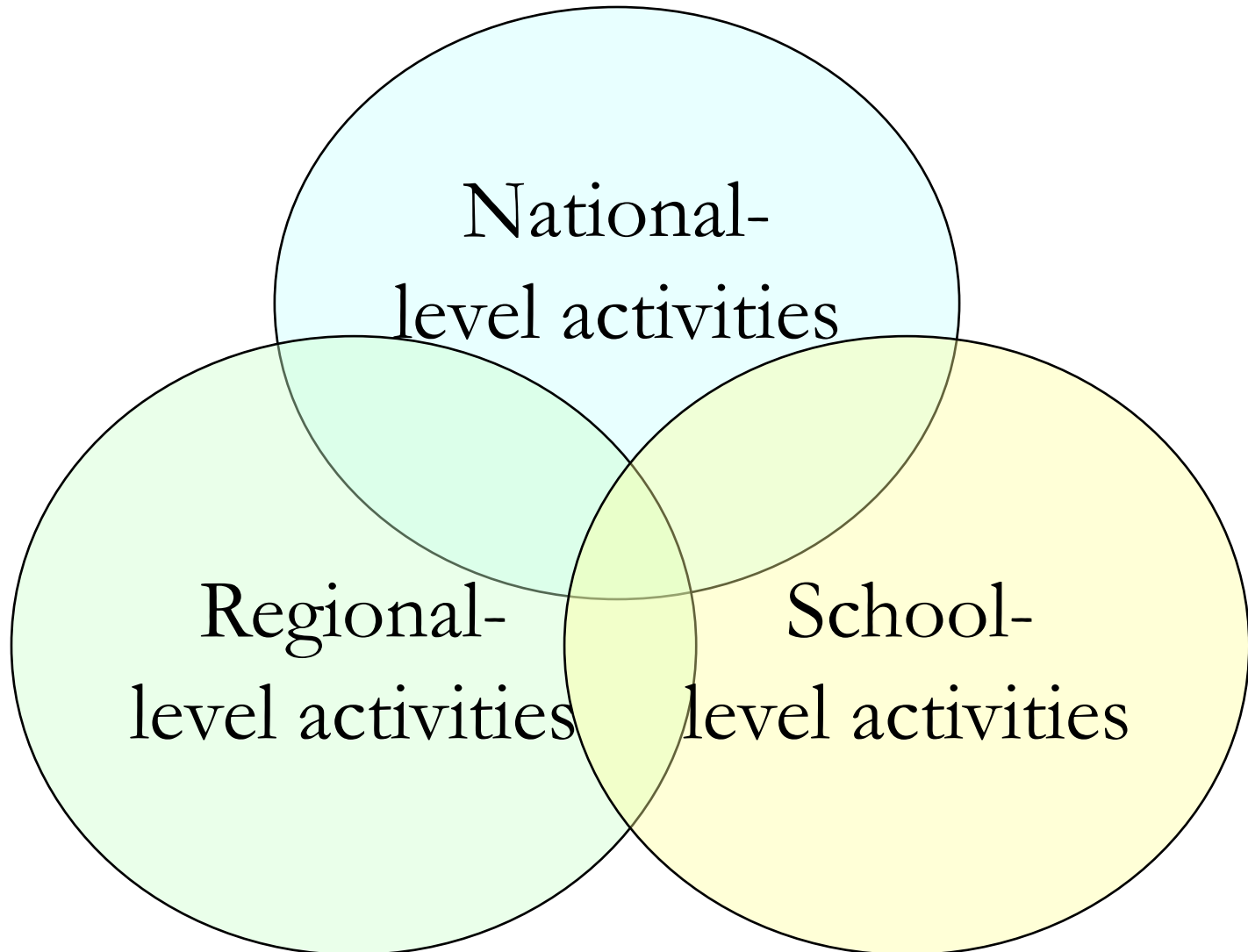
Does the sustainable leadership and future-oriented decision making explain the PISA results?

