

KUULUMISIA – belongigns teacher training for migrants Finland

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Teachers with immigrant background in Finland

Teacher is a regulated occupation in Finland: Teachers must have MA in all levels of education (from Early Childhood Education to University level)

Finnish National Agency for Education gives recognitions for foreign degrees

-> usually teachers with foreign diploma needs do complementary studies



In Finland, teacher profession is restricted by the law

Qualification consist of three blocks:

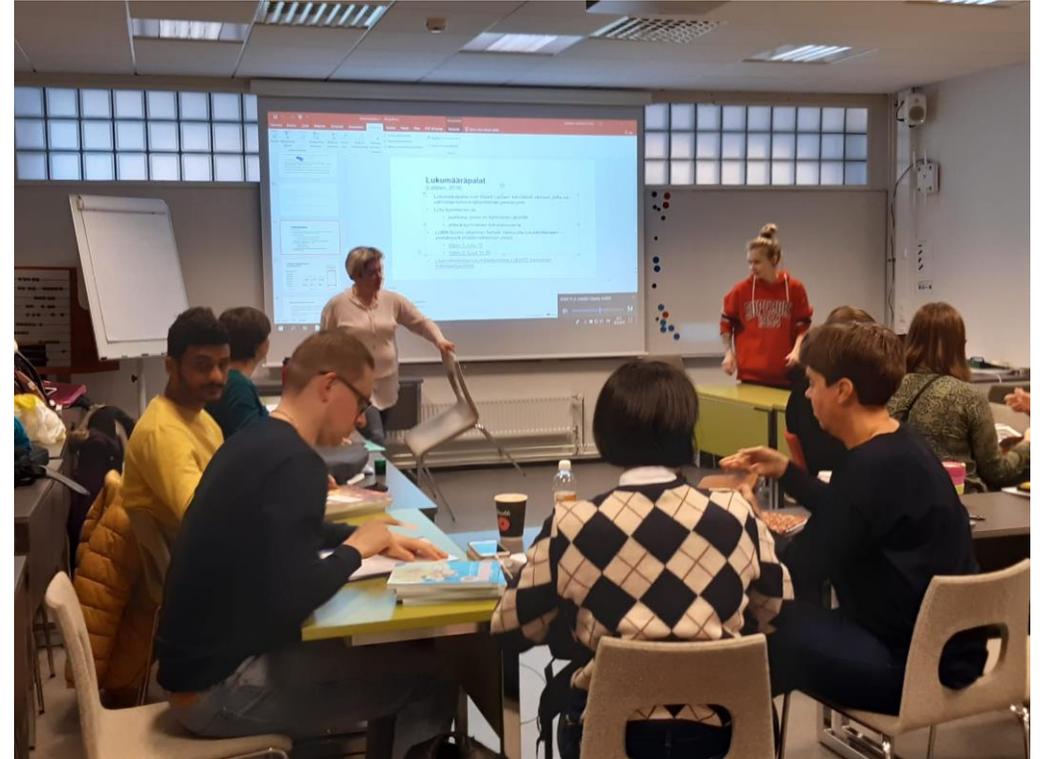
1. Master´s degree
2. Subject specific studies (60–120 ECTS)
3. Pedagogical studies (60 ECTS)

Tampere University Faculty of Education and Culture

Kuulumisia - Complementary education program

- Founded 2009
- Immigrants, ethnic minorities and Finnish education personnel working especially with immigrants
- Teacher's pedagogical studies (60 ects)
- Multidisciplinary studies (60 ects)

Funded by Ministry of Education and Culture
and Finnish National Agency for Education



Ministry of
Education
and Culture



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Kuulumisia – dual meaning



Kuulumisia – has a dual meaning in Finnish.

