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Multi-Dimensional Finnish Educational Change: Selected Aspects in the Perspective of Pasi Sahlberg's Works

Wielowymiarowa fińska zmiana edukacyjna Wybrane aspekty w perspektywie twórczości Pasi Sahlberga

Abstract: This article presents the selected aspects of Finnish multi-dimensional educational change from the varied perspectives of Pasi Sahlberg's works. The biggest reform in Finnish education started in November 1963 and was based on „collaboration among schools, personalised learning, focus on the whole child, trust-based responsibility and equity of outcomes”¹. Sahlberg added that „schools collaborate, they help one another and help teachers create a culture of cooperation in their classrooms”,² especially in order to reinforce the best solutions for personalised learning, designed within the framework of Finnish national goals. Consequently, students have their own individualised learning plans to address their own educational requirements. Moreover, teachers in Finland focus on the whole child, paying attention to the moral character, personality, skills and talents of each student.

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The article uses materials collected during the Erasmus program at the University of Eastern Finland, Erasmus +, ka1Staff Mobility for Teaching Assignments on 11–15 September 2017, przypis na pierwszej czy drugiej stronie, pod biogramem..

1 P. Sahlberg, *Finnish Lessons 2.0: What Can the World Learn from Educational Change in Finland?*, New York 2015, p. 149.

2 *Ibid.*, p. 149.

Keywords: multi-dimensional educational change, collaboration among schools, personalised learning, focus on the whole child, trust-based responsibility, equity of outcomes.

Streszczenie: Artykuł przedstawia wybrane aspekty fińskiej reformy oświatowej z uwzględnieniem teoretycznych analiz obecnych w książkach Pasi Sahlberga. Największa reforma w fińskiej edukacji rozpoczęła się w listopadzie 1963 r. bazując na współpracy między szkołami, indywidualnym podejściu do wychowania i kształcenia dzieci, odpowiedzialności opartej na zaufaniu i wyrównywaniu szans edukacyjnych. Istotną rolę w opisywanej zmianie, jak podkreślał w swoich książkach Pasi Sahlberg, "odegrał model szkół współpracujących ze sobą w celu stworzenia jak najlepszych warunków do uczenia się"³. Dodatkowo nauczyciele uwzględniają holistyczne spojrzenie na dziecko, uwzględniając jego charakter, osobowość, umiejętności i talenty.

Słowa kluczowe: reforma oświatowa, zmiana, współpraca międzyszkolna, spersonalizowane uczenie się, holistyczna edukacja, odpowiedzialność, zaufanie, równe szanse.

Pasi Sahlberg, who introduced the world to the remarkable educational system in Finland

Howard Gardner, Author of *Truth, Beauty, and Goodness Reframed*

Pasi Sahlberg is probably the world's most knowledgeable scholar on across-the-globe education and teaching.

Bruce Joyce, Author of *Models of Teaching*

Pasi Sahlberg understands that school leadership is more than just increasing test scores but about creating the conditions for teaching and learning to promote happiness, curiosity, engagement, and collaboration

Jonathan Hasak,

Director of Public Policy and Government Affairs at Year Up.

Introduction

This article presents the selected aspects of Finnish multi-dimensional educational change from the varied perspectives of Pasi Sahlberg's works. The biggest reform in Finnish education started in November 1963, driven by a widespread demand to provide good education for all students, and

3 Ibid., p. 149.

was based on „collaboration among schools, personalised learning, focus on the whole child, trust-based responsibility and equity of outcomes”⁴.

According to Pasi Sahlberg,⁵ educational change came about following criticism of the teacher-centered methods of teaching previously used in Finnish schools. The Agrarian Party and the other leftist parties prepared for a change in education with rules which were positively perceived by Finnish society. Finland got rid of the system of external inspection and improved the quality of teachers' work. The change was precisely described by K. Tirri as „a holistic approach to school pedagogy that includes educating for a growth mindset in learning and allows challenges and creative ideas to blossom in the classroom”⁶.

