Towards new challenges – together

**THE YEAR 2015** was a year of much success at the School of Education, and this publication will reveal it all. We have become a more significant actor in the field of human development and education than before. Our greatest strength lies in our esprit de corps with which we strive towards new challenges.

We will continue modifying the scope of our activities and courses of action. However, the study of human development and education as well as training professionals in the field will remain our fundamental mission.

Our activities are marked by a strong belief in the significance of education as a solution to the problems of humanity. Through knowledge and skill, we have succeeded in creating a credible education system, which has provided stability and well-being for the multitude of people.

The future will be interesting and it offers numerous challenges. To confront those challenges, we need you, our current and future partners. We made this publication for you. We hope that it discloses to you the essential information about us and creates a foundation for future collaboration.

Risto Honkonen
Dean

**OUR ACTIVITIES ARE MARKED BY A STRONG BELIEF IN THE SIGNIFICANCE OF EDUCATION AS A SOLUTION TO THE PROBLEMS OF HUMANITY.**

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**FUNDING FOR CAMPUS UNIT**
€11,8 mil.

**CAMPUS UNIT PERSONNEL**
99

**DEGREE STUDENTS**
1416
Upper Secondary Education in the University of Tampere Teacher Training School

THE YEAR 2015 was a very busy and interesting year in the upper secondary school at the Tampere University Teacher Training School. The year has seen many changes and engaging challenges. During the last days of the previous year the decree on national general objectives and distribution of lesson hours was published and accepted by the Finnish Government. The National Board of Education began then to plan the national core curriculum, and, based on that, schools began planning their curricula in the autumn of 2015.

The discussion and interaction has been open and explicit. During the latter part of the school year 2015–2016, the schools will finish their curriculum work and begin applying new pedagogy and innovative ideas in teaching and learning.

Towards the end of the year, we will prepare to move to new premises on the University of Tampere main campus, as one of the school buildings will be renovated next year. The students in the upper secondary school will experience a real pedagogical adventure and have an opportunity to see what studying among older students is like and take part in courses that may open the doors to universities.

New premises and circumstances definitely compel us to assess our ways of teaching and learning. We expect the year to be a great adventure with lots of innovative thoughts and new opportunities.

Arja Aalto-Laaksonen
Principal of the upper secondary school
The younger participants in the Light into Darkness science event were ecstatic at the opportunity to customise one of art history’s most known classics, the Mona Lisa. Four projects in the science event, made by the students in the School of Education, intertwined with the inspirations rendered in the classics of the world of art. For example, Tinder, the modern-day dating service, was transformed into a tool to identify one’s taste in art and participants could go on a date with their favourite.

The Little Patients at the Tampere University Hospital had the opportunity to listen to music performed by students specializing in the teaching of music at the School of Education. Future class and day-care teachers performed a concert for them called Eläinten vappukarnevaalit (May Day carnival of animals). Some of the songs related to animals and nature were arrangements made by the students themselves. Juokse, juokse humma and Hakuna matata were heard in five different paediatrics wards, and the children received hats in the spirit of May Day.

The Doers of the Science Event

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Homework help

As many as three LäksyHelppi (homework help) clubs, maintained by the Finnish Red Cross, operate in the Tampere area. One of the clubs assembles kids together at Johanneksen koulu school after the school day has ended. Students Kaisa Partanen and Hilkka Rapeli of the School of Education at the University of Tampere help school kids with their homework. For them, the club is a way to offer help to others. Help in mathematics and history is especially appreciated. Since the clubs’ commencement in 2012, the activities have gathered volunteers together in schools in the afternoons, regardless of age or profession. The School of Education students consider volunteer work good practice for their future profession.

Music for children

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NEW COURSE THROUGH COLLABORATION

Collaboration between Fulbright Professor Rebecca Martusewicz, who visited the School of Education during the autumn semester, and Merja Kuisma, teacher of biology and geography at the Teacher Training School, gave rise to a new course for upper secondary school students which will start in the autumn semester of 2016. This topical course entwines ecology and the earth with the notions of justice in life. The course involves questions pertaining to human geography, ecology, history, social studies, philosophy and culture. During the course, students will have the opportunity to meet young people from the University of Michigan to contemplate the issues together.