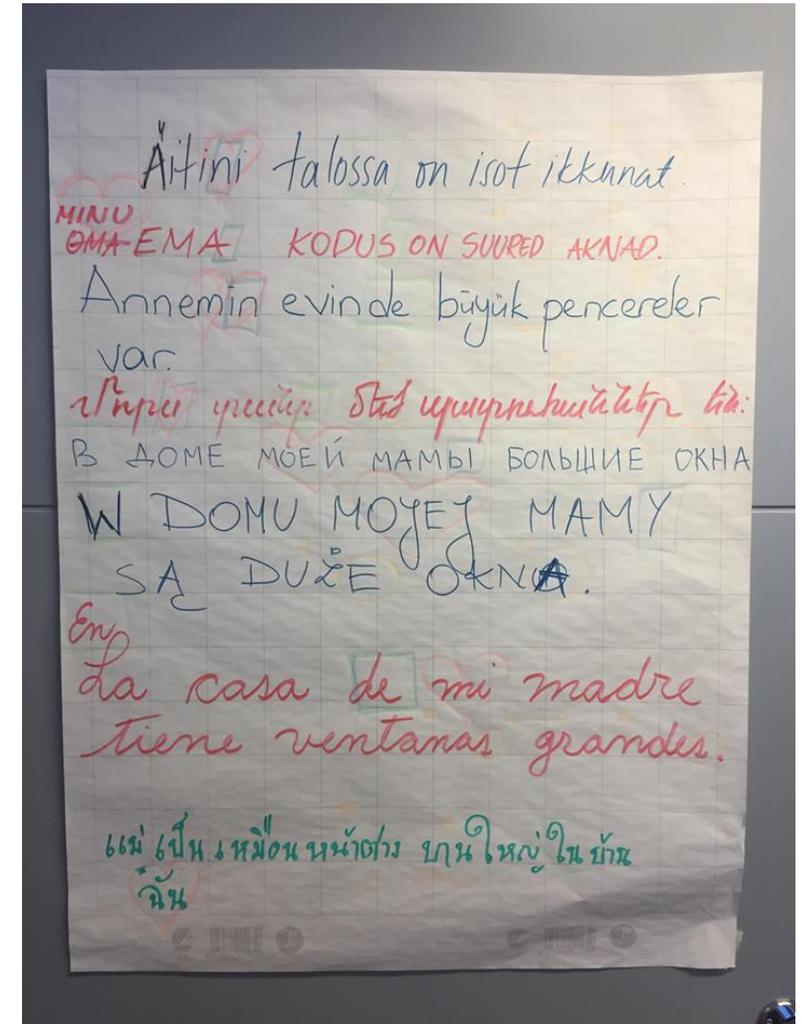
It refers both to ‘belonging’ but also shows interest for the newcomers by asking ‘how are you?’ (see Morley 2003)

Main idea of Linguistically and culturally responsive education
(e.g. Ladson-Billings 2014, Gay 2010).

- academical expertise
- intercultural competences
- sociopolitical awareness

Main features – this is how we roll

- Framework in linguistically and culturally responsive pedagogy
- Network with local and national institutions and experts
- Flexible solutions
 - Personalized study plans
 - Acknowledgement of prior studies and experience
 - Classes in Fridays and Saturdays
 - On-line learning
 - Practical training in schools near by homes
 - Language support
 - Guidance and counselling before, during and after
 - Holistic approach



What have we gained

326 students

212 in Pedagogical studies

114 in Multidisciplinary studies

From 43 different countries

Algeria, Armenia, Australia, Belgium, Belorussia, Bulgaria, Canada, China, Colombia, Croatia, Egypt, El Salvador, Estonia, France, Finland, Germany, Ghana, Greece, Hungary, India, Iran, Iraq, Israel, Italy, Japan, Kosovo, Mexico, Moldova, Peru, Poland, Romania, Russia, Spain, Somalia, Sudan, Syria, Thailand, Tunisia, Turkey, Ukraina, Uzbekistan, USA, Vietnam

+ Kurds, Carelians, Indigenous people such as Native Americans

-> experience, discussions, friends, success stories, self efficacy...



Migrant teachers – CHALLENGES

- Language demands are high – lack of efficient language courses
- Teaching minority religions (mostly Islam) or migrant students mother tongue -> unqualified teachers, temporary contracts
- Many working as school assistants
- Societal factors such as underlying and structural racism,

For basic education:

Excellent, native like skills in the language used as the medium of education, (CEFR C2)

For upper secondary education:

Excellent in the target language (CEFR C2)

Fluent in the language used as the medium of education (CEFR B2)

Most of other educational institutions can define the language requirements autonomously

Do you want to know more

Do not hesitate to ask!

<https://sites.tuni.fi/kuulumisia/in-english/>

We are fluent in several languages: Finnish, Swedish, English, Spanish, Estonian. And even if we are not, we know how to peak over language barriers!



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References and additional information

Recognition and international comparability of qualifications

<https://www.oph.fi/en/services/recognition-and-international-comparability-qualifications>



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References:

Gay, G (2010) *Culturally responsive teaching: theory, research, and practice*. Teachers College Press.

Ladson-Billings, G. (2014) Culturally Relevant Pedagogy 2.0: a.k.a. the Remix. *Harvard Educational Review*: April 2014, 84(1), 74-84.

Morley, D. (2000). *Home territories media, mobility, and identity* . Routledge.