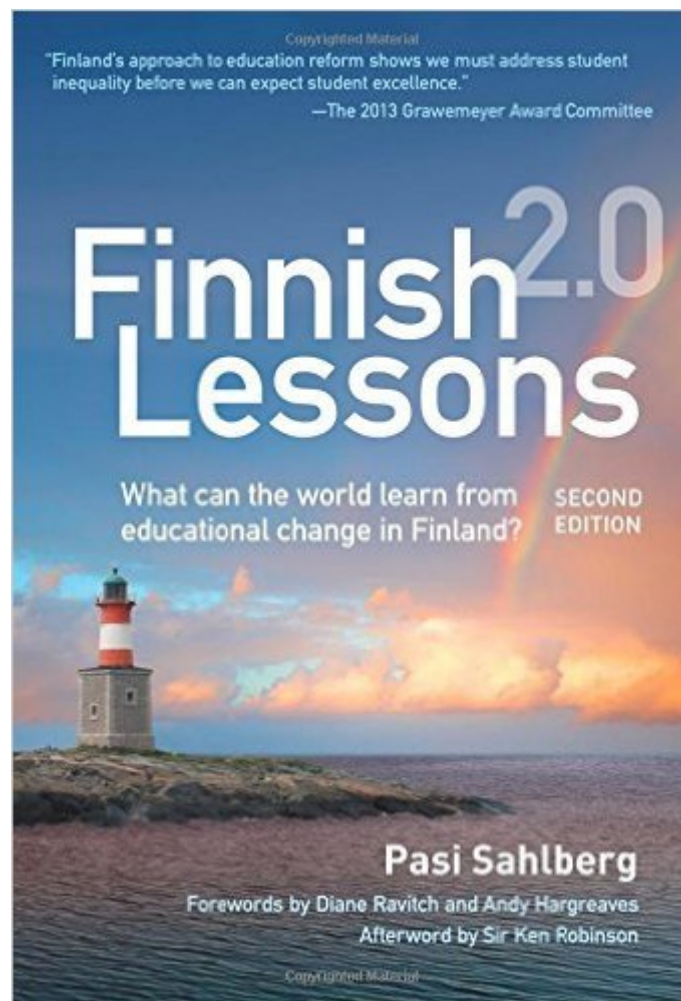


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Finnish Lessons 2.0: What Can The World Learn From Educational Change In Finland?, Second Edition (Series On School Reform)



Synopsis

The first edition of *Finnish Lessons* won the prestigious Grawemeyer Award in Education in 2013. It was featured in *The New York Times*, *The Washington Post*, *The New York Review of Books*, *The Atlantic*, *The Guardian*, *CNN*, *Education Week*, *The Huffington Post*, and *Dan Rather Reports* and has been translated into 16 languages. Now, with *Finnish Lessons 2.0*, Pasi Sahlberg has thoroughly updated his groundbreaking account of how Finland built a world-class education system during the past four decades. In this international bestseller, Sahlberg traces the evolution of Finnish education policies and highlights how they differ from the United States and much of the rest of the world. Featuring substantial additions throughout the text, *Finnish Lessons 2.0* demonstrates how systematically focusing on teacher and leader professionalism, building trust between the society and its schools, and investing in educational equity rather than competition, choice, and other market-based reforms make Finnish schools an international model of success. This second edition details the complexity of meaningful change by examining Finland's educational performance in light of the most recent international assessment data and domestic changes. This second edition details the complexity of meaningful change by illustrating Finland's educational performance in light of the most recent international assessment data, including PISA 2012, TIMSS 2011, PIAAC 2013, and TALIS 2013. In the midst of continuous local reforms and global changes, *Finnish Lessons 2.0* encourages educators, students, and policymakers to look beyond their own borders as they seek successful solutions for their education systems, districts, and schools. Reminds us that a nation can consciously build an admirable school system if it pays close attention to the needs of children; if it selects and prepares its educators well; and if it builds educational communities that are not only physically attractive but conducive to the joys of teaching and learning.

• "From the Foreword by Diane Ravitch, author of *Reign of Error* Solidifies Sahlberg's reputation as the most thoughtful international educational researcher of our generation."

• "David Berliner, Regents' Professor Emeritus, Mary Lou Fulton Teachers College, Arizona State University Whether or not you have read *Finnish Lessons*, you should read and ponder this new edition right away."

• "Howard Gardner, author of *Truth, Beauty, and Goodness Reframed*

Book Information

File Size: 6553 KB

Print Length: 264 pages

Publisher: Teachers College Press; 2 edition (January 30, 2015)

Publication Date: January 30, 2015

Sold by:Â Digital Services LLC

Language: English

ASIN: B00SZ7L8M4

Text-to-Speech: Enabled

X-Ray: Not Enabled

Word Wise: Enabled

Lending: Not Enabled

Enhanced Typesetting: Enabled

Best Sellers Rank: #181,451 Paid in Kindle Store (See Top 100 Paid in Kindle Store) #53

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Customer Reviews

Over the past quarter-century, the standards and performance of American teachers and schools have steadily declined relative to international benchmarks. 'Finnish Lessons 2.0' is primarily written to counter what Sahlberg calls the Global Education Reform Movement (GERM - the implementation of corporate models in education administration, standardized testing, competition between and within schools, and the use of accountability measures aimed at policing/encouraging teacher quality. Sahlberg contends that the best-performing education systems in the world are built on social justice, collaboration and trust. The proportion of foreign-born citizens in Finland has tripled since 2000. Teachers receive slightly more than the national average salary - teachers must have a three-year bachelor's and a two years ' master's degree. Only 8 universities are permitted to prepare teachers, and admission to these programs is highly competitive - only about 10% are accepted. Those who are accepted must also have taken required high school courses in physics, chemistry, philosophy, music, and at least two foreign languages. Subject-matter teachers earn their master's degree from the university's academic departments, not departments of education. The total public cost of Finish education is 5.6% of GDP, vs. 7.6% for the U.S. and only 2.5% of education expenditures come from private sources. Detractors say Finland performs well academically because it is ethnically homogeneous - this also holds true for high-scoring Japan, Shanghai, and Korea, nations known for their emphasis on testing. In Helsinki, the non-Finnish

population is about 10%, in other schools it is around 40%.

Useful Book. Before the year 2000, there were no international data on education to know how education systems are performing like what is available now in the 21st century: PISA test, TIMSS, and PIRLS. The main secret of the Finland education system is that in the 20th century the Finns had undertaken some education policies for the purpose of accomplishing a high quality of learning and widespread equity in learning opportunities and outcomes at the same time. Finnish started their reform policies by developing the early childhood education. In fact, Finland undertook different approaches to reform the education system widespread the country, Finnish students do not take standardized tests or data in order to compare teachers or schools to each other; however, it created an inspiring and trustful environment in which teachers work. All teachers are required to have higher academic degrees that guarantee both high-level pedagogical skills and subject knowledge in order to do their jobs well. Moreover, teachers in Finland work as autonomous professionals and play a key role in curriculum planning and assessing student learning attracts some of the most able and talented young Finns into teaching careers year after year. In actuality, teachers, students and parents are all involved in assessing schools, and how well it performs. Educational leadership is totally different in Finland as principals, district education leaders and superintendents are, without exceptions, former teachers. Leadership is based upon professionalism. Moreover, Finnish people trust public schools rather than any other educational institutions. Education policies and reforms are framed by the principles of teaching and learning rather than the market-based reforms.

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