International master’s degree programme between Indonesia and Finland

A MASTER’S DEGREE programme project was initiated at the School of Education, the purpose of which is to introduce a master-level programme in teacher education in Indonesia. The programme will be carried out in co-operation with the Sukma foundation which was established in 2006 with the intention to build a new Aceh culture and education. The students in the programme are teachers from three of the schools owned by the foundation.

At the turn of November and December, 2015, an Indonesian delegation visited Tampere. The first Finnish university teachers in the programme visited Indonesia in December to teach English there. In the spring, 2016, courses in education will begin in Aceh. The same courses will be held in both Aceh and Tampere.

In 2014, the University of Tampere signed a collaboration agreement with the Indonesia University of Education (UPI). This provides both research and exchange opportunities between the universities.
New opportunities for research in early childhood education

THE RESEARCH GROUP Early Childhood Education Institutions, Policies and Practices was established in spring, 2015. The research themes include the varying policies and practices related to early childhood and early childhood education, the varying institutional and professional facilities as well as child empowerment and pedagogy in early childhood education.

The research group’s first year was characterized by international relations. The visit of Researcher Arianna Lazarri from the University of Bologna in October started the collaboration between the universities. The joint interests are on the collaboration between the university and the working world, shifting from preschool to comprehensive school, as well as mentoring. The on-going collaboration with Mälardalen University and Tallinn University focused on changing professional spaces. In the autumn, a project called School Space as a Learning Space: Children’s perspectives on the school and curriculum in Finland and Brazil began with the Brazilian partner, Federal University of Uberlândia. The project involves studying children’s perspectives on day cares and preschools as spaces and places to learn.

The research group also initiated a project on early childhood education pedagogy in everyday practices together with the early childhood education partner network. Together with the School of Education’s students and researchers, thirteen day care centres within the partner network are studying and developing interpretations and practices for early childhood education pedagogy.

Moreover, some group members are working in the CHILDCARE project, initiated in 2015 and funded by the Strategic Research Council at the Academy of Finland. The research project tackles the entire scope of day care and preschool services as well as financial support for childcare from the perspective of equality. Researchers analyse how the current service system and its municipal variations direct the decisions parents make concerning their child’s care and education and, as a result, the paths the children take in early childhood education. In addition, the conclusions concerning regional equality and the equality between families, parents and children will also be analysed based on the results. This follow-up study is being carried out in 10 municipalities and it involves the use of multiple methodologies. The municipalities work in close co-operation which strives to tangibly develop service.
Diverse research on higher education

RESEARCHERS in the Higher Education in Transition (HET) research group study higher education on the levels of both society and pedagogy. In November, the group organised a two-day seminar called Emerging Trends in Higher Education Research, the main speaker of which was Dr Kelly Coate of King’s College, London, UK. Her areas of specialisation include higher education politics, curriculum research, gender issues and internationalisation. In her lecture, Coate raised a few key trends such as students as partners in research and writing, the significance of the curriculum, globalisation and the development of technology.

In addition to the main lecture, the participants in the seminar presented their studies in three sessions. The themes of the presentations depicted the breadth of higher education research. They included partnerships in doctoral studies between the EU and China, the complexity of curriculum work in the university, integration and career plans of international higher education students and the experiences of professionalism among guidance counsellors in higher education.

The group’s publications in 2015 covered the above-mentioned themes and touched on the anchoring of international students in university studies as well as their employment, the use of scientific concepts in physics by university students and the significance of knowledge in higher education curricula.

RESEARCH ON SCHOOL LEADERSHIP

In many countries, schools have more and more power to make their own decisions, but they also have to take more responsibility for their own activities. This being the case, leadership, the quality of leadership and the available capacity are in a key position. Previous research has concentrated on the efficiency of leadership in schools, but a study carried out by Docent Toni Saarivirta, PhD, addresses the autonomy of school leaders in basic education and how principals utilise their power of decision in reforming schools. In his study, Saarivirta works together with colleagues from Canada, Australia, Singapore, Hong Kong, Great Britain, Israel and Finland.

Saarivirta was accepted into the Institute for Advanced Social Research (IASR) for a two-year term, 2015–2017. During the time at the institute, a researcher can carry out his or her research full-time. He is a member of the CharVel research group.

