Shared sense-making and teacher agency in Finnish school reforms

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In Finland, recent school reforms have emphasized wide participation, meaning including and considering different viewpoints and seeing teachers, principals, parents and pupils as a core resource of the reform. The aim has been to build ownership especially among the educational practitioners and help them to commit, deepen and spread the principles of the reform in their work in school. This requires trust on the knowledge, skills and commitment of practitioners as well as investing in building coherence about the main goals and principles of the reform. Accordingly, the impact of a school reform is highly dependent on the quality of learning enabled within the school communities. In Finland, shared sense-making has been the main strategy in latest participatory reforms, aiming to promote transformative learning in the professional communities in reaching reform goals. In the presentation we will provide a glance to latest curriculum reform in Finland and discuss sense-making and teacher agency, focusing on teachers’ experiences of in building curriculum coherence and they view on reform’s impact on meaningful school development.

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