To this perspective, Sahlberg added that „schools collaborate, they help one another and help teachers create a culture of cooperation in their classrooms”,⁷ especially in order to reinforce the best solutions for personalised learning, designed within the framework of Finnish national goals. Consequently, students now have their own individualised learning plans to address their own educational requirements. Moreover, teachers in Finland focus on the whole child, paying attention to the moral character, personality, skills and talents of each student.

Pasi Sahlberg and his works

Pasi Sahlberg was born in October 26, 1959, in Oulu in Finland. Being a Maths teacher, Pasi is a remarkable scientist in the field of educational change, educational improvement and education policy. He started his career in Teacher Training School and Department of Teacher Education at the University of Helsinki in 1986. In 1996 he graduated from PhD from the University

4 Ibid.

5 P. Sahlberg is Finnish educator and author. He has worked as a schoolteacher, teacher-educator, researcher, and policymaker in Finland and advised schools and education system leaders around the world; <https://pasisahlberg.com/bio-pasi-sahlberg/bio>, accessed: 04.04.2022.

6 K. Tirri, *Teacher Education is the Key to Changing the Identification and Teaching of the Gifted*, „Roeper Review”, 39 (2017) issue 3, pp. 210–212, , DOI: 10.1080/02783193.2017.1318996.

7 P. Sahlberg, *Finnish Lessons 2.0*, p. 149.

of Jyväskylä in Finland. Then he worked as Senior Advisor in science education in the Ministry of Education of Finland in 1999. He was employed as a school-teacher, teacher-educator, academic, and policymaker in Finland. He was then employed as a Head of the School Improvement Unit, and later as Counselor to the Deputy Director General on education policy development and education reform. In 2000 he was a head of the Centre for School Development in the University of Helsinki.

Sahlberg has served for decades in international institutions as the World Bank (Washington, DC) and the European Training Foundation (Torino, Italy). He was working as director general at the Finland's Ministry of Education and Culture (CIMO), and visiting professor of Practice at Harvard University, Stanford University, Columbia University and Vanderbilt University in the U.S. and Parliament Houses in England, Scotland, New Zealand and the European Union. Pasi Sahlberg has been living and serving in education in King's College in England and in 50 countries around the world. Now he also cooperates as a Director General of CIMO (National Centre for International Mobility and Cooperation) in the Ministry of Education and Culture where he promotes „internationalization and tolerance, creativity and global ethics in Finnish society through mobility and institutional cooperation in education, culture, youth and sport”.⁸

In 2013 his book “Finnish Lessons 2.0: What Can the World Learn from Educational Change in Finland”⁹ won the Grawemeyer Award (USA) for an idea to change the educational world. In 2019 Sahlberg published “Let the Children Play: How more play will save our schools and help children thrive”.¹⁰ In 2021 there were published his new books: “In Teachers We Trust: The Finnish way to world-class schools” (with Tim Walker) and “Finnish Lessons 3.0: What Can the World Learn from Educational Change in Finland”.¹¹

8 Pasi Sahlberg, *Short Bio*, <https://web.archive.org/web/20130320171106/https://pasi-sahlberg.com/portfolio-writings/short-bio/>, p. 1.

9 P. Sahlberg, *Finnish lessons 2.0*.

10 P. Sahlberg, W. Doyle, *Let the Children Play: How More Play Will Save Our Schools and Help Children Thrive*, Oxford 2021.

11 P. Sahlberg, K. Robinson, H. Gardner, *Finnish Lessons 3.0: What Can the World Learn from Educational Change in Finland?*, New York–London 2021, pp. 312.

Sahlberg has achieved many awards for his lifelong service in education: Education Award in 2012 in Finland, the 2014 Robert Owen Award in Scotland, the 2016 Lego Prize in Denmark, Rockefeller Foundation's Bellagio Resident Fellowship in 2017, and Dr Paul Brock Memorial Medal in 2021. He is employed as a Professor of Education Policy at the University of New South Wales in Sydney, Australia.