MULTI research group collaborates with teachers

THE REFORM of the core curriculum in comprehensive education emphasises multiliteracy. The purpose of the concept is to try to get a better grasp on the diversity of literacy in a knowledge society and to delineate the skills needed to interpret and produce various types of texts. The aim of the MULTI research group is to investigate and develop multiliteracy teaching at the different levels of education and to train teachers to teach multiliteracy.

The research group collaborates closely with teachers. In 2015, the members of the group were invited to speak at workshops related to multiliteracy organised for teachers by the Finnish National Board of Education. They also participated in the writing of Monilukitaito, kaikki kaikessa book together with the teachers at the University of Tampere Teacher Training School. The group members’ articles dealt with the definition of multiliteracy and the production of collaborative, multimodal texts in comprehensive education.

The research results related to multiliteracy were published in the Early Childhood Education Journal. The results indicate that combining, for example, photography, drama, reading and writing creates multi-channel ‘learning spaces, nurtures students’ imagination and problem-solving skills and offers equal opportunities to all students, regardless of their level of skills, in experiencing empowerment. In addition, one international book was published based on the international Media Education Futures Conference (University of Tampere, 2014).
In September, the rector established the Research Centre on Transnationalism and Transformation (TRANSIT) in the School of Education. TRANSIT is a multidisciplinary network organisation that gathers researchers from the School of Education, the School of Social Sciences and Humanities and the School of Management whose studies involve current processes of change in a globalising, networked world. The research carried out in the centre outlines, on the one hand, cross-border migration and the transnational social processes resulting from it and, on the other hand, the control and administration of transnational processes as well as the impact of those processes on national and international labour markets as well as education and development projects.

The aim of the research centre is to gather together, reinforce and promote research beyond the boundaries of the departments at the University of Tampere and utilise the collaboration among the disciplines in training researchers. Multidisciplinary research collaboration is being developed not only on the national level, but also by actively creating contacts with international actors in the field. In addition to basic and applied research, development projects and commissioned research pertaining to current demands for knowledge may also be carried out at the centre.

Sustainable development in education

THE EQUJUST research group explores and questions how equality and justice in adult, vocational and higher education are expressed in definitions, objectives and policies.

In 2015, the group organised the Nordic Adult Education and the Planetary Condition conference and several joint research workshops together with the Freedom and Responsibility of Popular Adult Education (SVV) program. In the SVV-Pirkanmaa Studia Generalia series, discussions pertaining to current responsibilities in education were held with regional actors in non-formal adult education.

In ReWell project teachers and students from the Universities of Tampere, Mzumbe and Kyambogo searched for solutions to promote social, environmental and economic well-being in adult, vocational and higher education. Together with the Vocational Education and Culture network, the group published Myths and Brands in Vocational Education.
New steps in the internationalisation of the School of Education

LAST YEAR, the School of Education (EDU) initiated two international master’s programmes. The Master’s Degree Programme in Media Education with the School of Communication, Media and Theatre (CMT) began in the autumn of 2015 with 19 students from ten countries. Cooperation with educationalists and media experts gives the programme a unique multidisciplinary approach to benefit the participants.

In early 2015, EDU began preparations for a new master’s degree programme in one of the most essential fields, teacher training. The international Master’s Degree in Teacher Education programme is intended for teachers who wish to enhance their competencies, improve their teaching and develop their schools. The programme will begin in Tampere in the autumn of 2016.

A great step in transnational education was taken in September when an agreement was signed with the Indonesian Sukma Foundation. The Master’s Degree in Teacher Education programme offered by the foundation will be carried out mostly in Aceh, Indonesia. Thirty teachers from three schools will study to complete their master’s degree according to EDU’s curriculum with the student teaching educators from EDU and the University of Tampere Teacher Training School. The Finnish practices will especially reflect the multidisciplinary curriculum, the research-based approach and the emphasis on student-centred orientation.

