



FINNISH NATIONAL
AGENCY FOR EDUCATION

Teachers and principals in Finland

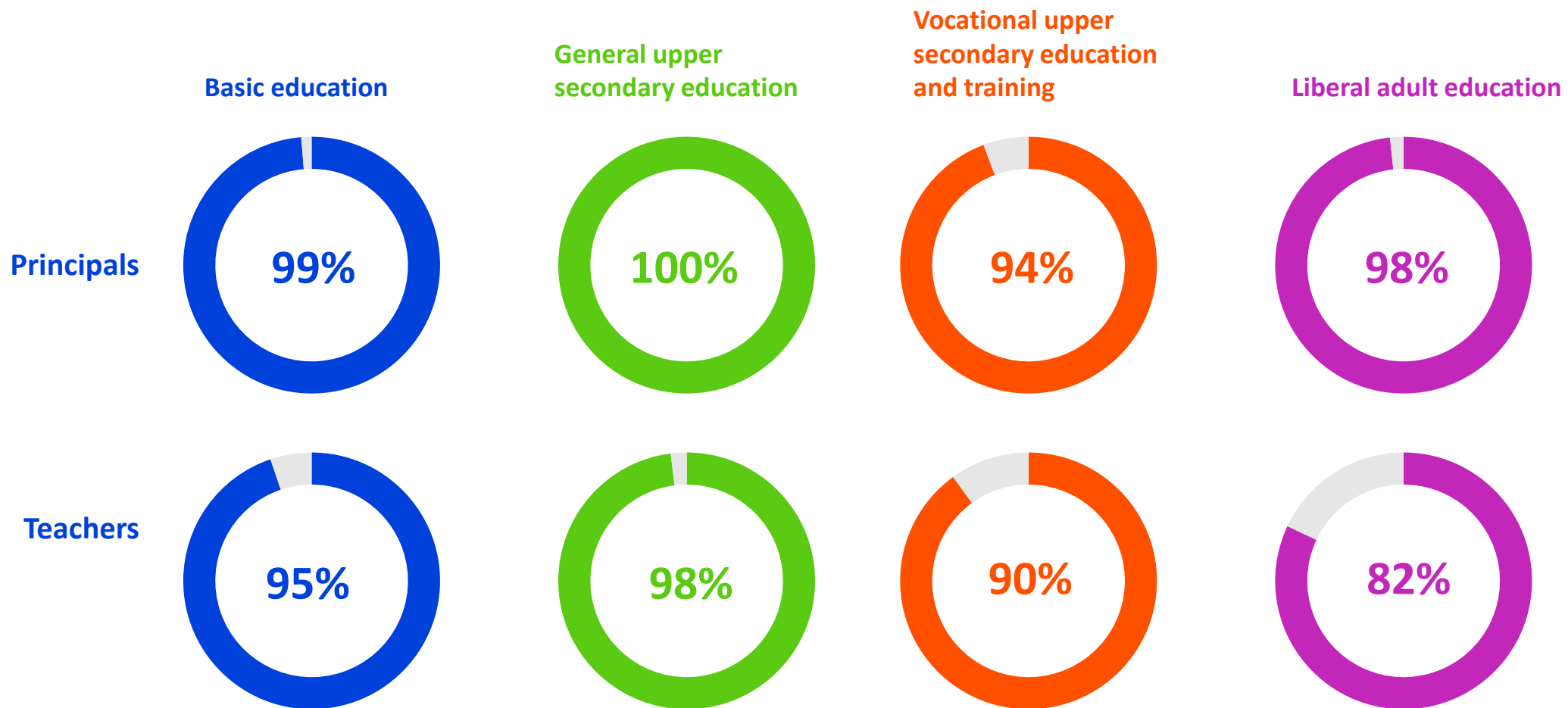
Finnish National Agency for Education
Unit for Information and Analysis
2018



Topics

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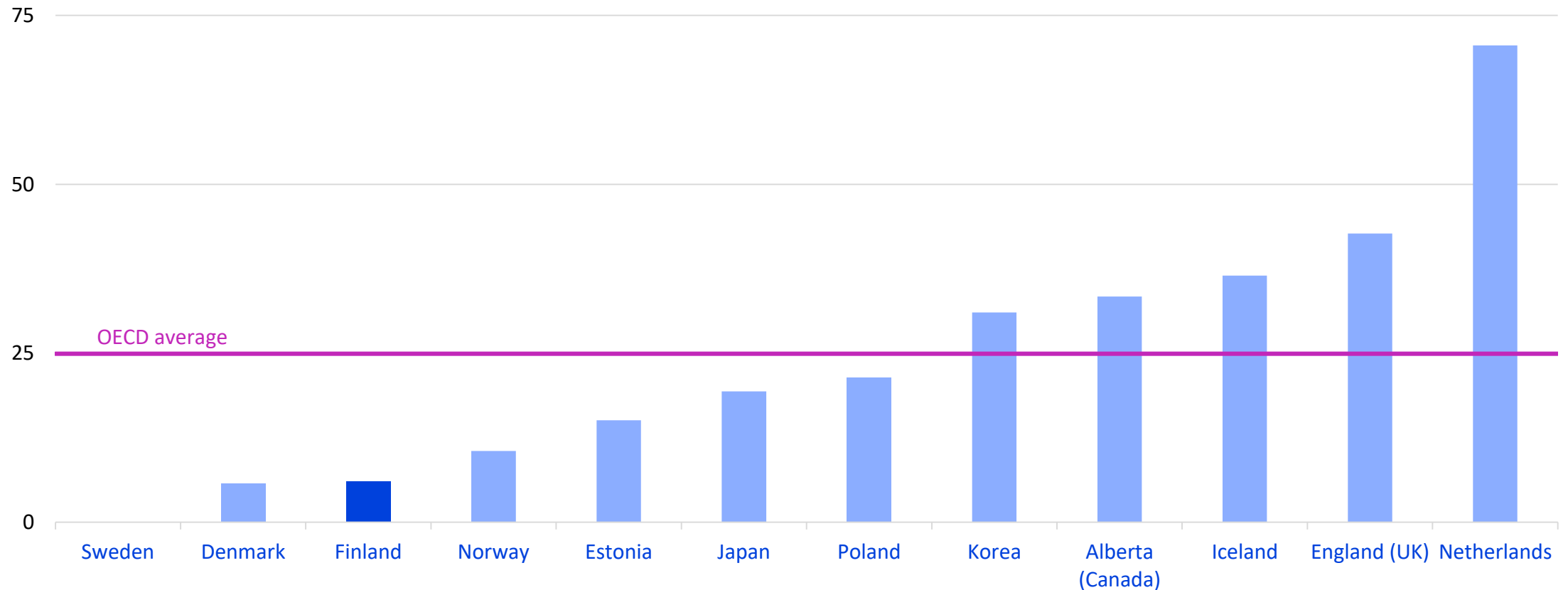
Qualified teachers by level of education in Finland (2015)



Source: Teachers and Principals in Finland survey (2016)

Availability of mentoring programmes (2013)

Percentage of lower secondary teachers with access to a mentoring programme (for all teachers in the school) as reported by principal

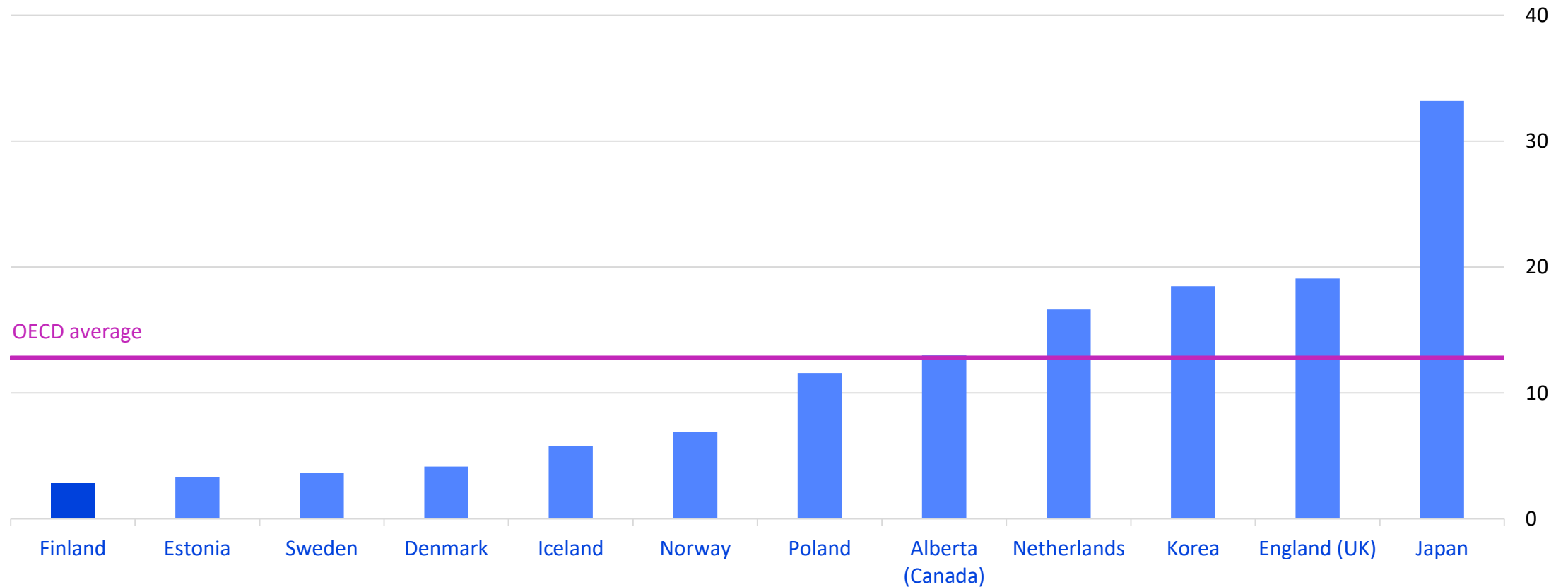


Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning.

Table 4.3 <http://dx.doi.org/10.1787/888933044803>

Participation in mentoring (2013)

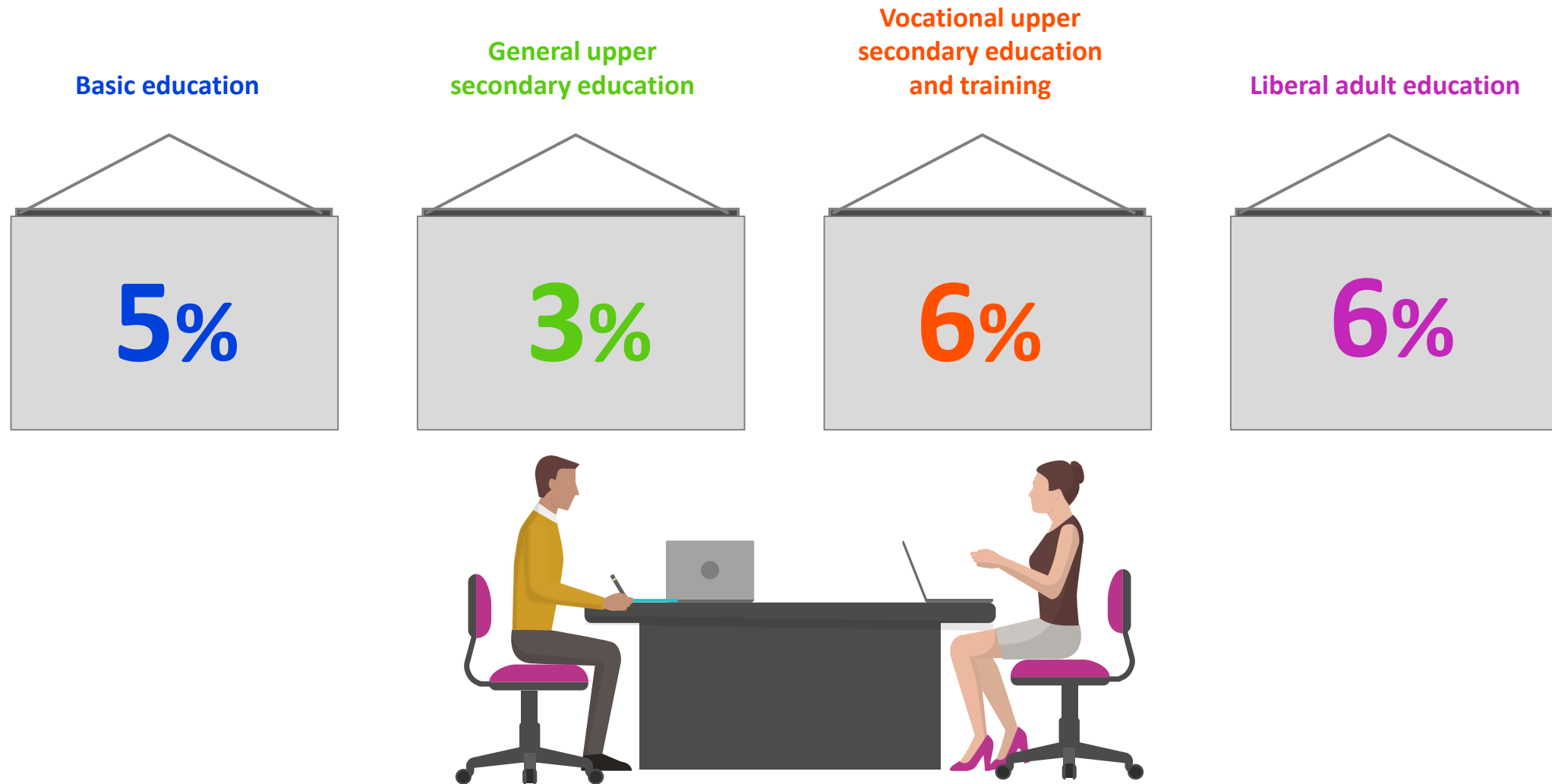
Percentage of lower secondary education teachers who presently have an assigned mentor to support them



Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning.