- How can we explain the glorious PISA results produced with narrow variance between the schools, with average national costs?
- One possible approach is to focus on the basic structures of Finland's schooling system in the European context.
- Another way is to focus on the strengths of the futures oriented sustainable leadership in Finland's educational governance.
- The sustainable leadership refers to a long history of several future-oriented decisions and actions, such as changing the system to uniform, high demanding education to all, strategic decisions concerning the information society, as well as some other great political decisions concerning education.
- The article discusses these future-oriented actions as well as some relevant cultural prerequisite of leading to an effective changing process.
- This presentation focuses on two specific cases of recent future-oriented actions in the Finnish educational governance.

Actors of sustainable leadership and future-oriented decision making in Finland

- Many long-term decisions have been crucial in the history
- 9 years basic education (1968-), general eligibility to further studies (1983), decentralisation: curriculums for municipals, no state-run school or book inspections (1985), national evaluation of learning results (1995), teacher's profession – Master's degree etc.
- Key players in Future-oriented educational strategies have been: The Finnish Parliament (1968-), government, Committee for the Future, Ministry of Education, Finnish National Board of Education as well as independent actors SITRA, TEKES and Confederation of Finnish Industries.

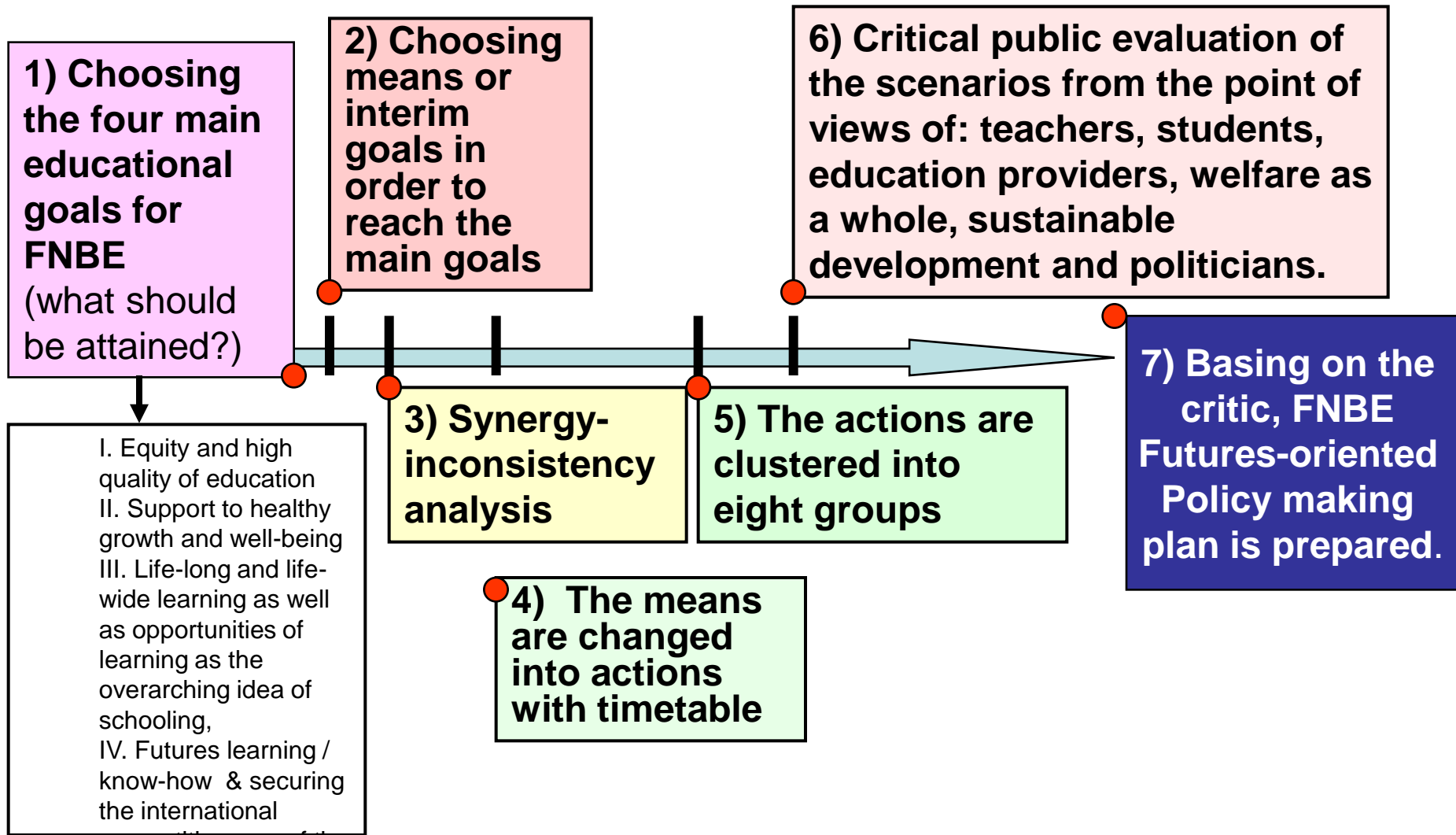
Finnish SfT in General



The aim of *Critical action scenarios* (CAS) process

- i) To produce a futures-oriented policy making plan for the Finnish National Board of Education (FNBE)
- ii) To get all national key stakeholders and decision makers involved
- iii) To get all key experts and decision makers from FNBE involved
- iv) To increase consciousness and systematic aspects in FNBE futures planning
- v) To provide futures-orientation capacity building education to state civil servants, and to provincial authorities, principals and teachers
- vi) To embed futures-orientation to FNBE working culture

Critical Action Scenarios process



Choosing means or interim goals to reach the main goals

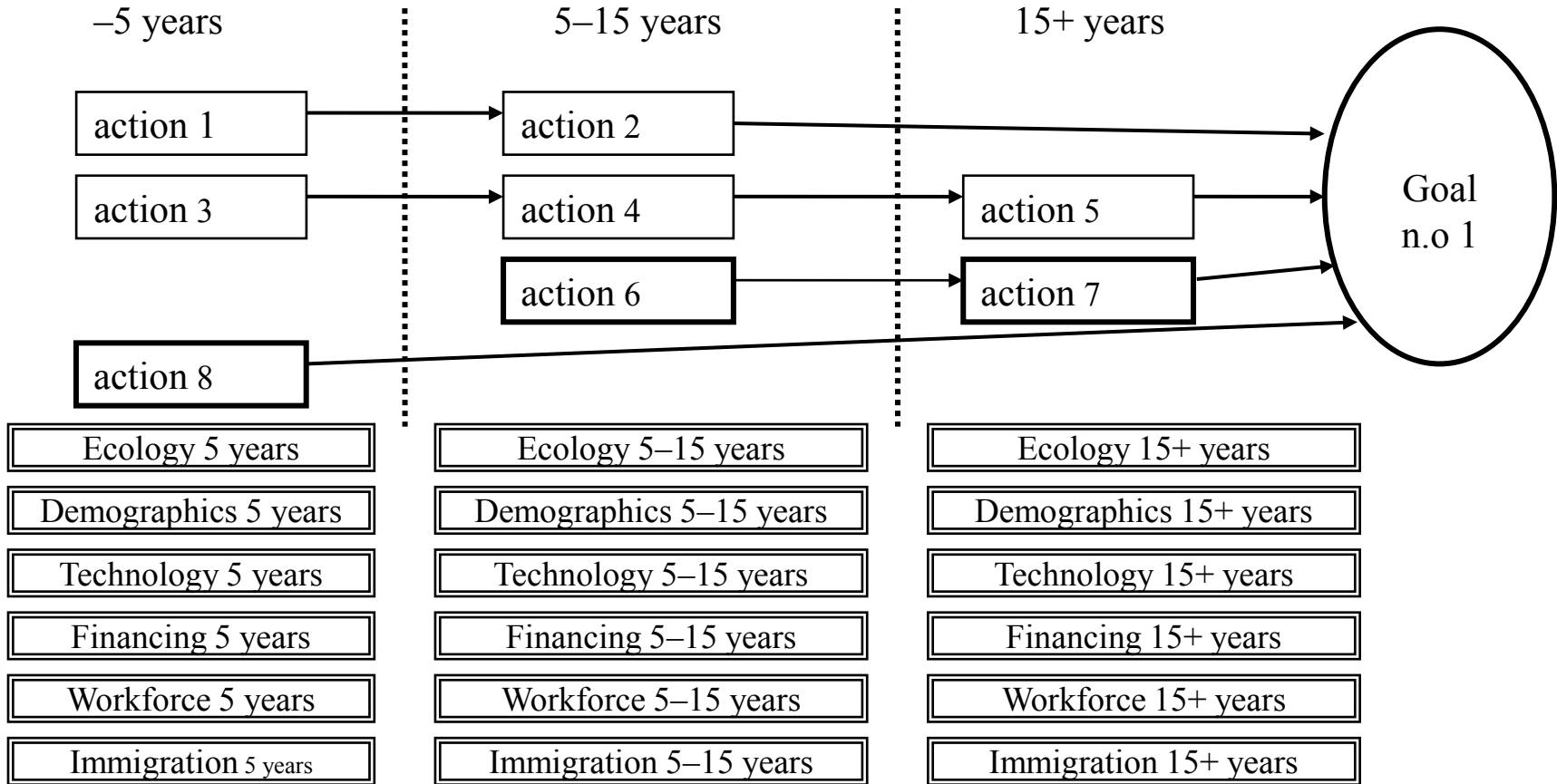
2)

