

Study on the Model of Preschool Education in Finland

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Abstract

Finland is the most competitive country in the world. It cannot be separated from its high quality education. The Finnish preschool education quality is also the first in the world. It is connect that the Finnish government takes preschool education seriously. Therefore, Understanding the preschool education model in Finland is good to help other countries develop preschool education effectively, by discussing the following tactics that Finland obtains high-quality preschool educators, that Finland draws up the suitable education concepts for children's future study and life, that Finland draws up the education goal according to the national conditions, that Finland carries out many preschool education systems, that Finland evaluates the preschool education in many ways.

Keywords: Finland, preschool education, education model, early children

The world economy forum announced that Finland is the most competitive country in the world on 2005-2006 global competitive strength report (Note 1 & 2). It can't be separated from its high quality education in Finland. Finnish students were the first in the program for international student assessment (PISA) tests in 2000, 2003 and 2006 organization for economic co-operation and development (OECD) (Note 3). Especially, the Finnish students' comprehensive score is the highest in the world in 2006 (Note 4 & 5). The scholars of the international education pay much attention to the whole basic education in Finland. The excellent youth in Finland are relevant that the Finnish government attaches great importance to the preschool education. The Economist Intelligence Unit released that the preschool education quality of Finland in the comprehensive index is the first in the world on the report of Starting well: collected early education across indicates the world on June 29, 2012. (Note 6). Finnish rate of early children's enrollment in kindergarten is very high, according to statistics data, the rate of the nation's preschool education in Finland was 100% in 2014 (Pre-primary and comprehensive school education, 2014). It makes the world educational Scholars pay attention to the preschool education in Finland. Therefore, Understanding the preschool education model (Education model is that the education administrative department and the general educators effectively practice education and adopt a kind of education policy set system) in Finland is good to help other countries develop preschool education effectively, by discussing the following tactics that Finland obtains high-quality preschool educators, that Finland draws up the suitable education concepts for children's future study and life, that Finland draws up the education goal according to the national conditions, that Finland carries out many preschool education systems, that Finland evaluates the preschool education in many ways.

1. The Tactics of Obtaining High-Quality Preschool Educators in Finland

Two kinds of main tactics of obtaining high-quality preschool educators are the following. The first is that enrollment of students is strict. Each year about 5000 students applies for education specialty in Finland, but about 10% among 5000 students were admitted to study in the education school. It is stricter than law specialty and medicine specialty. They have a chance to participate in the next year's selection if they haven't admitted this time. The result is that the preschool teachers of Normal University in Finland are the most excellent students in general (Wang, 2009). The statistics figures show that only 10-15% of applicants can obtain the qualification for admission as final (Note 7). A kind of powerful condition is provided for a higher level of learning if the admitted students are excellent. The second is that the degree of the preschool educators is very high. All teachers of the preschool education must have a master's degree or above, according to the regulation of the foundation education law in Finland (Wang, 2009; Zhang, 2011). They have much knowledge and high ability if they have high degree. It is good that they work efficiently, that they better educate children.

The main reasons are the following that the outstanding persons are attracted to engage in preschool education in Finland. The first is the good treatment. The wage is equal to civil servants (Zhang, 2011). The good treatment is the premise of the preschool teachers' life. They work actively. The second is the good culture of trust. Finland's ministry of education and national education committee believe that teachers can provide the best education for early children (Aho, Pitkanen, & Sahlberg, 2006). The teachers better play their potential under the background of trust culture. The third is that the teachers have great autonomy. The teacher may decide to use the methods which they like. They can carry out their own courses. They can select textbooks which they like. They are not subject of the inspection and appraisals after being employed (Wang, 2009). Like this, the teachers can work in the extremely happy and relaxed atmosphere. The fourth is that the state shall pay attention to the training for teachers. Finland's overall goal of cultivating future teachers is that teachers have a certain theoretical knowledge, the very strong practical ability and research ability in the education or teaching practice. In order to achieve this goal, the ministry of Education issued a series of papers and reports: the Teacher Education Development Program in 2006, Education and Research 2007-2012: Development Plan in 2007, Key Competence for Lifelong Learning in Finland in 2009, Professional Development of Education Personnel in 2010. The documents and reports show Finland's idea to cultivate teachers. On the one hand, Finland's government attaches great importance to the teacher's interactive and co-operative, focus on the relationship between the teachers' personal growth and social culture. On the other hand, Finland's government attaches great importance to the teachers' learning ability, observing ability, reflecting ability, understanding ability, analyzing ability (Mari, 2009; Zhang, Zhao, & Liu, 2015). The aim is to promote the teachers' lifelong learning and sustainable development. The education institutions at all levels encourage teachers and education management to carry out positive learning and research. The education institutions provide free training in order to improve their professional quality (Wang, 2009). It shows that Finland is not only strict in the entry of the preschool education students, but also attaches great importance to preschool education teachers' training. They want to make the preschool teachers become more outstanding.

2. The Tactics of Drawing Up Suitable Education Standpoint for Children's Future Study and Life in Finland

Two main tactics that Finland draws up the suitable education standpoint for children's future study and life are equality consciousness and suitable pursuit of material comforts. Equal treatment is the core concept of preschool education in Finland. Finland persists in making each child enjoy the starting point of equality and the best life growth and learning. Teachers in Finland don't give up any child with difficulty in learning and life. They would rather make fast learning child stay than make incapable child undo forever. Teacher makes early children learn new content after knowing every child learn content. This lays a good foundation for the children's study and life in future. This is also one of the main reasons that there is the phenomenon of polarization in study among Finnish teenagers. Finnish government requires early children suitable pursuit of material comforts (What are the reasons behind the success of Finland in PISA). It is to cultivate children's correct consumption concept and substance consciousness for it lays the foundation of the children's right life in future.