Table 4.3 <http://dx.doi.org/10.1787/888933044803>

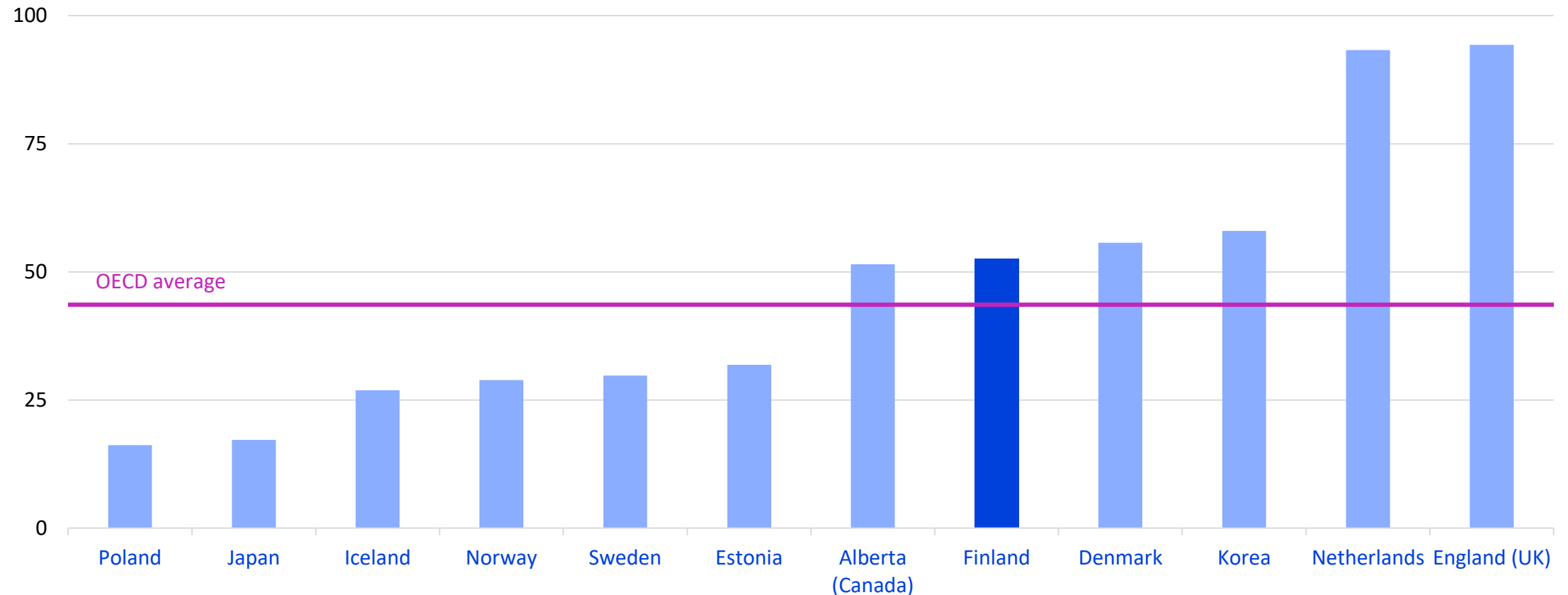
Percentage of teachers in Finland who have received mentoring (2015)



Source: Teachers and Principals in Finland survey (2016)

Access to induction programmes or activities (2013)

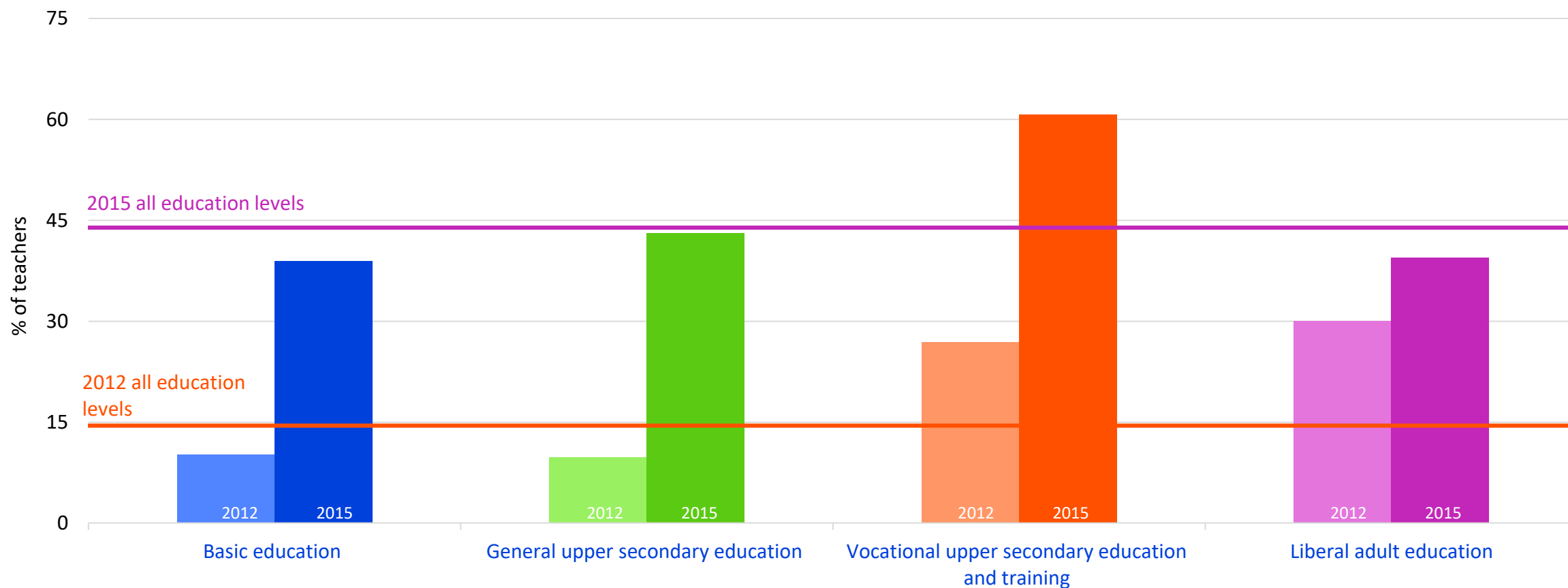
Percentage of lower secondary teachers with access to a formal induction programme (for all new teachers in the school) as reported by principal



Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning.

Table 4.1 <http://dx.doi.org/10.1787/888933044727>

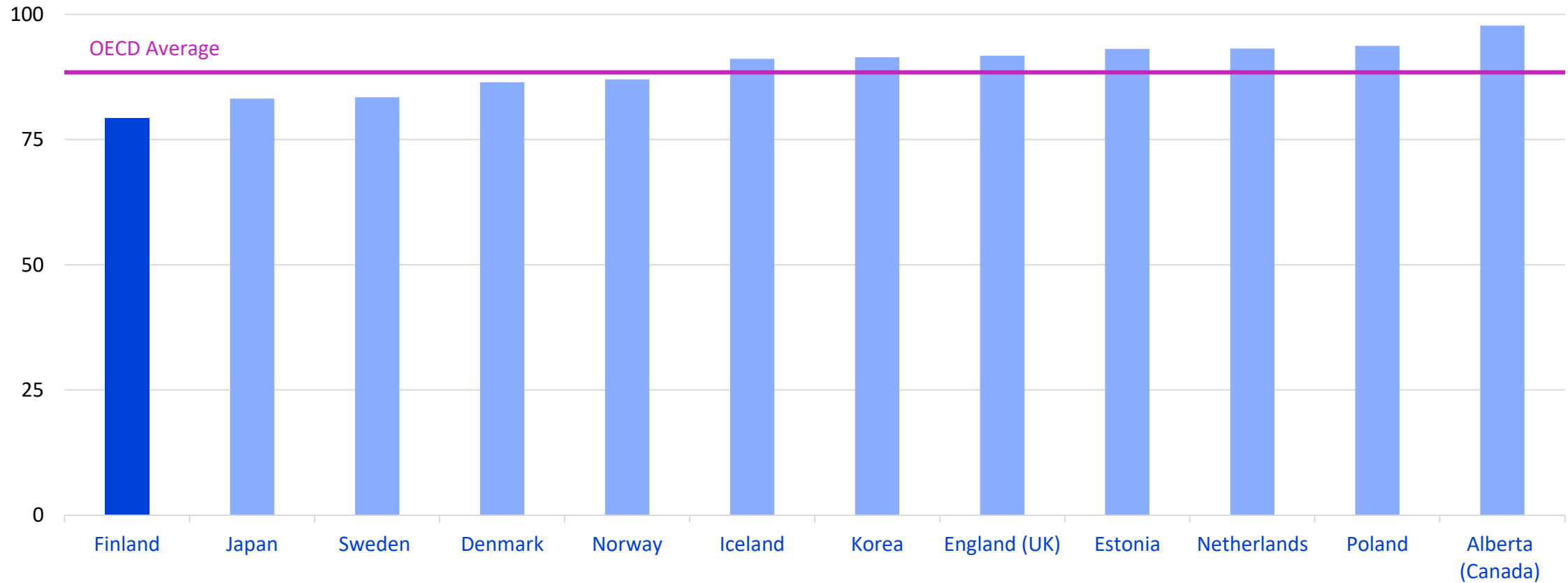
Use of teachers' development plans at different levels of education in Finland (2012 and 2015)



Source: Teachers and Principals in Finland survey (2016)

Teachers' participation in professional development (2013)

Percentage of lower secondary education teachers who undertook some professional development activities in the 12 months prior to the survey

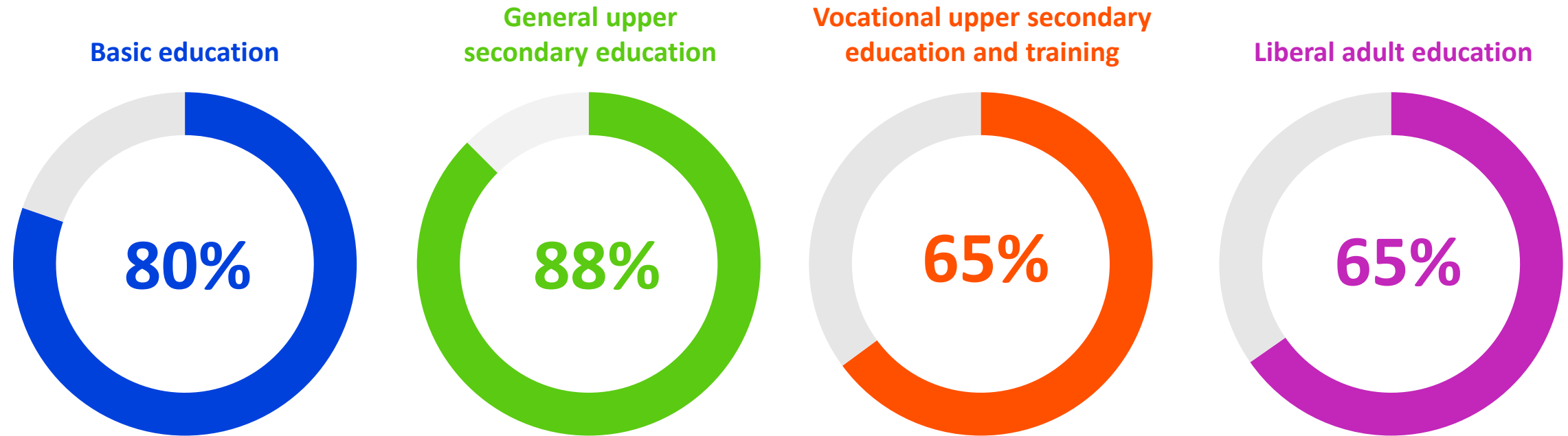


Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning.

Table 4.6 <http://dx.doi.org/10.1787/888933044898>

Continuing professional development (CDP) or mobility periods

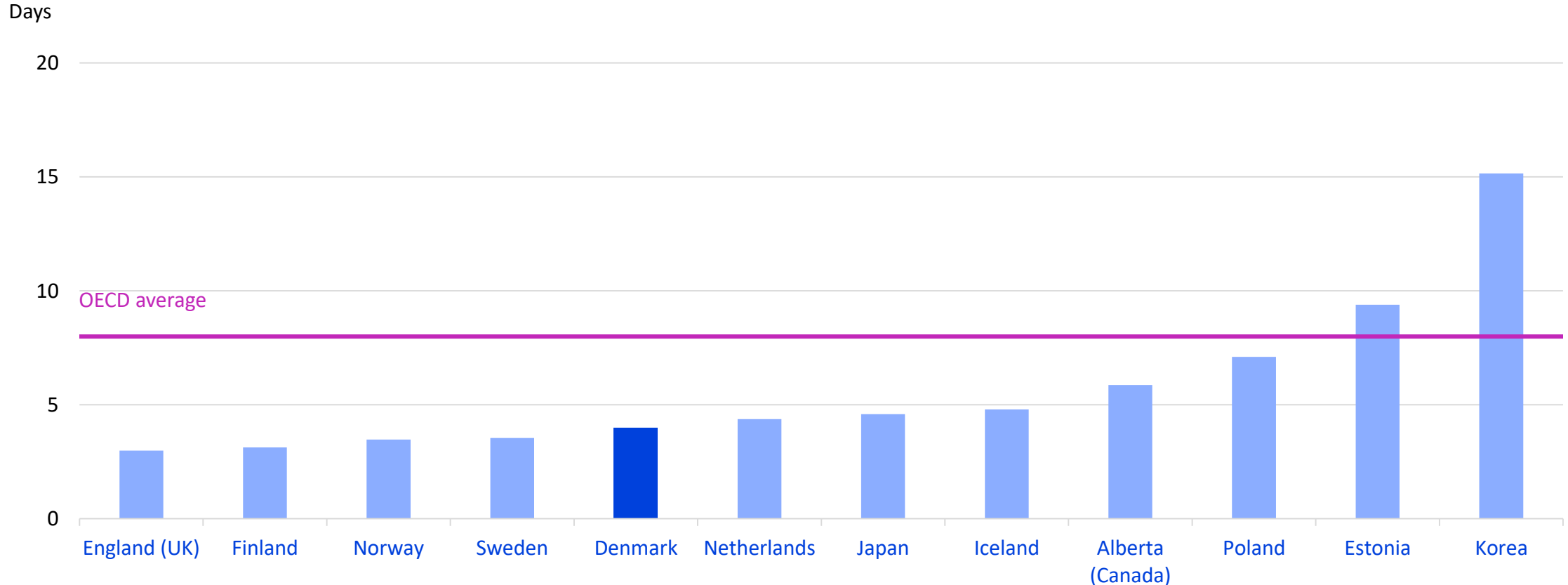
Percentage of teachers and principals in Finland who have participated in CPD or professional mobility in 2015



Source: Teachers and Principals in Finland survey (2016)

Time spent on CPD (2013)

Average number of days lower secondary education teachers devoted to structured professional development activities in the 12 months previous to the survey