Researcher visits from the USA and Russia and many European countries broadened the perspectives of EDU’s students and staff. In addition to exchange students from eight European countries, EDU had exchange students from China, Hong Kong, South Korea, Tanzania, Brazil and the USA. Our own students were active both in studying abroad and in hosting exchange students in Tampere. The next goal in EDU will be to deepen the integration in our own practices. This means finding new ways in sharing expertise between the visitors and us, both in research and daily life of the academic community.

RESPONSIBLE PEDAGOGY SHOWS THE ROAD TO CARING

Fulbright Professor Rebecca Martusewicz of Michigan, USA, visited the School of Education as a researcher and educator in the autumn semester of 2015. Under her supervision, students learned about the significance of a diverse, democratic and sustainable community in a globalising world.

Professor Martusewicz stated, “Social and ecological justice has the same cultural roots that ecologically just research in education strives to analyse”.

Studies in the ecologically just programme consisted of two parts. First, a cultural analysis of the historical and ideological reasons that cause social problems, which can be linked to the behaviour and attitudes leading to ecological problems, was made. Second, a survey was made of the paths of thought, knowledge, traditions and practices that are more sustainable, just and healthy.

According to the professor, responsible pedagogy is not easy because it deals with the powers that maintain life and also destroy it. She says, “The primary responsibility of teacher training is to teach a responsible attitude and relationship towards living organisms on all levels of education and made students understand how meaningful the job of a teacher is when examined from this perspective”.

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RESPONSIBLE PEDAGOGY SHOWS THE ROAD TO CARING
Art workshops and handcrafts

STUDENTS participated in the Valoa kohtaanmisista workshops as part of a basic course in handcrafts where they created environmental art in assisted living homes, the library and even in a car park. The workshops lasted one day and they were part of a series of workshops intended for elderly people that took place throughout the entire autumn and was co-ordinated by the Eläkeliitto pensioners’ organisation. Three assisted living homes in the Tampere region took part in the event.

The aim of the Valoa kohtaanmisista project is to do things together, meet with people of different generations and influence the area’s issues through art. Children from nearby kindergarten also participated in the workshops with the elderly people in the assisted living homes. The event provided student teachers with experience in working with people from different fields, contacts with those working with elderly people and important encounters with people of different generations.

First-year class teacher students took part in Tesoma School’s handcrafts day on November 23, 2015 as part of their studies in handcrafts. The theme of the day was Safety Net and the entire school along with its three branches was involved. During the workshops planned by the university students, the pupils’ human knitting machines made colourful nets to decorate the school’s classrooms and corridors. The day of community and action ended with a gathering in the banquet hall to watch a video made during the day.

LIVELY YEAR IN THE SPEECH AND VOICE RESEARCH LABORATORY

The Speech and Voice Research Laboratory had a lively year in the area of research. Fresh results concerning, for example, the influence and possible risk factors of various voice training methods, the measurement of voice quality with new, validated applications for different languages through international collaboration as well as the impact of the problems comprehensive school teachers and kindergarten teachers have with their voice on their vocal capacity as assessed with WHO’s criteria were presented at the Pan-European Voice Congress and the Models and Analysis of Vocal Emissions for Biomedical Applications (MAVEBA) congress in Florence, Italy.

Together with the Phoniatric Clinic at the Helsinki University Hospital and the Universities of Oulu and Linköping, information was gathered during the summer on how a person’s vocal chords function in the so-called Complete Vocal Technique modes and the Swedish cattle calling song (kulning). The data was gathered using high-speed filming.

The research topics of our new dissertation...
Everyday routines go smoothly

UNIVERSITY INSTRUCTOR, Juha Merta, is responsible for EDU’s degree programmes. He supervises the development of the curriculum and teaching programme and oversees quality assurance. The job includes verifying the pedagogical content of the degree programme, structural development, promotion of teaching and learning methodologies and planning the school’s activities.

Merta states, “I certainly have my job cut out for me. I also collect and utilise student feedback. I strive to make things possible – I support the instructors and have discussions with the study services”.

Training at the School of Education is popular and the programme for class teaching is especially popular. The training provides students with qualifications for direct access to a profession and the latest information on the development of the field of science.

“In addition to training in teaching, early childhood education and life-long learning, we have a unique Kuulumisia programme for teachers with an immigrant background. It answers to the call from society to provide new opportunities for work”, Merta explains.