3. The Tactics of Drawing Up the Education Goal According to National Condition in Finland

Finland government mainly draws up the education goal from general aspect and special aspect. In general, Finland attaches great importance to co-operation between the home and kindergarten, attaches great importance to the all-round development of children, especially pay attention to the development of children in the good social quality and mental health, like the other countries in the world. In special case, Finland is one of the coldest countries in the world. There are six months during a year covered by snow and ice in Finland. Especially, Finland has ice period for six or seven months or frozen soil during a year or 40 degrees below zero in the Arctic Circle. Therefore, Finland has established an education goal to cultivate children's ability to fight coldness. They want to make children better adapt to the coldest country in the world except Finland (Note 8). Early children must wait door open before entrance of kindergarten, no matter how cold the weather is in Finland. The aim is to develop children's ability to adapt to the environment and survival ability. Early children must go outside of the house after class. They can't stay in the warm house. The teacher will take children to walk near park twice or three times a day as long as it is not less than 15 degrees below zero or it is the blizzard. Kindergarten hardly stops having class because of the snow and cold in Finland (Zhang, 2010). It is to develop children's healthy body against coldness.

4. The Tactics of Carrying Out Many Preschool Education Systems in Finland

Preschool education system is mainly divided into kindergarten and childcare center in Finland. There are the different provisions and the different function of the preschool education system. The service object and learning

content is also different in the different centers.

Kindergarten managed by government provides free education for children aged 6 or above. Government provides 700 hours for free education. It provides longer time for free education if condition of some city is ok (Zhang, 2011). According to the national curriculum compendium on the preschool education in 2000, children can't start learning system of subject, they mainly achieve a smooth transition from day care center to elementary school. It supports and monitors the children's development in physical, psychological, social, cognitive and emotional, preventing the problem happening of the children (Jian, 2011).

Childcare centers are mainly divided into two types. One is public institution of care and education. Another is private institution of preschool education. Public institution of care and education mainly provides service to children from 0 years old to 6 years old. There are the different forms, such as public day-care center, family day-care center, family day-care center of community, opening day-care center and Mobile nursery. Public day-care center is operated by government. The rate between the teachers and children is certain provision. Children have the right to be sent to a public day-care center for accepting conservation and education if maternity leave is over. Family day-care nursery provides care and education for children under 3 years old in rural areas. Family day-care nursery is approved by the government. At the same time, the government will provide conservation and education training for the family dealing in day-care nursery. Family day-care nursery is supervised by the government. The scale of Family day-care nursery of community is bigger than family day-care nursery. It is also approved by the government. It is equipped with several nurserypersons and teachers. Opening day-care center is operated by the government. All kinds of free games or activities are provided for children whom their parents take care of. The aim is to make them form social network. Mobile childcare center is divided into general day-care center and special day-care center. Child is usually sent to general day-care center if his or her mother is during work time. Children will be sent to special day-care center if they need to be taken care of.

Private institution is subsidized by the local government. The rate of supplement is 90% of public institutions' cost. Private day-care institution has mainly four forms, such as family day-care nursery, family day-care nursery of group, games group, Family Circle. The supplement of family day-care nursery and family day-care nursery of group is provided by the government. The supplement of games group and Family Circle is provided by religious organizations. Game groups serve for 3-6 years-old children. Game groups organize activities according to Christian values. Early children get skills by taking part in the game activities. Family Circles serve for 5-6 years-old children. Early children participate in game with their parents. Ecclesiae provide the instructor of the game. The game activities are supervised by the ecclesiae in order to offer religious education. Private institution doesn't have high enthusiasm to live entirely by economic benefit to run it because collecting fees, the rate between teacher and children and staff's training are stipulated strictly.

5. The Tactics of Evaluating Preschool Education in Many Ways in Finland

The national education department in Finland doesn't examine and assess the preschool education institutions until the late eighth decade of twenty century. It gives the wide framework. The detail examination and assessment is decided by the local government (Early Childhood Education and Care Policy in Finland). Administrative departments at all levels of preschool education institutions in Finland evaluate in many ways. Children's bottom-up growth file takes notes of their growth and development. The out-to-in evaluation tactics mainly knows parents' satisfaction, questions and suggestion of preschool education institutions by the questionnaire. Teachers in kindergarten assess themselves. Up-bottom bureau of education evaluates parent-child contract, satisfaction of individual need, individual special attention, satisfaction and comforting to the external environment, teachers' self-appraisal and children's self-esteem. This is the most important and most critical tactics among them because kindergarten is just eligible accords with these (Wu, 2010). It is good to understand more comprehensively and objectively the development of preschool education, to solve the problems during the development of preschool education that the government in Finnish evaluates the preschool education from several different perspectives. Its final aim is to promote the development of preschool education.

Enlightenment: Other countries should use some measures of pre-school education in Finland as reference. The acceptance standards of the preschool educators should be enhanced. Teaching young children should be tight relationship with children's future life. The government should play full roles of families to the pre-school education and make families undertake part of preschool education. Education departments should evaluate the preschool education from different perspectives.

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Notes

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