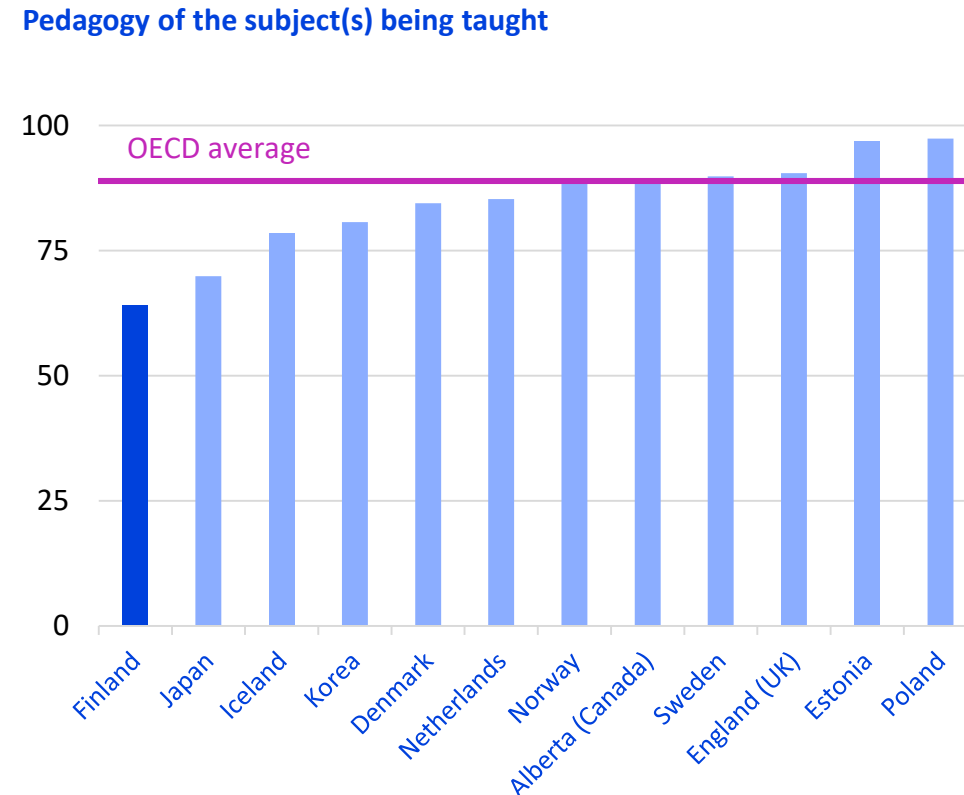
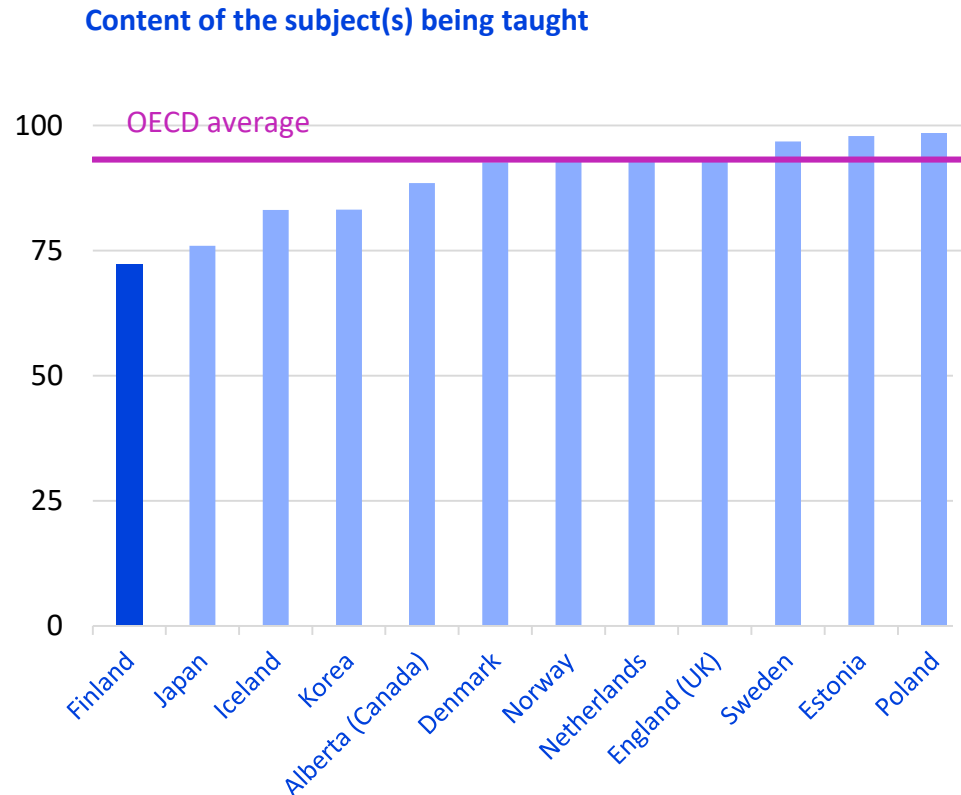


Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning

Figure 4.10 <http://dx.doi.org/10.1787/888933041592>

Teachers' feeling of preparedness (2013)

Percentage of lower secondary education teachers who feel well or very well prepared for the following elements in their teaching

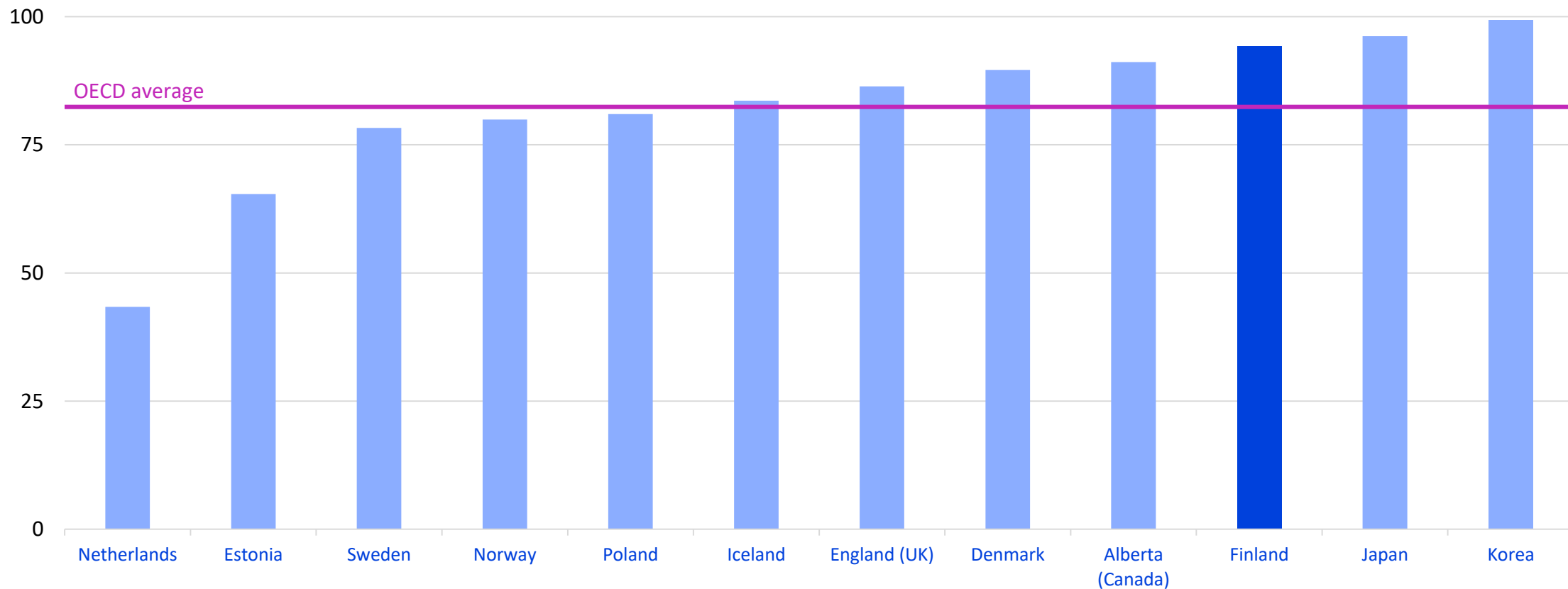


Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning.

Table 2.4 <http://dx.doi.org/10.1787/888933042504>

Employment status of lower secondary teachers (2013)

Percentage of teachers who work full time (more than 90% of full-time hours)

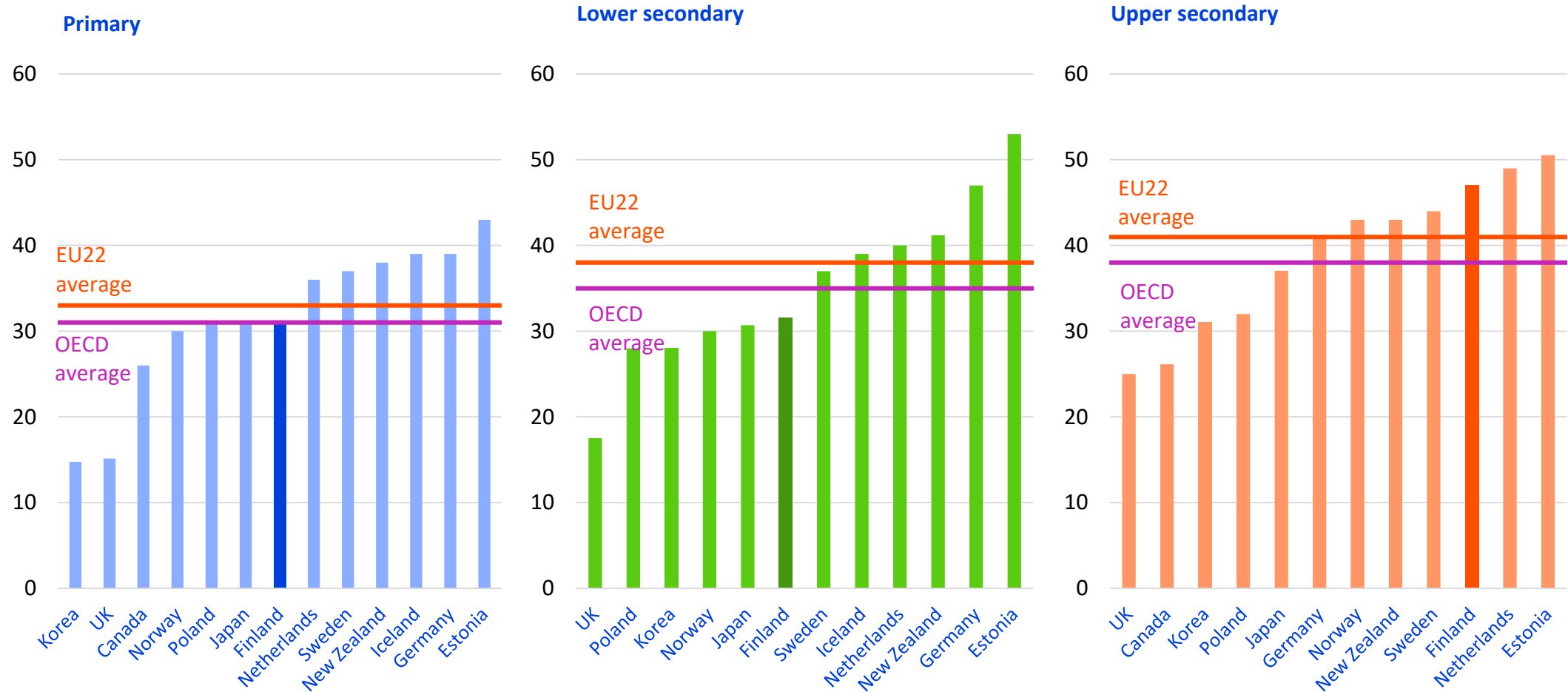


Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning.

Table 2.7 <http://dx.doi.org/10.1787/888933042656>

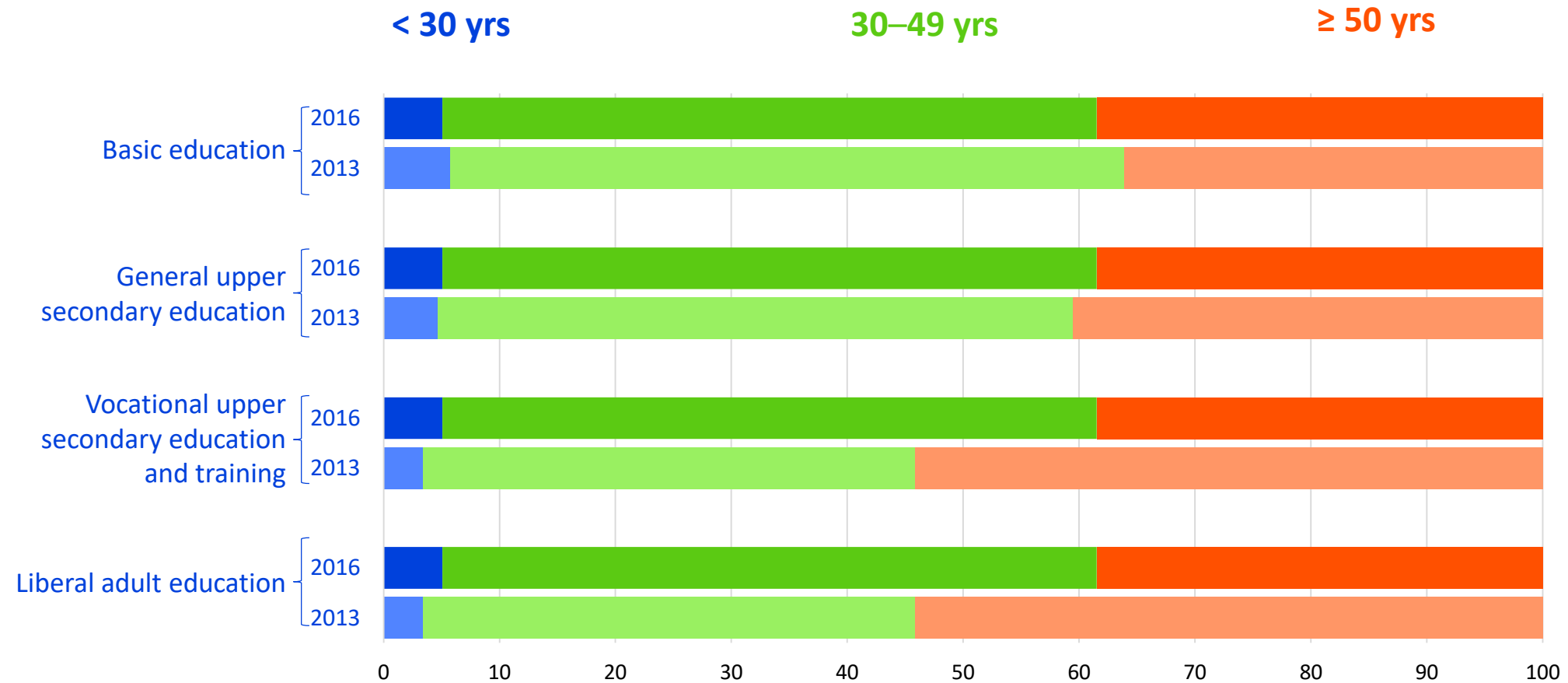
Age distribution of teachers (2016)