He adds, “Our exporting of education to Indonesia indicates that we are competent in selling our expertise and, for example, Pirkko Pitkänen’s dynamic research projects strengthen our internationalisation. All of these things go hand in hand and support each other at EDU”.

Although Juha Merta has to race against time, he wants to do his work calmly. He says, “Indeed I am satisfied that the school utilises me in a more extensive way. However, I do teach art, still”.

authors deal with the physiological and acoustic equivalents of the concepts in vocal pedagogies and the features of emotional expression in different music genres. Research collaboration with logopedia began and a controlled comparative study concerning the influence of water resistance therapy on the voice was initiated together with American, Brazilian and Chilean speech therapy and voice researchers.

Together with the Logopedia and Voice Communications departments, a voluntary study packet for speech education was made available in the autumn.
ONE IMPORTANT challenge for the entire education system in Finland is implementing digital learning environments as an expedient, elemental part of everyday school work. We are in many aspects the first in line facing this challenge.

The University of Tampere Teacher Training School has solid experience in constructing and organizing electronic exams in the Abitti environment. Abitti is the environment used by the Finnish Matriculation Examination Board to develop and test the final electronic environment where the exams will be partially launched beginning in the autumn, 2016.

The school has experienced an interesting pedagogical change during the last three years when we began to use digital learning environments intensively. It means that every student and teacher uses mobile devices in teaching and learning both during the lessons and in evaluation and testing. The school is the very first in Finland offering courses at the iTunes University. The learning process has changed enormously and so will the Matriculation Examination during the next few years.

The school focuses on business and economy. There are plans in the near future to develop a new track in circus art. Both seem to invoke interest and be extremely challenging. Business Norssi is in constant change; the newest learning experience was SLUSH for Youth, organised in Helsinki, where ten of our students made a business analysis and networked with investors and start-ups as well as with other upper secondary students.

A group of students from the Teacher Training School is studying tMBA, which comprises HRM, Economics, Finance Management, Marketing, Entrepreneurship and Innovation, Management & Organisation and International Relations. The very best students will have a chance to take part in the tMBA summit in Istanbul. Working in international groups virtually and in English is a great opportunity for upper secondary students. Many parents take special interest in their child’s tMBA studies.
Lifelong learning – the essence of the Open University

EACH YEAR, teaching at the University of Tampere Open University attracts 5,500 students who complete a total of 25,000 credits. Individual courses, study modules, remote courses and electronic exams – all of this is possible irrespective of your age or level of education.

Head of Training Sirkka Sippola explains, “Lifelong learning is the essence of the Open University. Teaching is organised in a way that part of the university’s normal teaching is open to everyone. Degree students and staff at the University of Tampere can study in the Open University for free”.

The rector makes the decisions concerning funding; the schools are responsible for planning and implementing teaching. Teaching is organised in Tampere, Seinäjoki and Pori.

Once again this year, the School of Education offered blended learning courses in basic studies. These types of courses are especially suitable for independent learning among those students who already have some experience in university or higher education studying or who are otherwise motivated to work independently.

Students can start taking the popular online courses for the basic studies in education in January also. Upon completion of the basic studies, students can continue to the subject studies.

The courses in the Speech Technology and Vocology module benefit those working in professions related to speech and the use of voice, for example teachers and tutors.

Study Coordinator Tellervo Helenius, who coordinates the courses in the Open University at the School of Education and BioMediTech Institute, says, “Students from all levels of the university, degree students, Open University students and teachers, give positive feedback about the studies that both degree students and Open University students can attend. Increased interaction, discussion of different perspectives and the enriching impact of the learning event have often been mentioned in the feedback”.

INVESTIGATIVE AND DIALOGIC APPROACH EMPHASISED IN PEDAGOGICAL STUDIES FOR SUBJECT TEACHERS

The pedagogical studies for subject teachers comprise one of the important parts of the university’s educational mission as they render a wide range of pedagogical qualifications to teach children, youth and adults in various educational institutions on various levels of education.

The teacher qualifications are constructed from three sub-areas: master-level degree, content studies in one or two subjects and pedagogical studies.