Finnish educational vision and personalised learning in Pasi Sahlberg books

According to Sahlberg,¹² talents might reveal academic, artistic, creative and / or kinesthetic skills. The Finnish vision is based on uncovering the talents and passions of every student. Passion is especially visible when curiosity leads to the discovery of the person's talent. A safe learning community facilitates the conduct of successful activities with students, which are full of engagement and exploration to recognise good and the bad things in life. These activities are socially inspiring and use personalised learning to prepare students better for their future careers.

In the book "Finnish Lessons: What Can the World Learn from Educational Change in Finland" acquiring the basic knowledge of reading, writing, and mathematics is significant for each young person, and finding alternative skills acquisition pathways is the challenge. Students can study inside or outside of school, using media or social networks. In most OECD countries, and in Finland, there is a constant decrease in the number of students learning in schools. According to Sahlberg,¹³ this trend is related to a reduction in curiosity levels, where curiosity is related „to exploration, investigation, and learning, then it should be a central element of school learning for children at all ages".¹⁴ Curiosity is a thirst for knowledge and is closely related to students' learning and achievement.

The Finnish solution, as is presented in "Finnish Lessons: What Can the World Learn from Educational Change in Finland", for overcoming

12 Ibid., s. 197.

13 Ibid., s. 199.

14 Ibid.

obstacles is to rethink schools, learning and individual learning plans and to avoid teaching according to a standardised curriculum. The future of education would be based on a balance of all the factors presented above which influence the life possibilities of students in a digital and globalised world. It is worth noting that young people are interested in a variety of issues that teachers are completely unprepared to teach due to generation gap. Students need rich, well created individual learning plans for use by teachers, parents and the students themselves. Moreover, it seems really significant to underline the fact that revealing individual talent is the goal of Finnish schools, and these talents are generally assessed primarily through standardised knowledge tests. At worst, these tests include only multiple-choice tasks; at best, they go beyond routine knowledge and require analysis, critical thinking, and problem-solving skills. However, they rarely cover non academic domains that include creativity, artistic skills, complex handling of information, or communicating new ideas to others. It is not only important to assess how students learn the basic knowledge and skills in school, but also to know how they develop their communication, problem-solving skills, and creativity. As Finnish schools move towards teaching skills that everybody needs in a complex and unpredictable world, the criteria of being a successful school will also have to change. People will learn more through digital tools and media.

Multiple intelligences and holistic development from the perspective of the talents and intelligence of the child

Salhberg's books included information and facts about the reforms of the 1970s in Finland. These reforms supported a focus on the whole child, and their holistic development and growth from the perspective of his / her talents and intelligence. Finland abolished the system of streaming and tracking students in the mid-1980s and consequently introduced education policies which enable all children not only study but also to cultivate individual aspects of their intelligence in balanced ways. Howard Gardner's theory¹⁵ of multiple intelligences was the main inspiration for changes in the school practices and policies.

15 H. Gardner, *Frames of Minds: The Theory of Multiple Intelligences*, New York 1983, p. 78.

The 1994 National Curriculum put an emphasis on school opportunities to build up students' minds by the use of a balanced curriculum which involves art, music, crafts, and physical education. According to Sahlberg,¹⁶ Finnish teachers claim that over 90% of students can achieve educational success through being taught in a holistic manner. As a consequence, that curriculum framework required that all schools have a balanced program, blending academic and non-academic subjects, and mandated that all schools provide students with sufficient time for self-directed activities. In this light, it is indispensable to add that „a feature of teaching and learning in Finland is high confidence in teachers and principals as professionals. Another feature involves encouraging teachers and students to try new ideas and approaches—in other words, making the school a creative and inspiring place to teach and learn”.¹⁷