Percentage of teachers over 50 years old



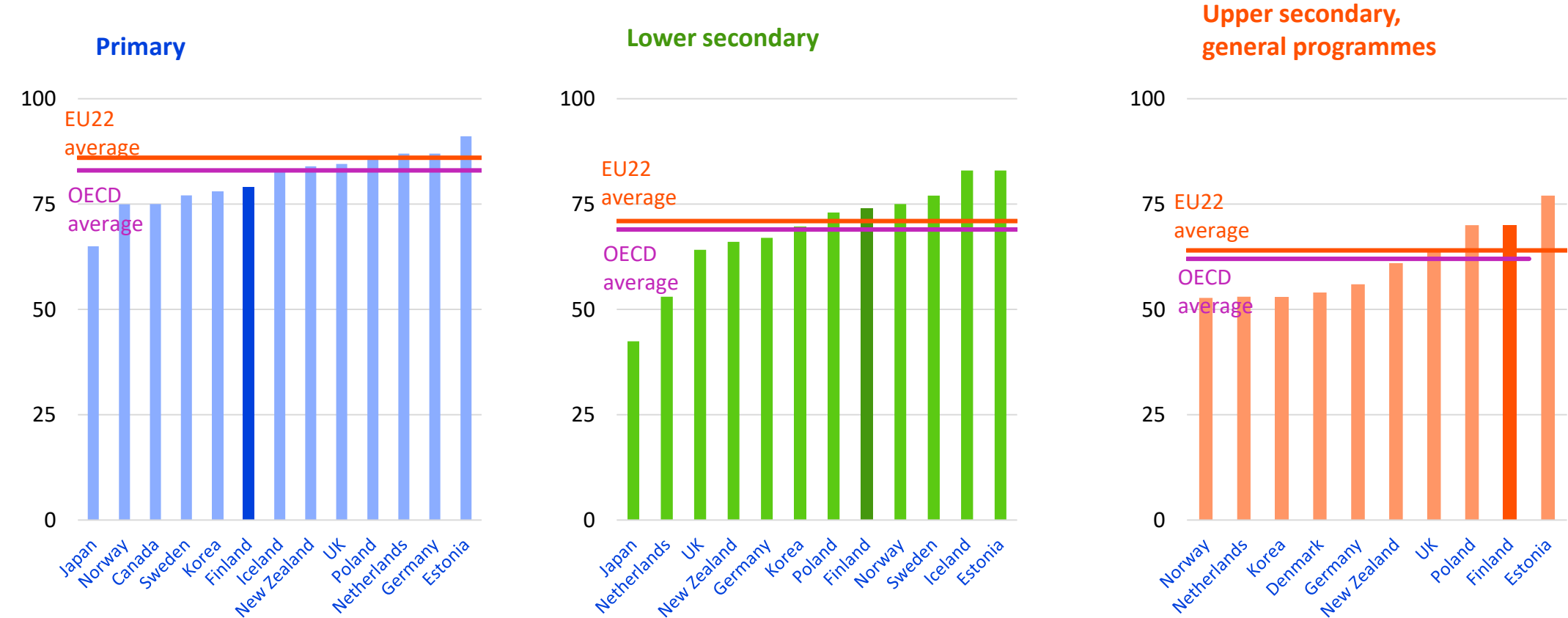
Source: OECD (2018): Education at a Glance 2018. Table D5.1. <https://doi.org/10.1787/888933805743>

Age distribution of teachers in Finland, by level of education (%)



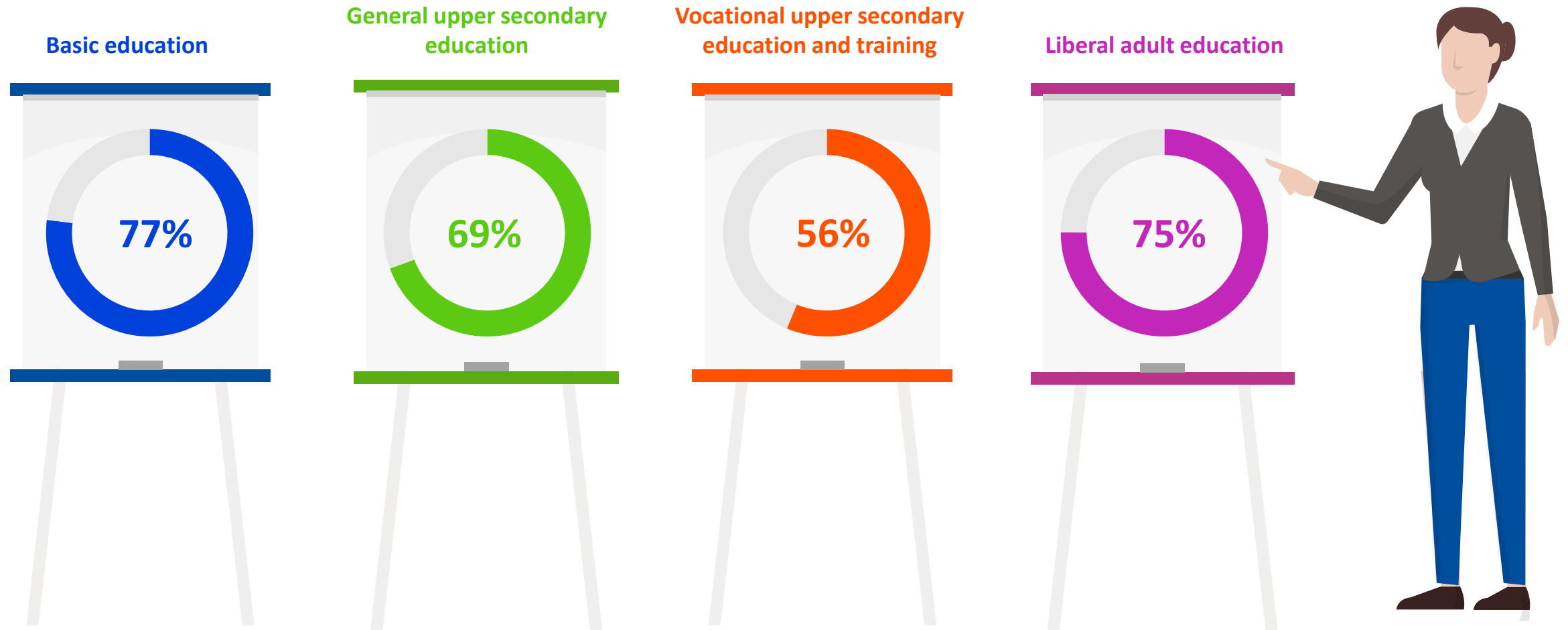
Source: Teachers and Principals in Finland survey (2016)

Percentage of female teachers (2016)



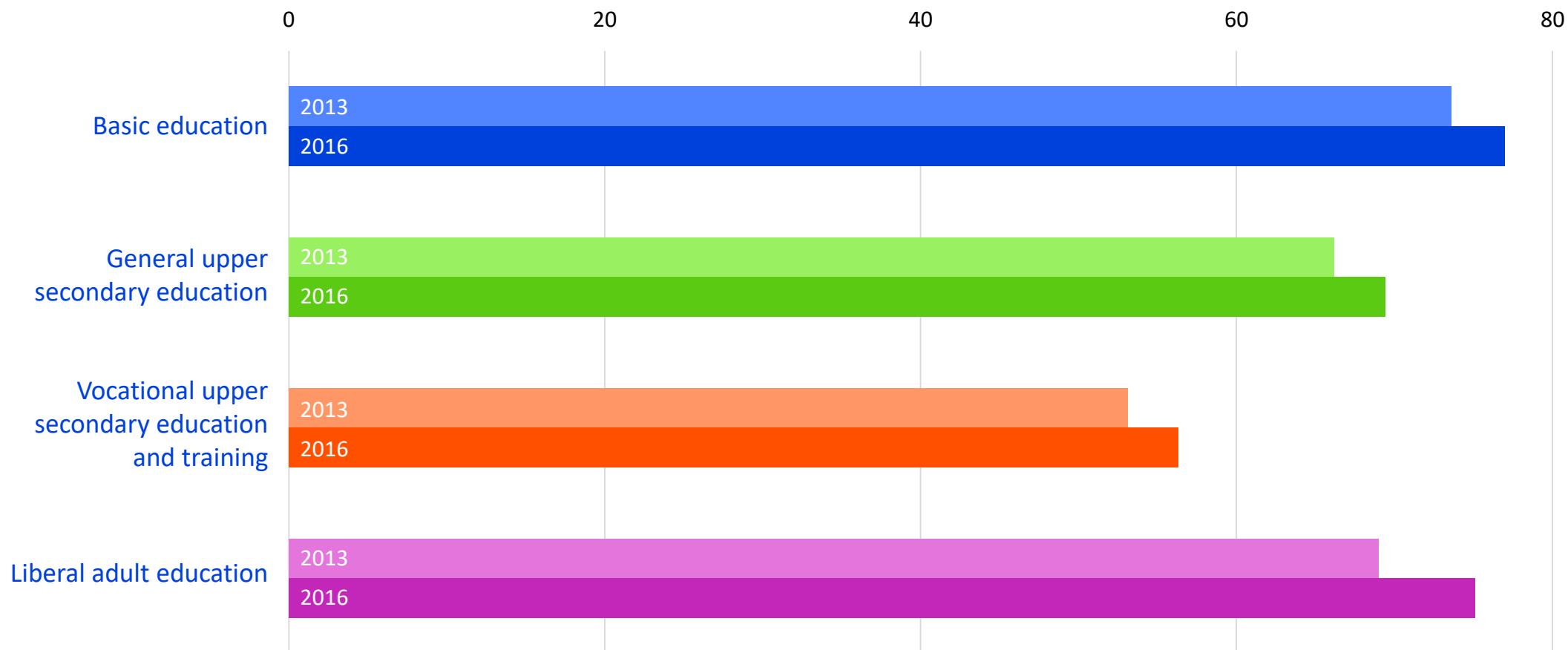
Source: OECD (2018): Education at a Glance 2018. Table D5.2. <https://doi.org/10.1787/888933805762>

Share of female teachers in Finland, by level of education (2016)



Source: Teachers and Principals in Finland survey (2016)

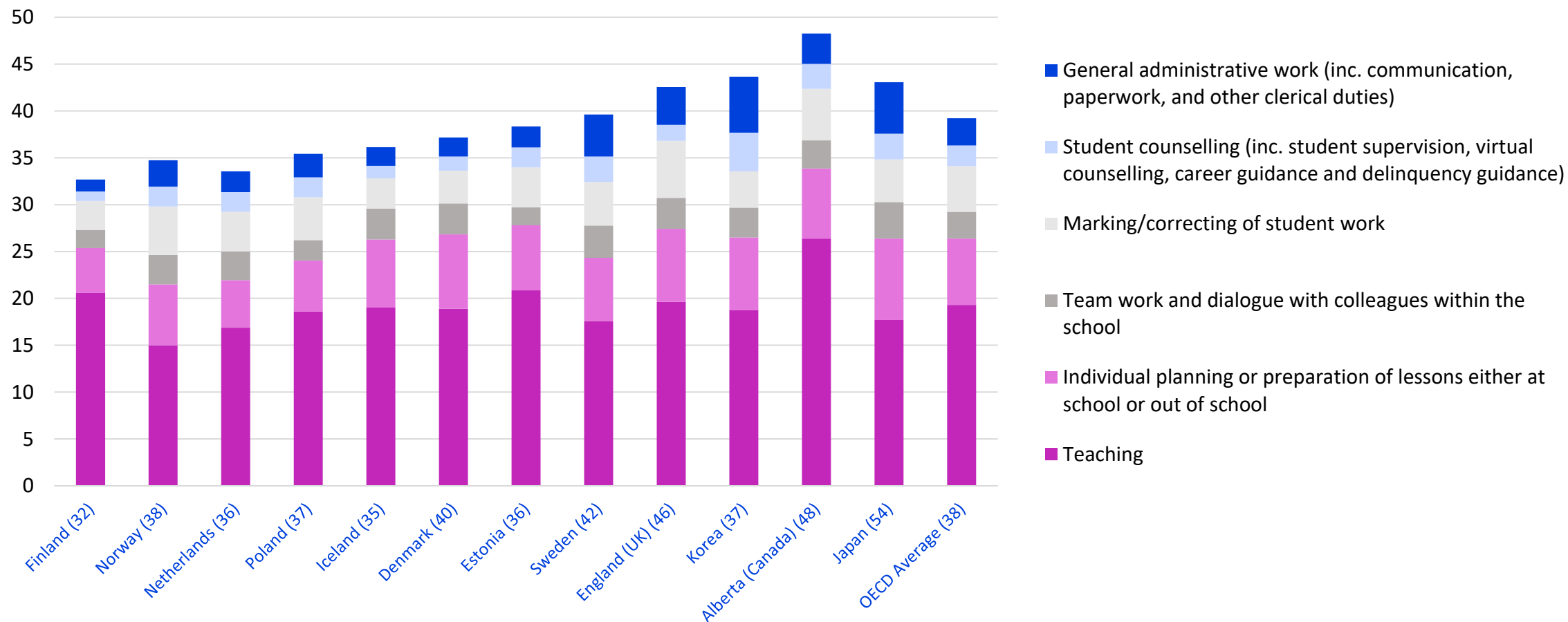
Percentage of female teachers in Finland, by level of education (2013 and 2016)



Source: Teachers and Principals in Finland survey (2016)

Teachers' various tasks (2013)

Average weekly number of 60-minute hours lower secondary education teachers report having spent on selected activities



Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning.
Table 6.12 <http://dx.doi.org/10.1787/888933046798>

Percentage of teachers who have received formal appraisal, lower secondary (2013)