The pedagogical studies comprise theoretical and practical studies as well as supervised teacher training, through the interaction of which the students develop their teacher identity. An investigative, dialogical approach is emphasised during the studies which creates the foundation for the continuous development of one’s work. Subject teacher education is carried out together with other schools within the University of Tampere. The School of Education is responsible for the courses in pedagogy, totalling 60 credits, and the respective schools for the subjects the students want to teach are responsible for studies in the subject-matter. Students do their teacher training primarily at the University of Tampere Teacher Training School.
The year 2015 from students’ viewpoint

FROM THE VIEWPOINT of the student, the year 2015 was a year of growth and development. The year was full of the routine hustle and bustle of group work, lectures, exams and learning journals. However, the intensified collaboration between degree programmes, professional growth and the building of a common EDU for everyone have provided a counterbalance to the hard work.

The year brought a whole new feeling of belonging beyond the borders of the degree programmes and it generated several joint student events, encounters in the corridors of the Virta building and interesting discussions between students and instructors that developed professional identity.

There has been much discussion concerning the problematics of student commitment to the university, but in my opinion, the students at EDU are extremely committed not only to their studies but to the university community as well. It is important for the student to feel like a respected member of the community and to be heard. I feel these issues are addressed at EDU and it is easier for the students to express their viewpoints and criticism, whether it is about the activities in the school or theories in education.

IT IS IMPORTANT FOR THE STUDENT TO FEEL LIKE A RESPECTED MEMBER OF THE COMMUNITY AND TO BE HEARD.

The cuts in financial resources directed at the university and further to our school have aroused concern in our students. This concern about financial resources, especially in the autumn semester of 2015, best describes our students’ circumstances.

Paula Saarinen
Student, early childhood education

MENTOR REPRESENTS THE STUDENTS OF LIFELONG LEARNING AND EDUCATION

“Mentor ry is a registered student society founded in 1974. Our members are studying in the degree programme of Life Long Learning and Education at the University of Tampere, Finland. Mentor ry aims to fulfill the interests and rights of the members in the University of Tampere. We also keep in contact with the trade union Specia and with other student societies both in Tampere and other cities around Finland. We offer our members lots of activities including sport and culture happenings, different kind of parties and small excursions to see what the educational field has to offer our students in the working life. We warmly welcome all international students of our degree programme to join us in our events! We also organise tutoring for the international students, so you won’t be left alone under any circumstances.

Mentor ry is run by committee members, who are elected every fall for the next year.”

Source: http://mentorblogi.wordpress.com/in-english

Students in lifelong learning and education 482
New students in lifelong learning and education in 2015 55
Master’s degrees in lifelong learning and education 39
Jubilee year for early childhood education

KINDERGARTEN teachers have been trained in Tampere for 60 years and at the University of Tampere for 20 years. The history of kindergarten teacher education ties in closely with the changes in the surrounding society and culture. The interpretations of early childhood and rearing children under the school age as well as the related professional work change throughout different time periods, which is reflected in the training required for professionals.

Three clear generations are outlined in the history of kindergarten teaching in Tampere: the kindergarten, day care and early childhood generations. The differences in the training of the different generations are evident in how childhood, the child and the relationship between the adult and the child are viewed, the type of knowledge the profession is based on, how the relationship between the professionals and parents of the children is interpreted and for what types of work environments the professionals are being trained.

Training began in 1955 with the foundation-based Tampere kindergarten seminary and it was put under state regulation in 1977. In 1995, kindergarten teacher training was transferred to the University of Tampere Faculty of Education where it became a bachelor’s degree programme in education. The master’s degree level training began in 1998 with a pilot project. Today, students are granted the right to study for a master’s degree in education, but those who have completed a bachelor’s degree in kindergarten teaching are qualified to carry out kindergarten teacher duties in early childhood education and pre-school.

The jubilee year of early childhood education was celebrated with two events. Jubilee seminar was organised where speakers told about the history of kindergarten teacher education, the development of early childhood education, the significance of research collaboration nowadays and provided a look into the future of education and research. Muuttuva lapsuus, kehittyvä koulutus (changing childhood, developing education) exhibition was set up in the EDUSTA gallery. It comprised a depiction of the games children played and children’s activities throughout the different decades. The depictions were produced by the students and staff together.