Gardner's influence has also been notable in the Finnish system in conferring a broader definition of “talent.” Today, Finnish teachers believe that over 90% of students can learn successfully in their own classrooms if they are given the opportunity to evolve in a holistic manner. Howard Gardner, who analyzed Piaget's works on the development of children's cognitive processes, presented a new framework of definitions of intelligence. Gardner's Multiple Intelligences presented a new perspective in understanding „the multifaceted and varied dimensions of human intelligence”, in which „individuals should be encouraged to use their preferred intelligences in learning and instructional activities should appeal to different forms of intelligence”.¹⁸

Finns, taking into account Gardner's multiple intelligences in the spirit of the 1970s, derived it from U.S. universities and introduced whole child development into their primary schools at the same time as abolishing „streaming and tracking of students in the mid-1980s”.¹⁹ Indeed, Gardner's theory of multiple intelligences was the main idea behind the changes made within school practice and policy in Finland. Gardner divided intelligence into seven categories, namely;

- verbal / linguistic (acquiring the language)

16 P. Sahlberg, *Finnish Lessons 2.0*, p. 168.

17 P. Sahlberg, *The Fourth Way of Finland*, „Journal of Educational Change”, 12 (2011) issue 2, p. 182.

18 H. Gardner, *Frames of Minds: The Theory of Multiple Intelligences*, p. 78.

19 P. Sahlberg, *Finnish Lessons 2.0*, p. 168.

- logical / mathematical (logical, inductive ways of thinking)
- spatial intelligence
- musical intelligence
- bodily / kinesthetic intelligence and
- interpersonal skills (the ability to communicate with people and build relationships).

As a result, a prerequisite for a theory of multiple intelligences „captures a reasonably complete gamut of the kinds of abilities valued by human cultures”.²⁰ Gardner’s theory had an influence on the Finnish definition of a „talent” because Finnish teachers claim that about „90% of students can learn successfully in their own classroom if given the opportunity to evolve in a holistic manner”.²¹

Trust-based responsibility and collaboration among schools

Finland deployed many of the postwar social policies adopted by other Nordic countries, such as Norway and Sweden, which contributed to the creation of a welfare state in the light of the socio-democratic management model for the country.²² In the early 1990s, „the era of a trust-based school culture formally started in Finland”²³ and, as a result, the country ranked at one of the highest positions in the world, according to research related to trust and stability²⁴, as well as being the safest country in the²⁵ and with the lowest level of organised crime in the world.²⁶ Since the 1970s there has also been steady

20 H. Gardner, *Frames of Minds: The Theory of Multiple Intelligences*, p. 62.

21 P. Sahlberg, *Finnish lessons 2.0*, p. 168.

22 J. M. Sejersted, *Debatta’ret som ikkje var-2004* [2004–the year of the non-debate], in: *Norsk litterær a’rbok 2005*, eds J. M. Sejersted, E. Vassenden, Oslo 2005, pp. 9–19.

23 P. Sahlberg, *Education Policies for Raising Student Learning: The Finnish Approach*, „Journal of Education Policy”, 22 (2007) issue 2, p. 156.

24 *Funf for Peace, Fragile States Index 2018*, <https://fragilestatesindex.org/excel/>, accessed: 31.03.2022.

25 *Travel and Tourism Competitiveness Report 2017*, World Economic Forum, https://www3.weforum.org/docs/WEF_TTCR_2017_web_0401.pdf, accessed: 31.03.2022.

26 *The Global Competitiveness Report 2018: Organized Crime*, World Economic Forum, <https://www3.weforum.org/docs/GCR2018/05FullReport/TheGlobalCompetitivenessReport2018.pdf>, accessed: 31.03.2022.

progress in Finnish education which included some factors which contributed to the success of the educational system.

According to Sahlberg,²⁷ three features contribute to the success of countries like Finland with regard to trust.

1. A high level of trust among Finnish citizens;
2. Parents who trust their children with a „significant amount of independence”²⁸;
3. A highly trusted system of education and schools.