OECD average 92%

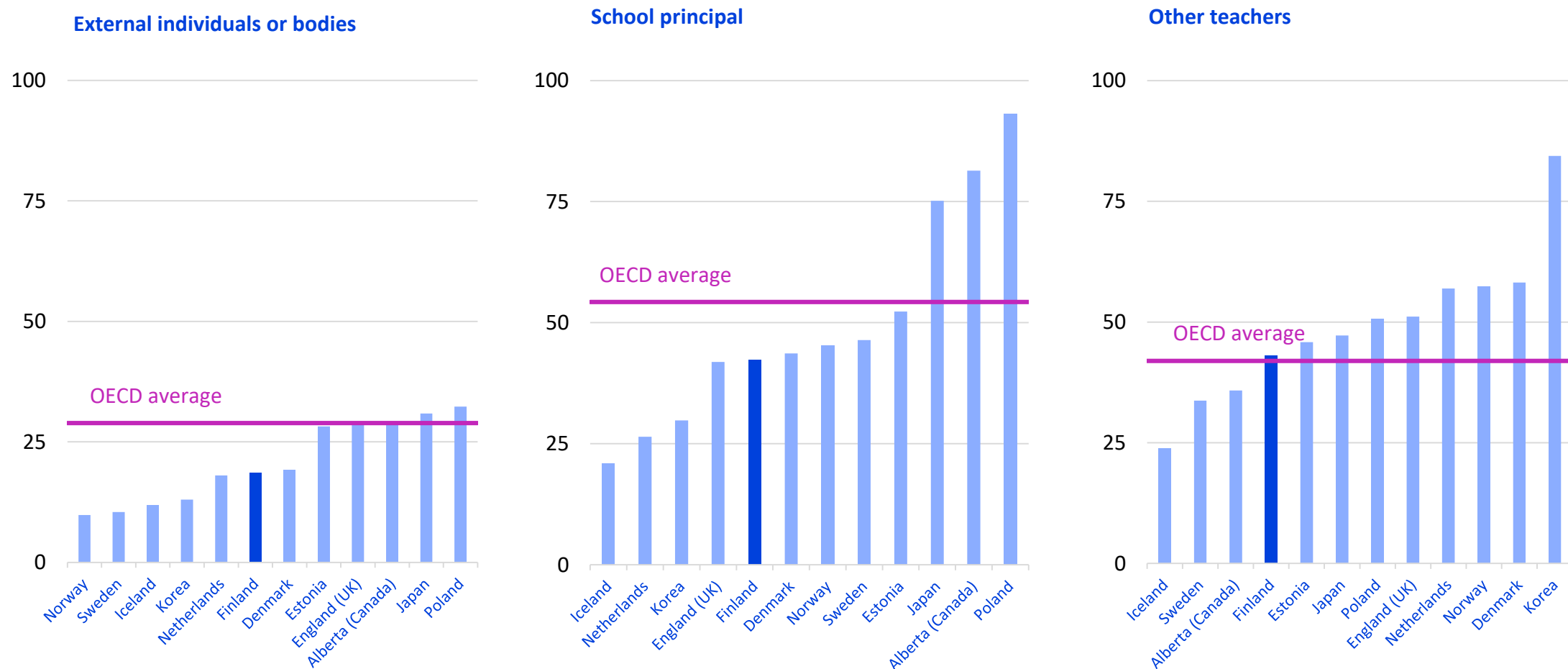


Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning.

Table 5.2 <http://dx.doi.org/10.1787/888933045620>

Feedback to teachers (2013)

Percentage of lower secondary education teachers who have been appraised by the following bodies



Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning.

Table 5.4 <http://dx.doi.org/10.1787/888933045791>

Evaluation and appraisal of teachers (2013/14)

Lower secondary education

External evaluator (in general an inspectorate)			School head			
Country	on a regular basis	under specific circumstances (such as promotion)	on a regular basis	under specific circumstances (such as promotion)	self-evaluation on a regular basis	no evaluation of teachers on an individual basis
Finland						●
Sweden		●	●			
Denmark			●			
Norway						●
Iceland					●	
Estonia			●			
United Kingdom						
Germany			●	●		
Netherlands						●
Poland				●		

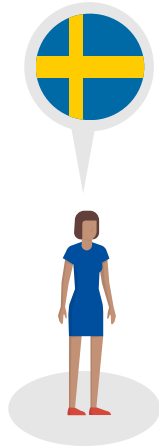
Source: European Commission/EACEA/Eurydice (2015): The Teaching Profession in Europe: Practices, Perceptions, and Policies. Figure 5.4

Evaluation and appraisal of teachers (2013/14)

Lower secondary education

External evaluation

Under specific circumstances
(such as promotion)



School head

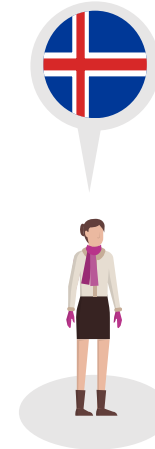
On a regular basis



Under specific circumstances
(such as promotion)



Self-evaluation on a regular basis



No evaluation of teachers on
an individual basis



Source: European Commission/EACEA/Eurydice (2015): The Teaching Profession in Europe: Practices, Perceptions, and Policies. Figure 5.4

Teacher's actual salaries relative to earnings of similarly-educated workers (2016)

Salaries 85% or more of salaries
of similarly-educated workers

**Pre-
primary**
(3 years - school
starting age)



Source: OECD (2018): Education at a Glance 2018. Table D3.2a. <https://doi.org/10.1787/888933805401>

Teacher's actual salaries relative to earnings of similarly-educated workers (2016)

Salaries 85% or more of salaries
of similarly-educated workers

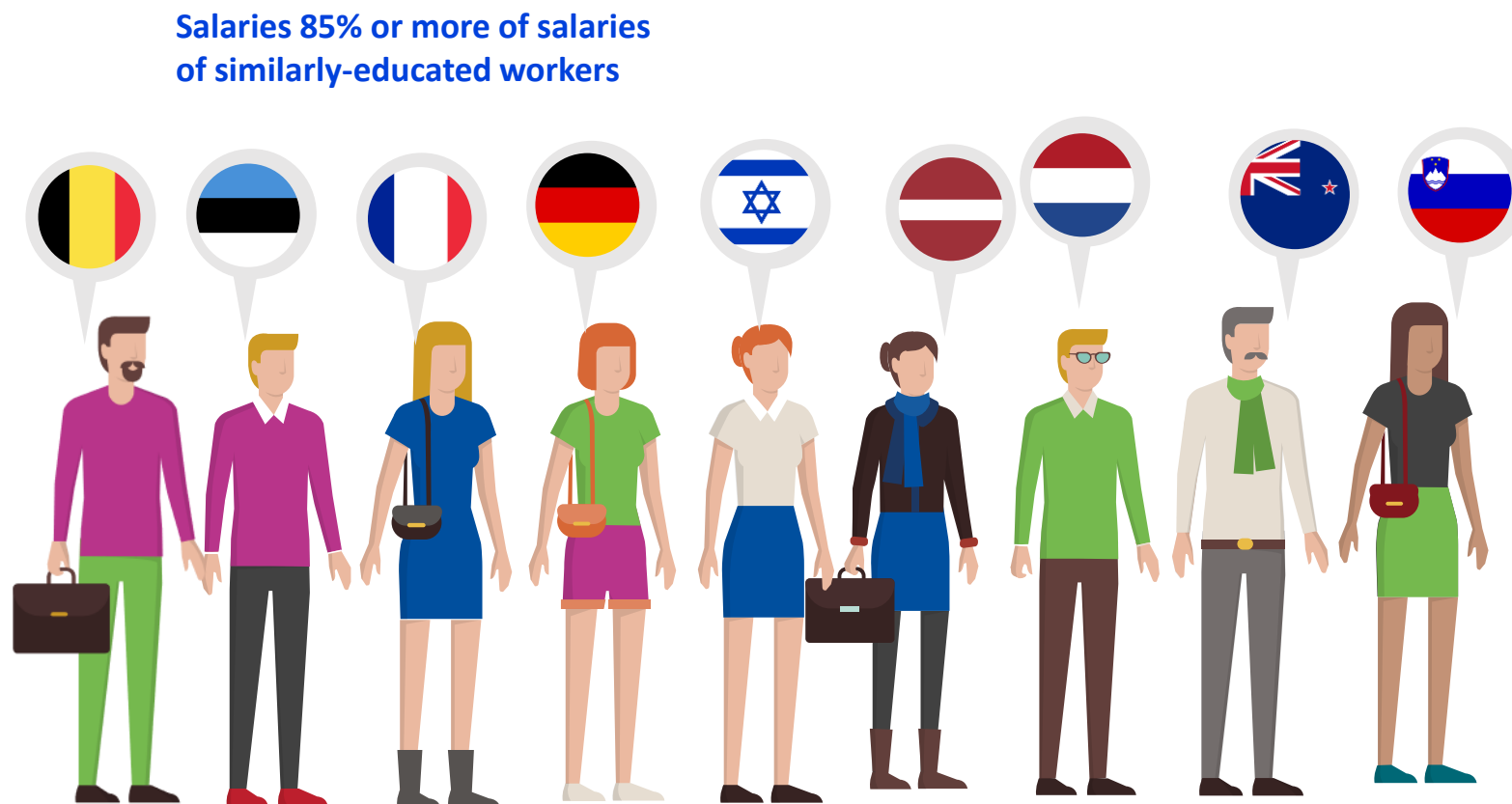


Primary

Source: OECD (2018): Education at a Glance 2018. Table D3.2a. <https://doi.org/10.1787/888933805401>

Teacher's actual salaries relative to earnings of similarly-educated workers (2016)

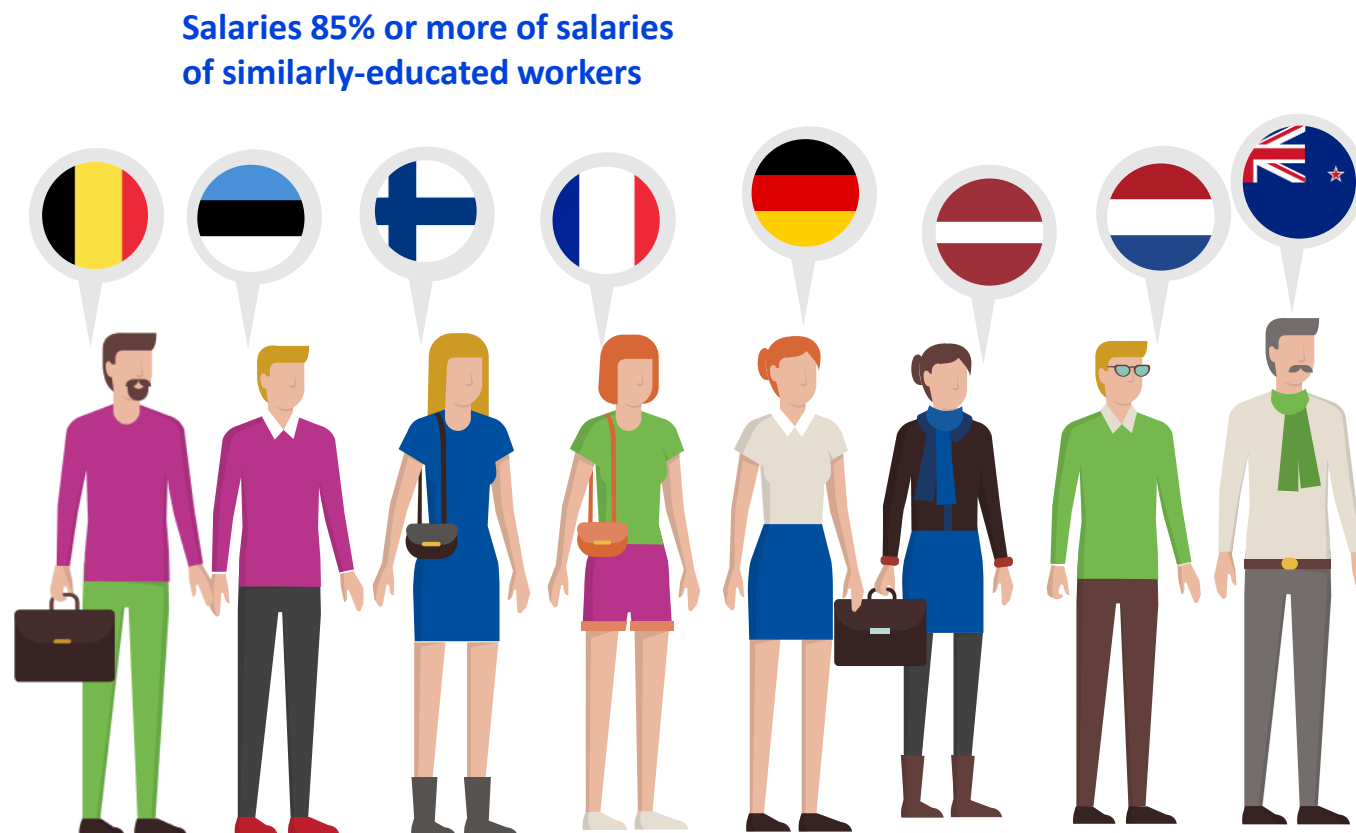
Lower
secondary,
general
programmes



Source: OECD (2018): Education at a Glance 2018. Table D3.2a. <https://doi.org/10.1787/888933805401>

Teacher's actual salaries relative to earnings of similarly-educated workers (2016)

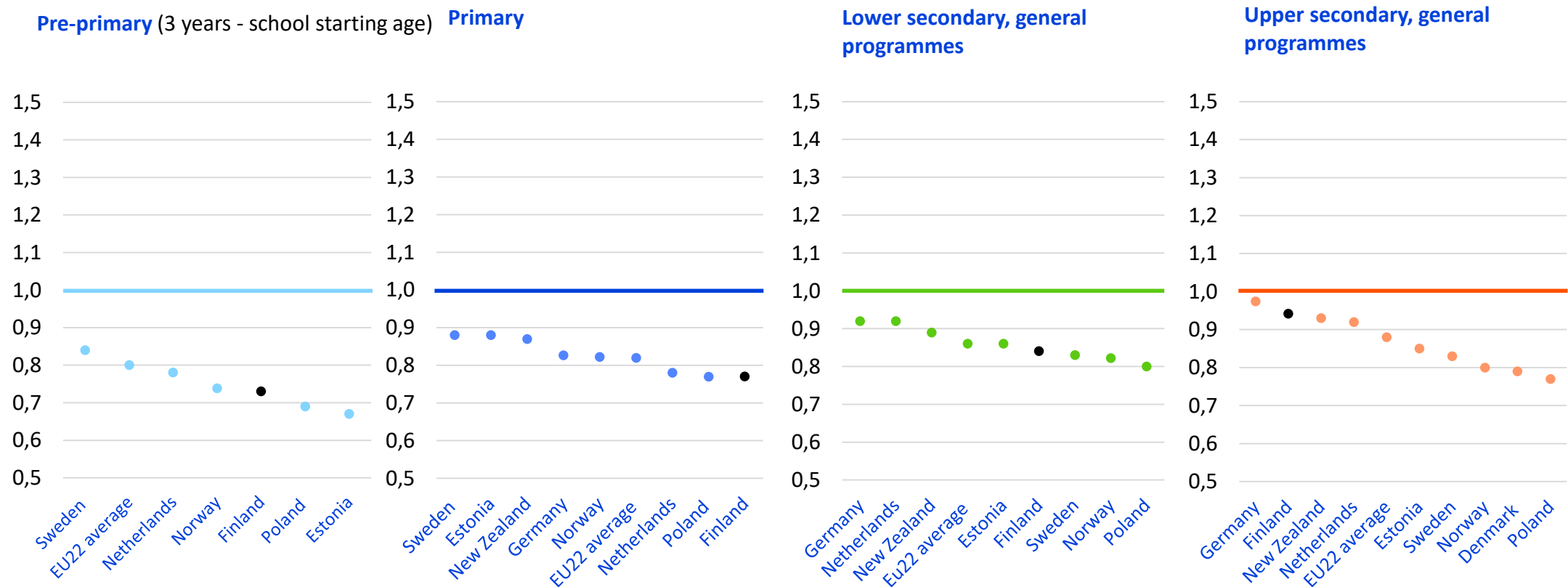
Upper
secondary,
general
programmes



Source: OECD (2018): Education at a Glance 2018. Table D3.2a. <https://doi.org/10.1787/888933805401>