Conservative ... something between ... Liberal/Radical
A **B** **C** **D**

Combining work with education	Work and education will be kept separate	Studies can include some work-life experience. World-of-work to be entered only after studies	Work and education will be combined during upper secondary education (general or vocational)	Work and education will be combined during lower secondary education (from 7 th grade)
Form of education	Face-to-face teaching in a fixed class-room	A social connection of some level, however, not too restrictive.	Students are free to change school, and compare what kind of teaching/ learning suits them best	Distance and on-the-net learning. No fixed class-rooms or face-to-face learning necessary
...

4)

The means are changed into actions with timetable



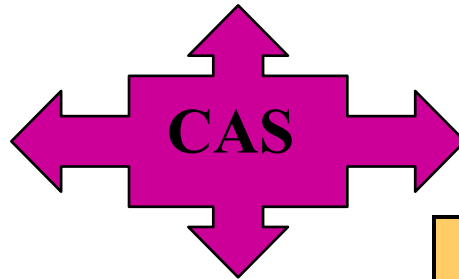
Results

A futures-oriented policy making plan for FNBE

Various national key stakeholders, decision makers and FNBE experts were committed to the process

Futures-orientation was embedded in FNBE working culture

Futures-oriented capacity building



New models for education policy making at regional level

Critical Action Scenarios served as an input to European Commission consultation "Schools for the 21st Century"

Special features of the Finnish SfT project

- ✓ Critical Action Scenarios: a unique way to combine scenario work, focused policy making process, and multiple stakeholder involvement.
- ✓ Finnish SfT partnership: Administration – Research – Society – Education, an open interaction process between all stakeholders
- ✓ Results at national, regional and school levels.

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Hankkeen loppuraportti



TULEVAISUUDEN TUTKIMUSKESKUS
TUTU-JULKAISUJA 1/2008

***Liberal
education and
competence in
labour markets
2030 report:***

<http://www.tse.fi/FI/yksikot/erillislaitokset/tutu/julkaisut/tutujulkaisuja/Pages/default.aspx>

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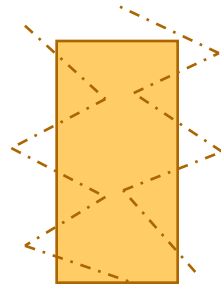
Finland Futures
Research Centre,
FFRC Publications
1/2008

Paradigms of education and learning

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Authoritative model

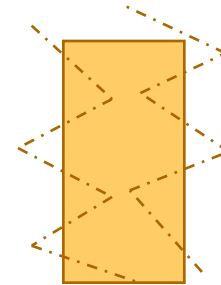
1920



1970

Discussive model

1990



2010

Alive network model

2030

- Top down monolog
- Rote learning
- Teaching discipline and order
- Physical labour
- Running fitness
- Master-learner mode
- Monotonic

- Knowledge applying
- Debate and discussion
- Critical thinking
- Independent knowledge search
- Learning to learn
- ICT etc. technical abilities
- Interaction and equality
- Planning and expertises

- Network competences
- Ability to create social knowledge
- Social interaction and affirming skill
- Knowledge and rules are constantly changing
- Team Academy model

Alive network model