According to Sahlberg,²⁹ a culture of trust means that „the Ministry of Education and the National Board of Education believes that teachers together with principals, parents, and their communities know how to provide the best possible education for their children and youths”. This process was related to the transition in Finnish education from a bureaucratic, central administration to the decentralisation of education which embedded trust within education.

The success of Finnish schools was related to factors such as: the high level of educational attainment among the adult population, equity in learning outcomes, improvements in student learning and efficient usage of human and financial resources (ile na edukację wydaje Finlandia). Finland got rid of their system of external inspection and implemented strategies which built up the quality of teachers' work. The country uses a self-correcting system of support and assistance to help schools be more efficient. There is no attempt to identify good and bad teachers, but rather a system designed to improve them all over time. The educational change was related to trust among teachers and trust towards the teaching profession. As Anthony Giddens claimed: „Trust may be defined as confidence in the reliability of a person or system, regarding a given set of outcomes or events, where that confidence expresses a faith in the probability or love of another, or in the correctness of abstract principle”.³⁰

Traditional social values endured in Finland regardless of big changes in the way of life based on cosmopolitanism among the younger generation.

27 P. Sahlberg, T. D. Walker, *In Teachers We Trust: The Finnish Way to World-Class Schools*, New York 2021.

28 Ibid., p. 26.

29 Ibid., p. 38.

30 A. Giddens, *The Consequences of Modernity*, Oxford 1990, p. 34.

Values such as „cultural hallmarks as a law-abiding citizenry”, trust in authority, trust in schools, „commitment to one’s social group, awareness of one’s social status and position, and a patriotic spirit”³¹ were present in Finland and were embedded into reforms in education since the 1970s. In this light, it is really significant to underline that trust-based responsibility reveals such factors as the Finnish school culture which is based ”on responsibility and trust within the education system”³²

Wrightsmann added that people with a „high trust are likely to disclose more accurate, relevant, and complete data about problems, as well as their thoughts, feelings and ideas”.³³ Finnish teachers are encouraged to cooperate with other teachers³⁴ and, consequently, they are able to work at the highest level of cooperation with the National Board of Education, municipalities, other teachers and headteachers, all with a highly developed sense of collective responsibility. This is especially evident in the constant discussions and consultations which work as a stimulus for educational improvement and a high level of autonomy among teachers.

To meet the challenges of generational change, the teaching profession set up The 2AgePro project,³⁵ designed to motivate experienced teachers to stay in the profession by offering them training events to practice their professional skills, competences and knowledge with other teachers, and to receive also pedagogical support. Additionally, Finnish schools use networks for sharing ideas about teaching and school problems.

The high quality of Finnish education is also based on teachers’ job preparation. The Finnish Professional Learning Community, typical for basic Finnish

31 P. Sahlberg, *Finnish lessons 2.0*, p. 160.

32 *Ibid.*, p. 149.

33 L. Wrightsmann, *Assumption about Human Nature: A Social Psychological Approach*, Monterrey, Ca 1974.

34 A. Suwalska, *Values and Their Influence on Learning in Basic Education in Finland – Selected Aspects*, „Roczniki Pedagogiczne”, 13 (2021) issue 2, pp. 141–154, DOI: 10.18290/rped21132.10.

35 *The National Pilots. (Deliverable 5.2)*, Oulu 2010; *Guide on the Reciprocal Collaboration between Teachers*, Oulu 2010.

education, has been designed within the concept of a learning organisation with the usage of collegiality and collaboration. Additionally, Finland has „the high social status of being a teacher, which has made teaching one of the most desired career choices among young Finns”.³⁶ Hord added that the “professional community of learners” is a place in which teachers in a school and with other schools and administrators regularly update and share their learning to enhance their collective effectiveness as professionals. As a result, these communities could be referred to as “communities of continuous inquiry and improvement”³⁷ and contribute to the high level of teachers’ responsibility and autonomy. Sahlberg³⁸ added that Finnish schools create trust in the whole education system, to the point where the whole of Finnish society is interested in what is happening in everyday school life.