Teacher's salaries relative to earnings of similarly-educated workers (2016)

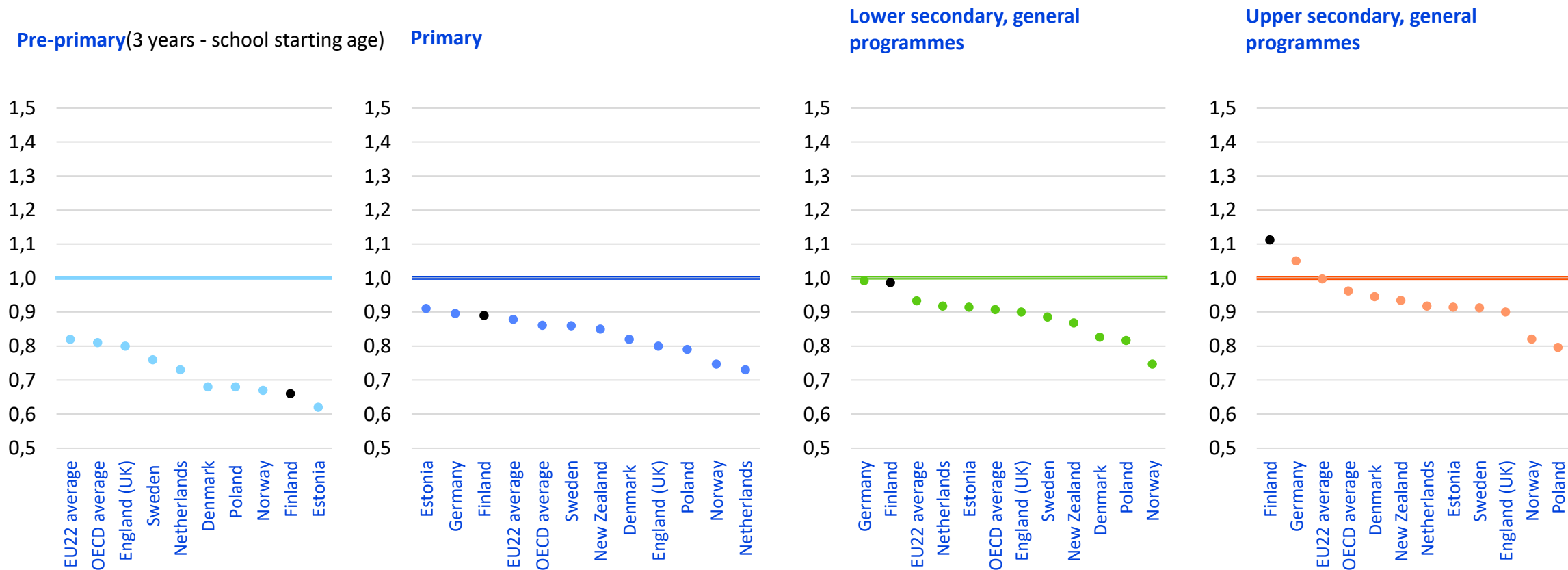
Actual salaries of all teachers, relative to earnings for full-time, full-year similarly-educated workers (weighted averages), 25–64 year olds



Source: OECD (2018): Education at a Glance 2018. Table D3.2a. <https://doi.org/10.1787/888933805401>

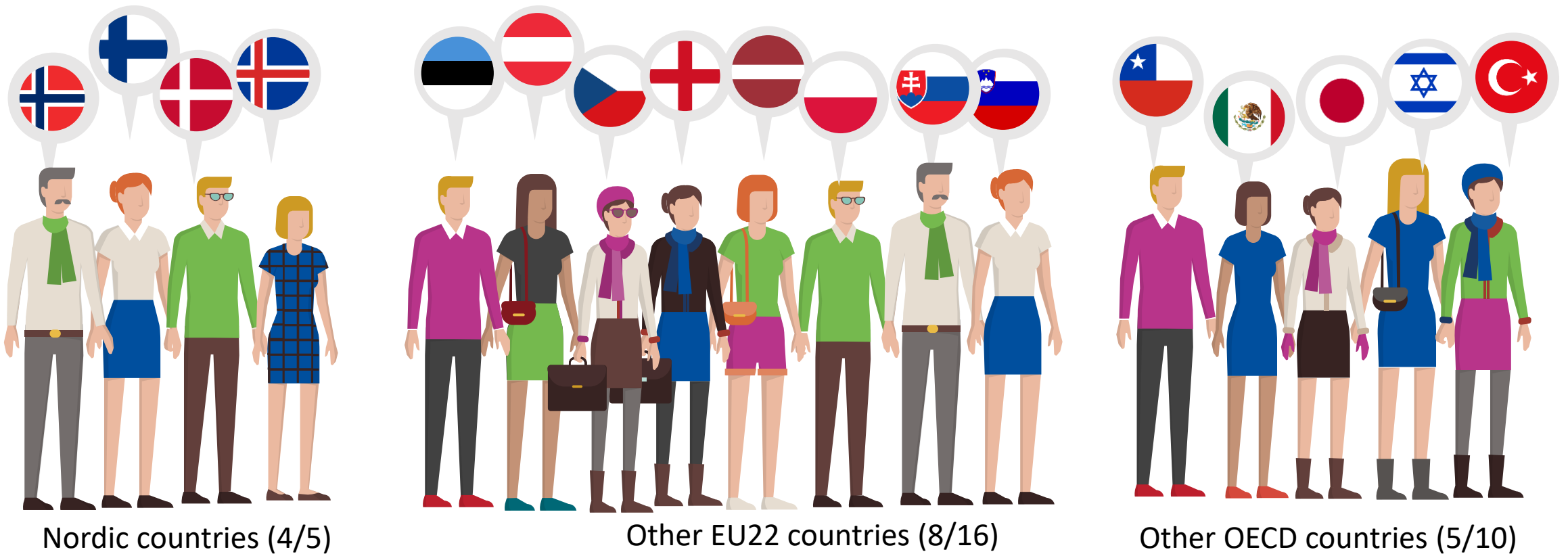
Teacher's salaries relative to earnings of workers with tertiary education (2016)

Actual salaries of all teachers, relative to earnings for full-time, full-year workers with tertiary education



Source: OECD (2018): Education at a Glance 2018. Table D3.2a. <https://doi.org/10.1787/888933805401>

Additional payment for outstanding performance in teaching in less than half of the OECD countries (2017)

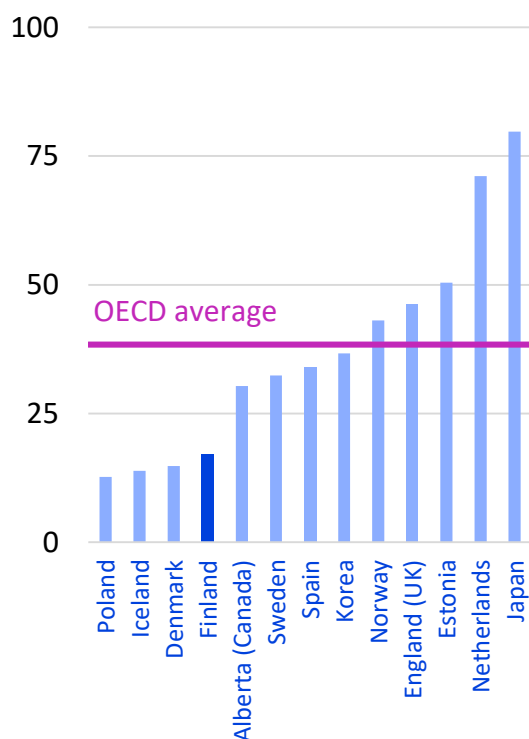


Source: OECD (2018): Education at a Glance 2018. Table D3.7. <https://doi.org/10.1787/888933805363>

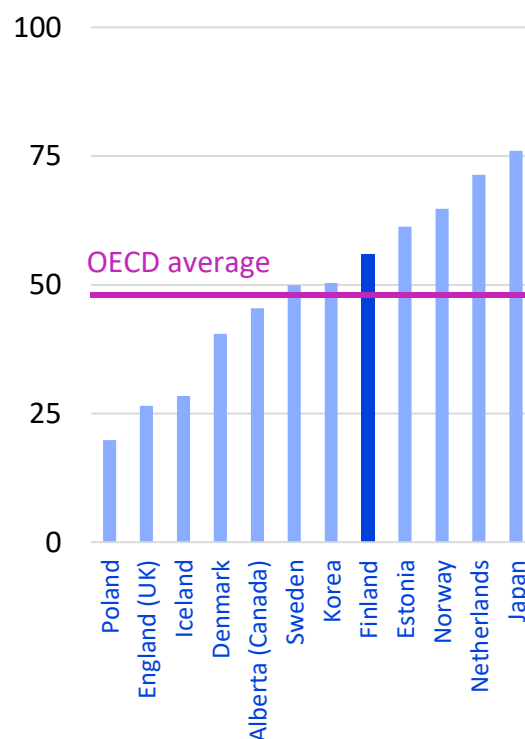
School resources (2013)

Percentage of lower secondary education teachers whose school lacks the following resources (reported by principals)

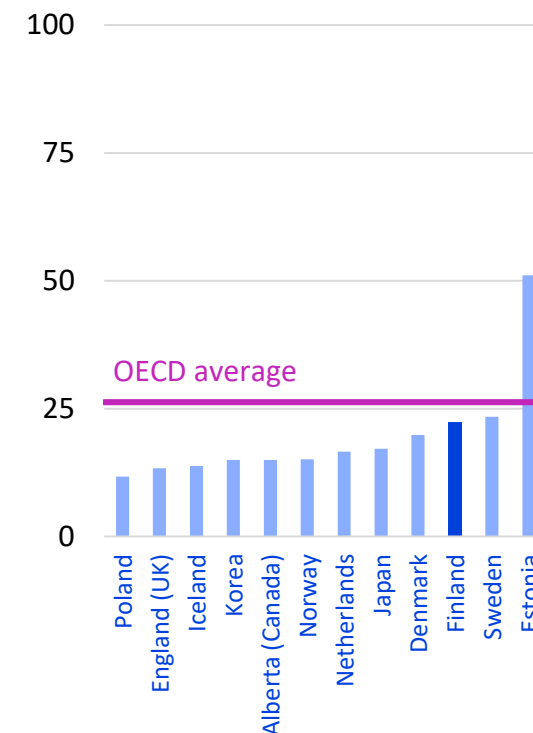
Shortage of qualified and/or well-performing teachers



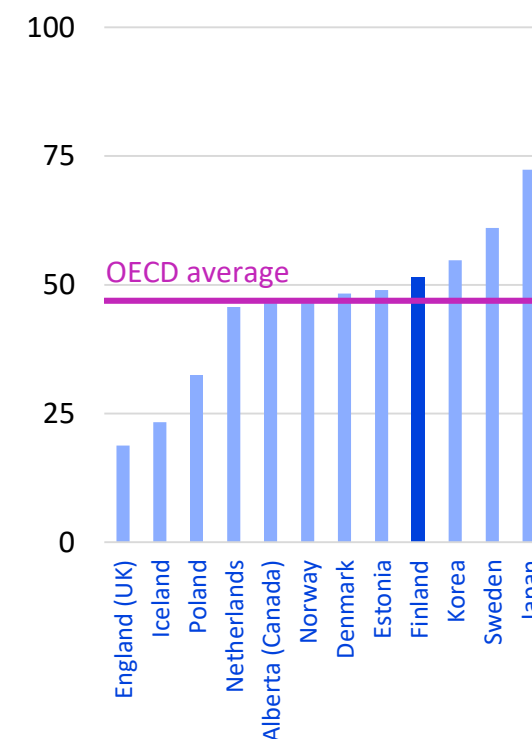
Shortage of teachers with competences in teaching students with special needs



Shortage or inadequacy of instructional materials



Shortage of support personnel

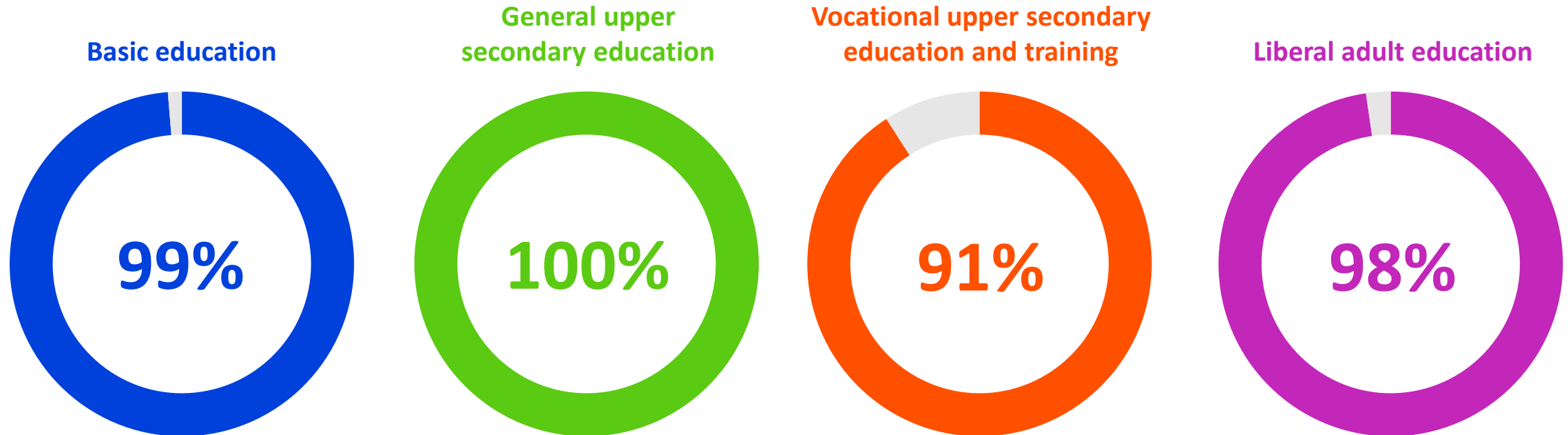


Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning.

