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

- National-level activities
- Regional-level activities
- School-level activities
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, principles and teachers
- vi) To embed futures-orientation to FNBE working culture
Critical Action Scenarios process

1) Choosing the four main educational goals for FNBE (what should be attained?)

2) Choosing means or interim goals in order to reach the main goals

3) Synergy-inconsistency analysis

4) The means are changed into actions with timetable

5) The actions are clustered into eight groups

6) Critical public evaluation of the scenarios from the point of views of: teachers, students, education providers, welfare as a whole, sustainable development and politicians.

7) Basing on the critic, FNBE Futures-oriented Policy making plan is prepared.

I. Equity and high quality of education
II. Support to healthy growth and well-being
III. Life-long and life-wide learning as well as opportunities of learning as the overarching idea of schooling,
IV. Futures learning / know-how & securing the international competitiveness of the
Choosing means or interim goals to reach the main goals

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<th>Conservative</th>
<th>... something between</th>
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<th>Liberal/Radical</th>
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<tr>
<td><strong>Combining work with education</strong></td>
<td>Work and education will be kept separate</td>
<td>Studies can include some work-life experience. World-of-work to be entered only after studies</td>
<td>Work and education will be combined during upper secondary education (general or vocational)</td>
<td>Work and education will be combined during lower secondary education (from 7th grade)</td>
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<td><strong>Form of education</strong></td>
<td>Face-to-face teaching in a fixed classroom</td>
<td>A social connection of some level, however, not too restrictive.</td>
<td>Students are free to change school, and compare what kind of teaching/learning suits them best</td>
<td>Distance and on-the-net learning. No fixed class-rooms or face-to-face learning necessary</td>
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2) Choosing means or interim goals to reach the main goals
4) The means are changed into actions with timetable

-5 years
- action 1
- action 3
- action 8

5–15 years
- action 2
- action 4
- action 6

15+ years
- action 5
- action 6

Goal n.o. 1

- Ecology 5 years
- Demographics 5 years
- Technology 5 years
- Financing 5 years
- Workforce 5 years
- Immigration 5 years

- Ecology 5–15 years
- Demographics 5–15 years
- Technology 5–15 years
- Financing 5–15 years
- Workforce 5–15 years
- Immigration 5–15 years

- Ecology 15+ years
- Demographics 15+ years
- Technology 15+ years
- Financing 15+ years
- Workforce 15+ years
- Immigration 15+ years
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.


✓ Results at national, regional and school levels.
Liberal education and competence in labour markets 2030 report:
http://www.tse.fi/Fl/yksikot/erillislaitokset/tutu/julkaisut/tutujulkaisuja/Pages/default.aspx

Orders: tutu-info@tse.fi

Finland Futures Research Centre, FFRC Publications 1/2008
Paradigms of education and learning

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

1920

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

1970

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

1990

2010

2030

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Alive network model

Nano, Bio and Geene-Tech. facilitates new functional models

Modern societalism changes the social world

Well-being tech. as a facilitator in increase of well-being

Responsibility of individuals increases

Intelligence and talent are understood as qualification which can be practiced

Average IQ is increasing

Prevention of youths dropping out

All workforce is needed

Horizontal degrees

Team Academy model

Modular degrees

Ability to create social knowledge

Spesialists and planners role is diminishing

Freelancer entrepreneurship increases

Horizontal degrees

Ability to educate network agents

Generalist and holistic understanding is emphasized

Discovery of the world where knowledge and rules are constantly changing

Classroom teaching must be justified

Hacker ethics

Web 3.0

Hacker ethics

Faster knowledge ageing

Social communities become more effective

Fast knowledge ageing

Gemes as leaning tools

Needs for more flexibility

All workforce is needed

Discovery of the world where knowledge and rules are constantly changing

Faster knowledge ageing

ICT networks are developing

Technology liberates people to creative thinking and social participation

Built environment (Ubi) communicates with tech. attached to humans

Computers become thousands of times more effective

2030

2020

2010

2010

2020

2030