Finnish equity

Sahlberg³⁹ underlined two paths which contributed to equity in Finnish schools. Firstly, a „school-based, teacher-made curriculum”⁴⁰ and, secondly, full access and participation of teachers and principals in professional development. The Finnish curriculum enables teachers and school heads to use their own judgment, taking into consideration school values, aims and educational goals. Finnish teachers are involved in everyday education in „a spirit of equity, care, and justice for everyone”.⁴¹ From this scientific perspective, it is a widely held and common belief that the equality-based school reforms, which started

36 P. Sahlberg, *Teachers as Leaders in Finland*, „Educational Leadership”, 71 (2013) issue 2, p. 1.

37 S. Hord, *Professional Learning Communities: Communities of Continuous Inquiry and Improvement*, Austin 1997, <https://files.eric.ed.gov/fulltext/ED410659.pdf>, accessed: 26.11.2020, p. 1.

38 P. Sahlberg, *Finnish Lessons 2.0*, p. 149.

39 P. Sahlberg, *Finnished Leadership, Four Big, Inexpensive Ideas to Transform Education*, Corwin 2018, p. 52.

40 P. Sahlberg, T. D. Walker, *In Teachers We Trust*, p. 142.

41 A. Hargreaves, D. Shirley, *The Global Fourth Way, the Quest for Educational Excellence*, London 2012, p. 52.

in the early 1970s, guaranteed high-quality education, regardless of where students live, where their parents work or which school they attend (in the south or in the north). As a result, equity „ensures that differences in educational outcomes are not the result of differences in wealth, income, power or possessions—in other words, home background”.⁴²

Moreover, equity in Finnish schools is not based on teaching the same curriculum or achieving the same learning outcomes. Finnish educational policy provides equal educational opportunities for all students and has done so since the 1970s, across all social groups, in varied geographic regions and for long-term ethnically homogeneous groups. Since 1995, when Finland joined the European Union, the ethnic and culture diversification has changed, especially in big cities, where some districts and schools now have one-quarter of the total population are first- and second-generation immigrants.

Moreover, the number of foreign-born citizens and non-native-Finnish speakers grew by about 5.2% of the population in 2013. It is necessary to underline that the low number of citizenships issued in Finland is related to the requirement to be proficient in one of the three national languages (Finnish, Swedish, and Sami). In this light, Finnish schools were forced to design new conditions for teaching, especially when some municipalities introduced limits on the proportion of immigrant students who attend each school, in order to avoid segregation. There are some schools with more than 40% immigrant students, whereas in other parts of the country, there are places with no immigrants at all. According to Sahlberg,⁴³ city authorities believe that a better distribution of immigrant students in their schools would benefit both students and schools.

Nowadays, educational performance is measured by large-scale assessments, which publish international educational results. Finland has participated in many international assessments since the beginning of the millennium with some excellent PISA results; number one in reading (2001),⁴⁴

42 P. Sahlberg, *Finnish Lessons 2.0*, p. 61.

43 Ibid., p. 96.

44 *Knowledge and Skills for Life: First Results from PISA 2000*, OECD, Paris 2001.

mathematics (2003),⁴⁵ and science (2006).⁴⁶ There was then a reduction when Finland were ranked in second place in reading (2009),⁴⁷ and fifth place in science (2015).⁴⁸ Students in Grade 4 were ranked eighth (2011)⁴⁹ and seventeenth (2015)⁵⁰ in mathematics and seventh (2015)⁵¹ in science. These are different from the OECD tests, which are based on a different definition of the necessary skills, whereas the IEA tests use the capacity of the national curriculum.

The above scores reveal there is little variance between Finnish schools, supporting the idea that the Finnish education system has designed equal „starting points” for all Finnish students. The international large-scale assessments on among countries have their drawbacks, because they do not consider the different socio-historical contexts.⁵² As a result, Finnish comprehensive school students achieve good results in various international tests, compared to those in other countries, which is a success of the Finnish educational policy.