Table 2.19 <http://dx.doi.org/10.1787/888933041212>

Principals' qualification rate in Finland, by level of education (2016)

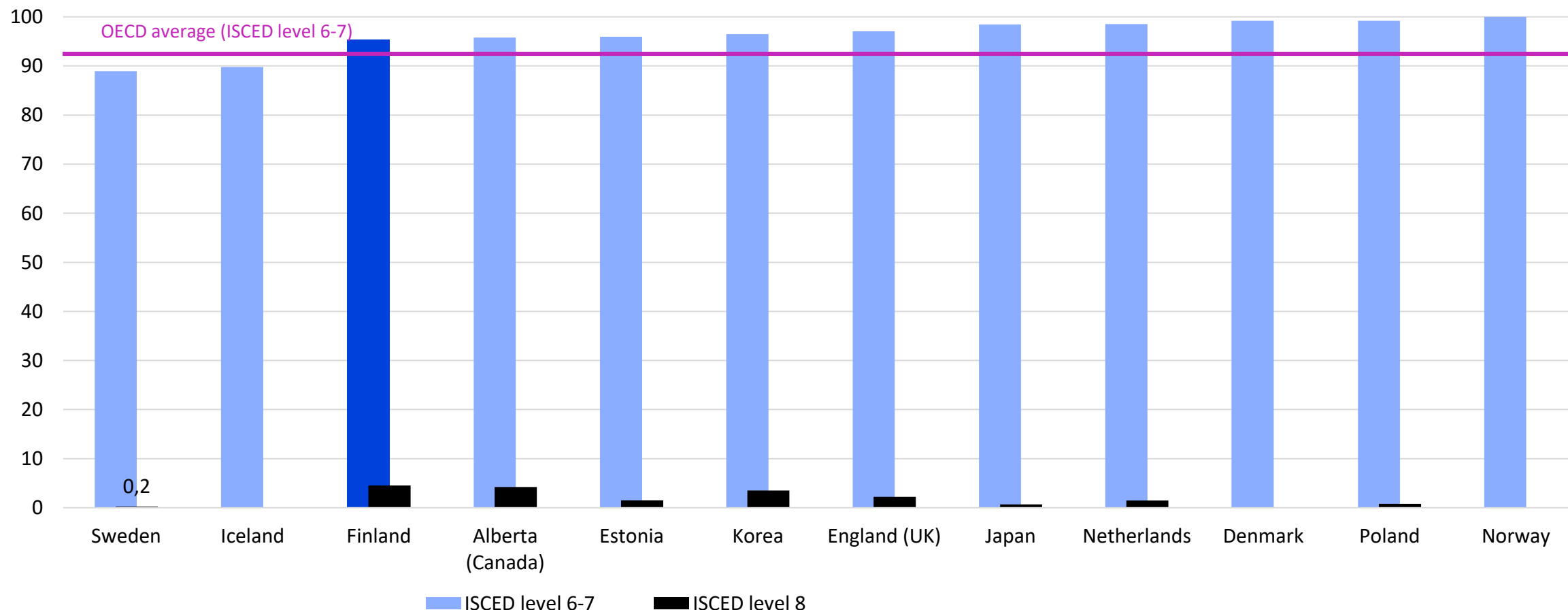
Percentage of qualified principals



Source: Teachers and Principals in Finland survey (2016)

Principals' level of formal education (2013)

Percentage of lower secondary education principals who have completed a higher education qualification (ISCED level 6-7) or PhD (ISCED level 8)



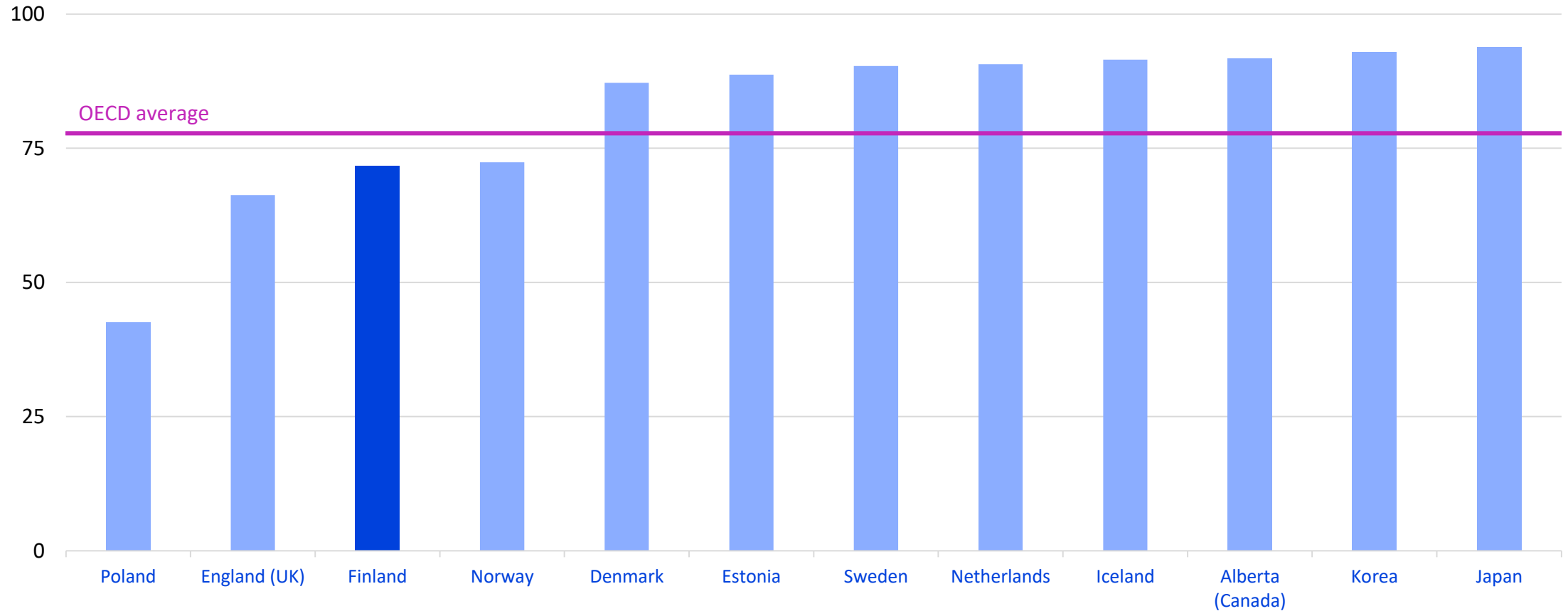
Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning. Table 3.9

<http://dx.doi.org/10.1787/888933043815>

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Leadership training in principals' formal education (2013)

Percentage of lower secondary education principals who report that instructional leadership training or course was included in their formal education

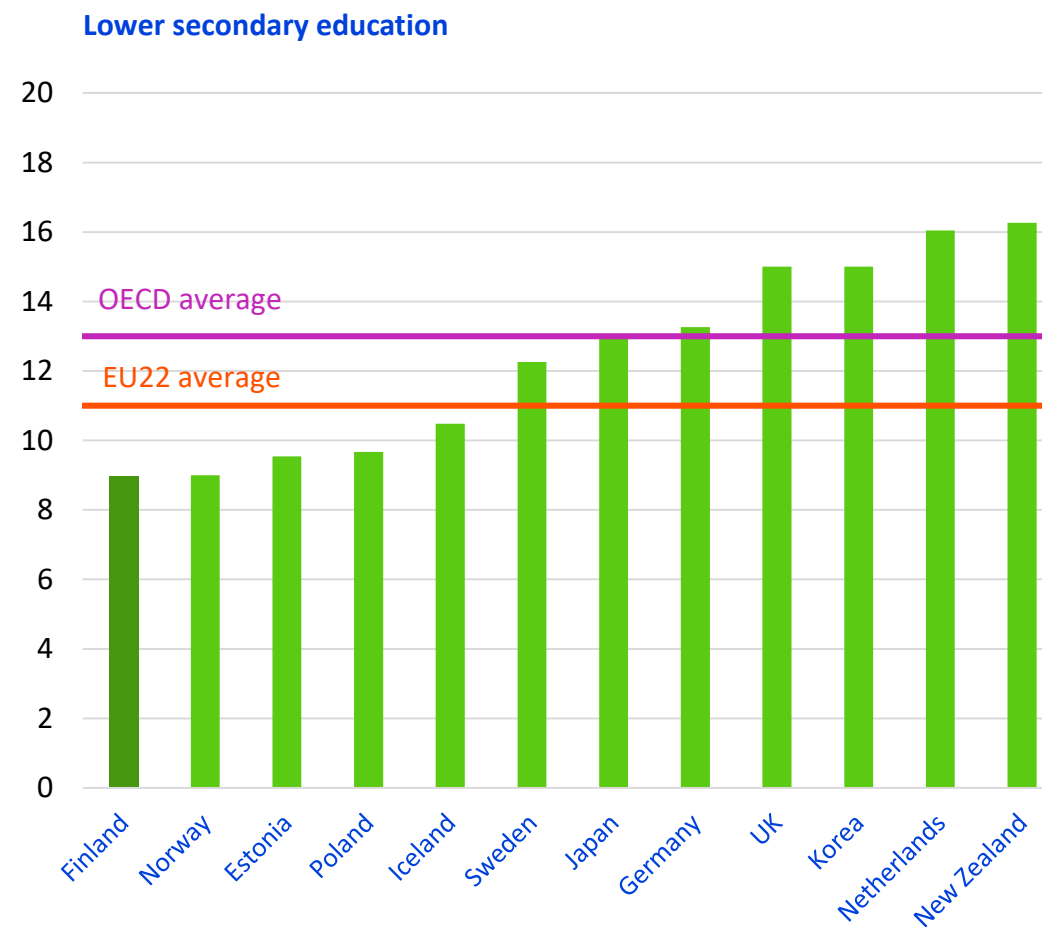
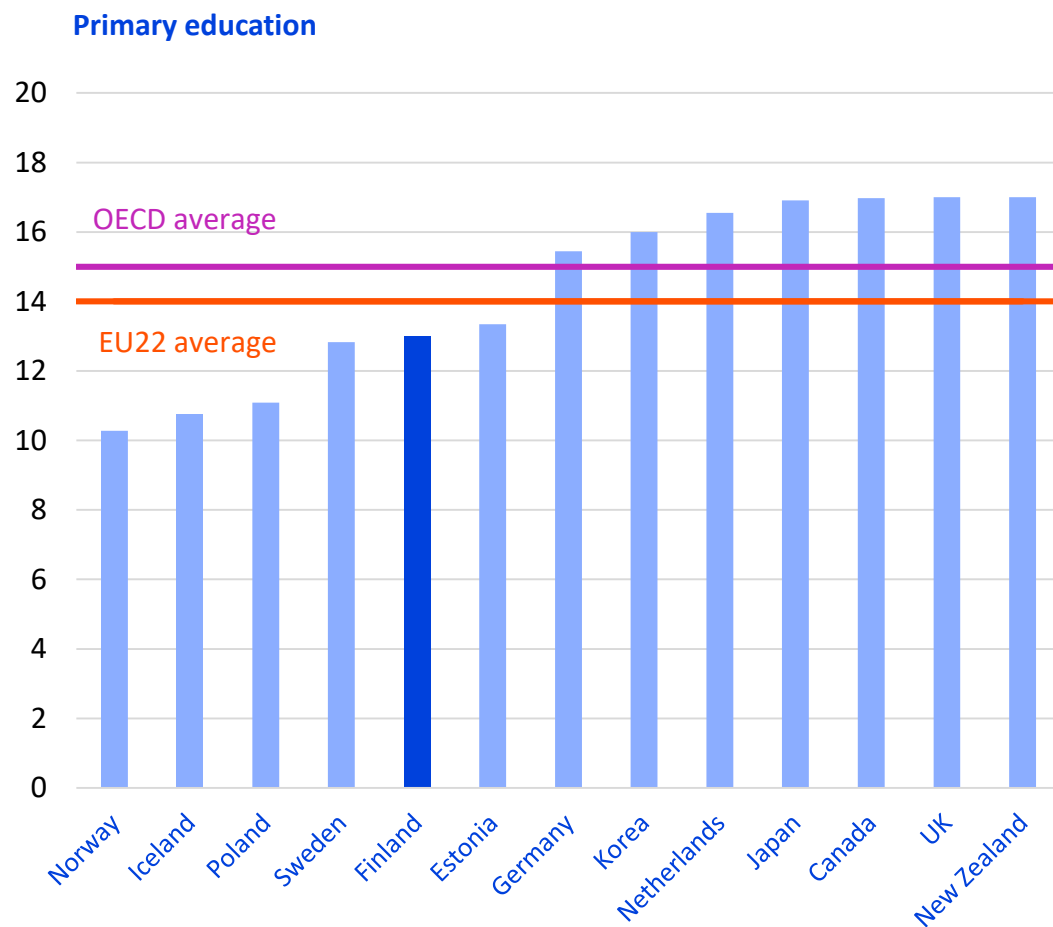


Source: OECD (2014): TALIS 2013 Results: An International Perspective on Teaching and Learning. Table 3.10

<http://dx.doi.org/10.1787/888933043891>

Ratio of students to teaching staff in basic education (2016)