Conclusion

The educational reforms in Finland, according to Sahlberg’s books, was deep and fast and based on a wide restructuring.⁵³ The implemented educational changes contributed to programmatic goals and their valuable impacts; enjoyed broad legitimacy among parents and politicians; and are internationally

45 *Learning for Tomorrow’s World: First Results from PISA 2003*, OECD, Paris 2004.

46 *Science Competencies for Tomorrow’s World, PISA 2006*, Vol. 1, OECD, Paris 2007.

47 *PISA 2009 Results: What Students Know and Can Do. Student Performance in Reading, Mathematics and Science*, Vol. 1, OECD, Paris 2010.

48 *Education at a Glance 2016*, OECD Indicators, <https://www.oecd-ilibrary.org/docserver/eag-2016en.pdf?expires=1647258602&id=id&accname=guest&checksum=6A332B57115935160B886BAB15D584E5>, accessed: 31.03.2022.

49 *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States*, Paris 2011.

50 *Education at a Glance 2016*.

51 *Ibid.*

52 H. Simola, *The Finnish Miracle of PISA: Historical and Sociological Remarks on Teaching and Teacher Education*, „Comparative Education”, 41 (2005) issue 4, pp. 455–470.

53 P. Sahlberg, *Finnish Lessons 2.0*, p. 42–45.

recognised and admired. Sahlberg's books introduced us to the remarkable educational system.

The Finnish education system is unique in its steady progress from international averages to one of the best public educational performers today. The biggest reform in Finnish education related to „collaboration among schools, personalised learning, focus on the whole child, trust-based responsibility and equity of outcomes”.⁵⁴ Gardner's influence has also been notable in the Finnish system by bringing in a broader definition of talent and by giving the opportunity to each child to evolve in a holistic manner, with an understanding of various dimensions of human intelligence.

The article revealed many factors, presented in Sahlberg's books, which contribute to success of Finnish education. In the multi-dimensional light of educational change, Finland has been able to design a network of schools where almost all are successful, and in which students have prepared rich and well created individual plans for learning. Finnish schools which collaborate „create a culture of cooperation in their classrooms” to reinforce students' personalised learning. Additionally, Sahlberg underlined that teachers focus on the whole child, paying attention to the moral character, personality, skills and talents of each student. Consequently, Finnish students achieve good results in various international tests, which is a success for the Finnish multi-dimensional educational changes implemented within Finnish educational policy. It also affected their social environment, improving their „opportunities and willingness to learn”.⁵⁵

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54 Ibid., p. 149.

55 Ibid., p. 179.

- Funf for Peace, Fragile States Index 2018*, <https://fragilestatesindex.org/excel/>, accessed: 31.03.2022.
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Teatr w doświadczeniu życiowym Karola Wojtyły – od teatru szkolnego do *theatrum mundi*. Perspektywa Pedagogiczna¹

Theatre in Karol Wojtyła's Life Experience – From School Theatre to *Theatrum Mundi*. Pedagogical Perspective

Abstract: The aim of the article is to present the role of theatrical experiences in the life of Karol Wojtyła. These experiences are presented against the background of the important position of the theatre in the school curriculum in Poland in the interwar period. After regaining independence, this theatre was to serve the patriotic upbringing of children and youth, and awaken in them a deeper interest in art. Wojtyła continued his active participation in the school theatre during his studies, and then during the war in the underground theatre of occupation. Interest in the theatre was also expressed in the dramatic works of Karol Wojtyła. The text shows the constant presence of theatrical art in the life and thoughts of Jan Paul II. The article was created as a result of biographical research and analysis of source materials.

Keywords: school theatre, student theatre, underground theatre, performance, drama, patriotic education, education through art.

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1 Tekst powstał na podstawie badań własnych.