Students per teacher

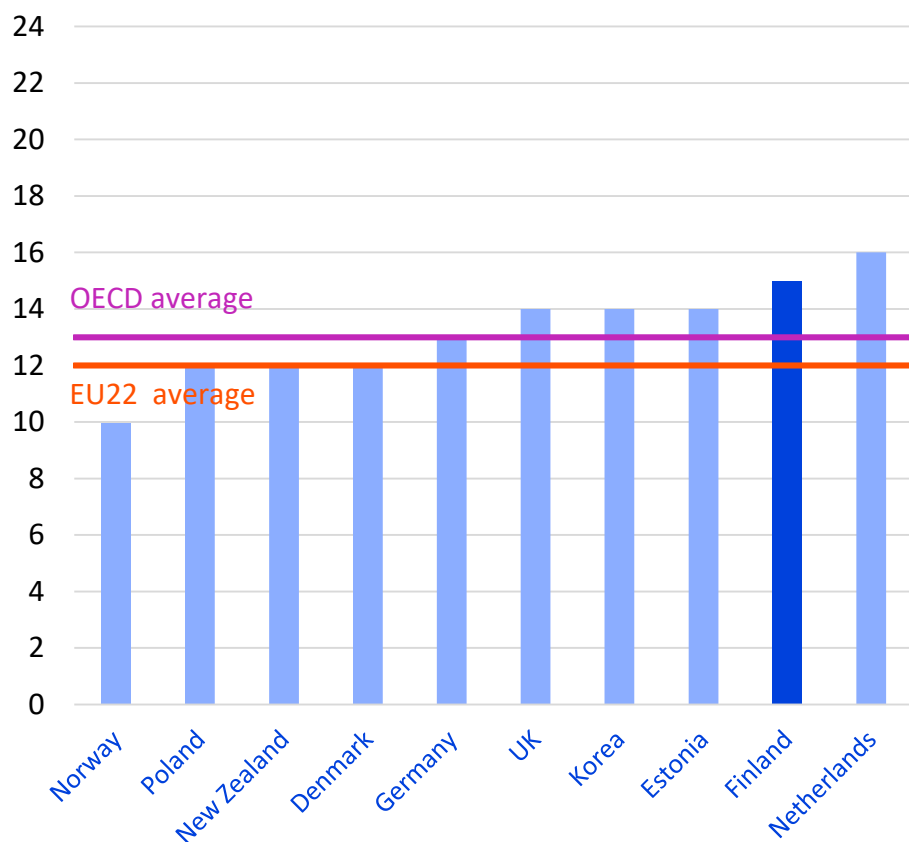


Source: OECD (2018): Education at a Glance 2018. Table D2.2. <https://doi.org/10.1787/888933805268>

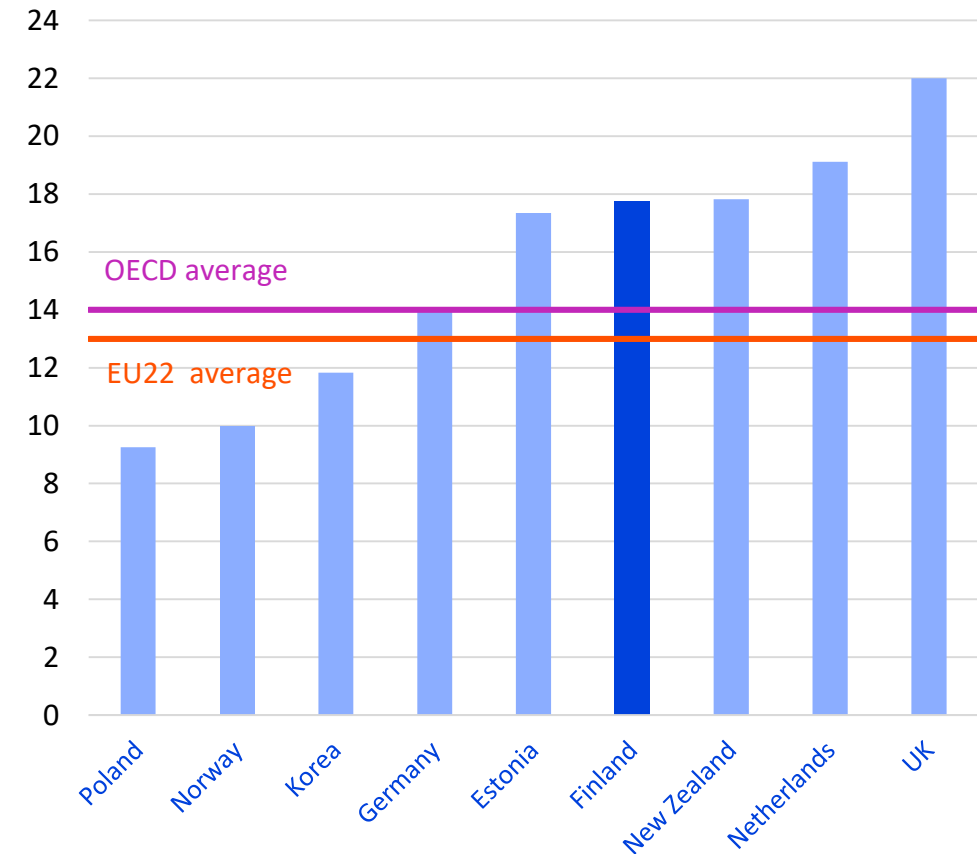
Ratio of students to teaching staff in upper secondary education (2016)

Students per teacher

General programmes



Vocational programmes

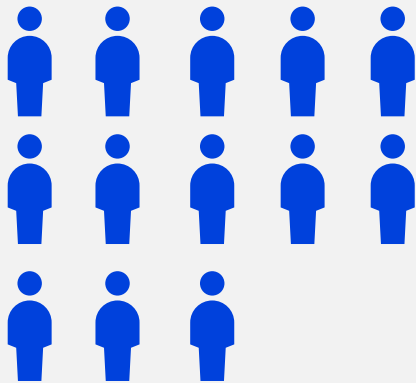


Source: OECD (2018): Education at a Glance 2018. Table D2.2. <https://doi.org/10.1787/888933805268>

Ratio of students to teaching staff in primary education (2016)

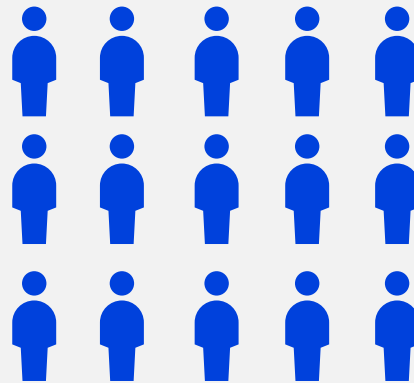
Finland

13



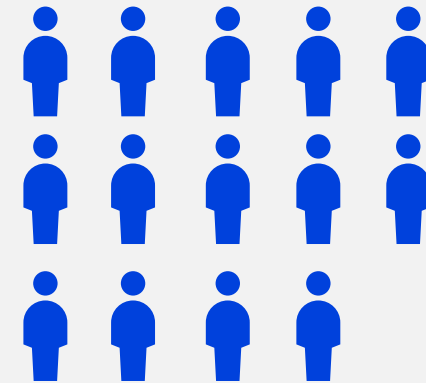
OECD

15



EU

14

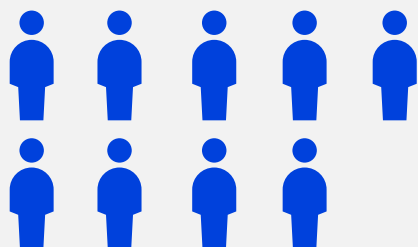


Source: OECD (2018): Education at a Glance 2018. Table D2.2. <https://doi.org/10.1787/888933805268>

Ratio of students to teaching staff in lower secondary education (2016)

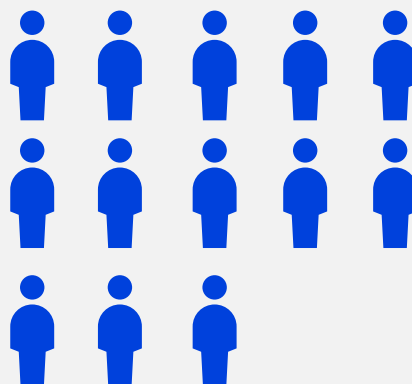
Finland

9



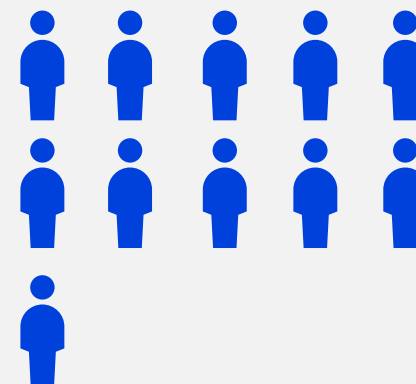
OECD

13



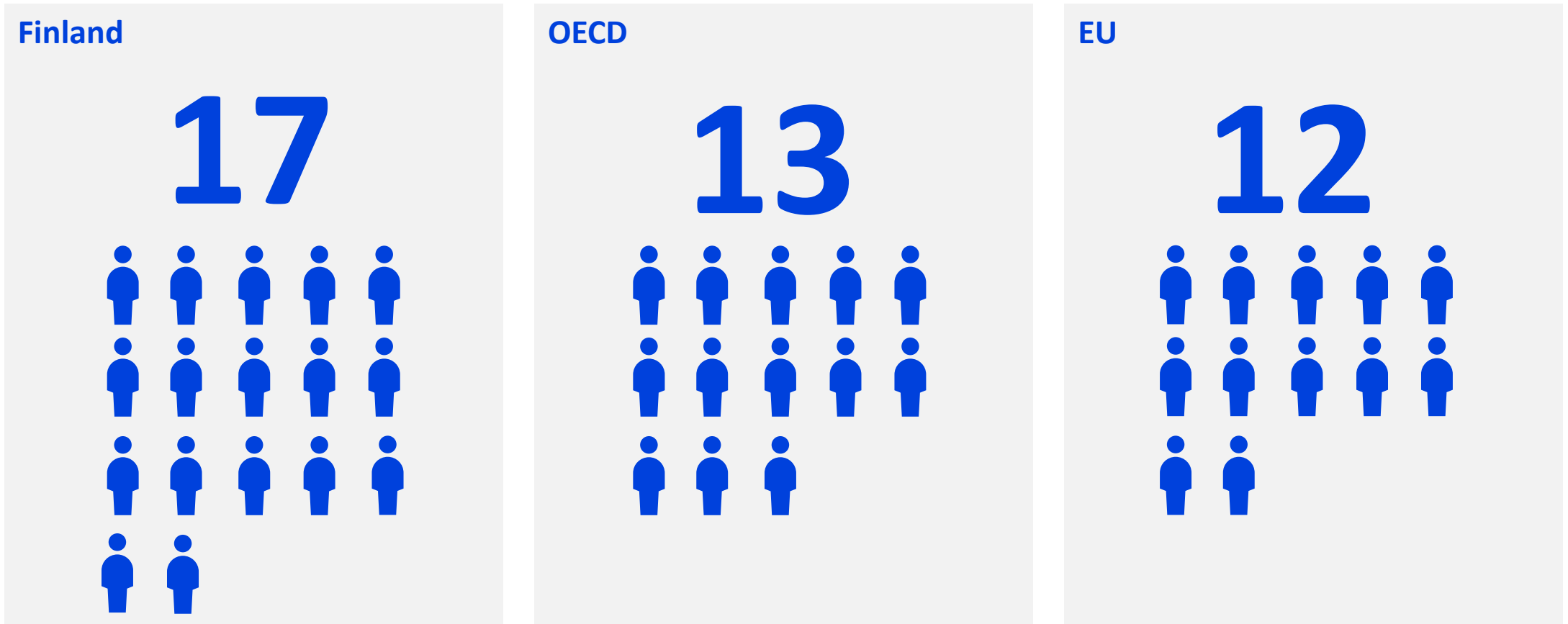
EU

11



Source: OECD (2018): Education at a Glance 2018. Table D2.2. <https://doi.org/10.1787/888933805268>

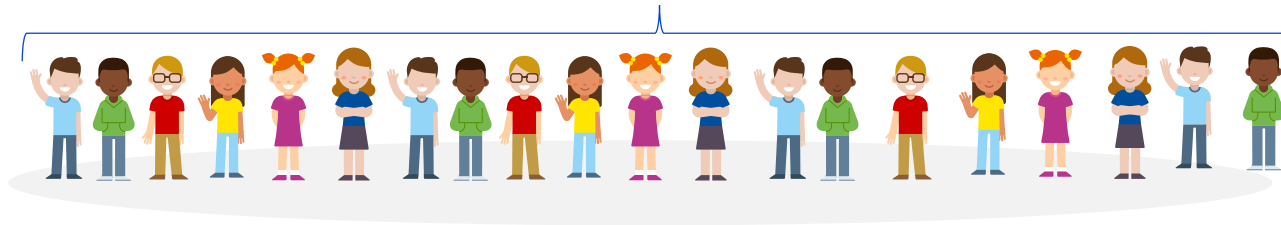
Ratio of students to teaching staff in upper secondary education (2016)



Source: OECD (2018): Education at a Glance 2018. Table D2.2. <https://doi.org/10.1787/888933805268>

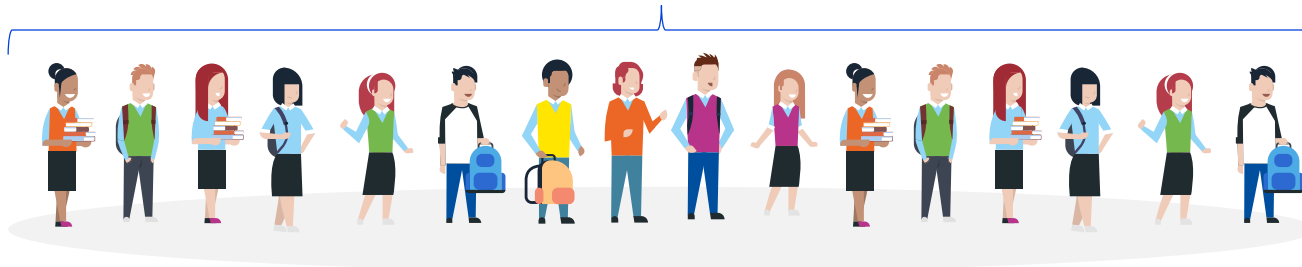
Group size in Finland (2016)

20



Grades 1-6

16



Grades 7-9

Source: Teachers and Principals in Finland survey (2016)

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Average group size in basic education in grades 7–9 (2016) Finland



15.9
students

Source: Teachers and Principals in Finland survey (2016)

Average group size in basic education in Finland

	2008	2010	2013	2016
Grades 1-6	20.7	20.24	19.66	20.1
Grades 7-9	17.3	17.14	16.46	15.9
Total	19.6	19.2	18.8	18.7

Source: Teachers and Principals in Finland survey (2016)

Read more:

European Commission/EACEA/Eurydice, 2015: *The Teaching Profession in Europe: Practices, Perceptions, and Policies*.

<https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-profession-europe-practices-perceptions-and-policies>

European Commission/EACEA/Eurydice, 2018: *Teaching Careers in Europe: Access, Progression and Support*.

https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-careers-europe-access-progression-and-support_en

Finnish National Agency for Education, 2018: *Finnish teachers and principals in figures*.

[https://www.oph.fi/english/publications/2018/finnish teachers and principals in figures](https://www.oph.fi/english/publications/2018/finnish_teachers_and_principals_in_figures)

OECD, 2014: *TALIS 2013 Results: An International Perspective on Teaching and Learning*.

<http://www.oecd.org/education/school/talis-2013-results.htm>

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<http://www.oecd.org/education/education-at-a-glance/>