ESD in Crafts and Creativity –
A Finnish Approach in Basic Education
and Teacher Training –
from the Past to the Future
Many languages have a concrete, hand-related word for understanding. What is it in your language?

Ajatus käsissämme – The Thought in our Hands
ref. Seija Kojonkoski-Rännäli
How important are our hands?

The relative representation of hands in the brain – Solonen according to Claude Verdan

- An old idea – expressed in other words in the 19th century curriculum
- Thinking and handwork - your brain and your hand together
Uno Cygnaeus – the Founder of the Finnish Folkschool Education

• 1810 – 1888
• A priest and educator, school inspector
• Influenced by Pestalozzi and Fröbel
• The founder of the first teacher seminary for men and women in Jyväskylä, 1863, nowadays the University of Jyväskylä,
• Emphasized the importance of women's education
• Introduced the teaching of educative crafts in the curriculum as an equal school subject
• The first curriculum 1863
• Folk school – elementary education for all – socially equal, all children went to the same school
Historical background for handwork teaching and learning - ideologies

What did Cygnaeus teach in 1863?

• In Finnish – käsityö, tekstiilityö, tekninen työ
• A unique decision in the curriculum
• Educative crafts – a holistic approach towards pupils and learning
• Crafts as part of art education and human development, spiritual strength
• “Work education”

• Maybe at some point the original idea was forgotten, because of ideas about practical and academic intelligence
• The reflection of the political and social situation in craft education – post-war ideas more practical
• Later back to more original ideas

ref. Cygnaeus, Uno
### Weekly lesson hours at the University Teacher Training School in Joensuu 2014-2015

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### Number of lesson hours in crafts

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<th>University Teacher Training School at Joensuu now Lesson hours/week</th>
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<td>1</td>
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<td>3</td>
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<td>2 half a year of technical and textile</td>
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<td>4</td>
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<td>2 each → choice of emphasis TN/TS</td>
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The Aims and Contents of Crafts in the Current Curriculum

7.17 CRAFTS

The task of instruction in crafts is to develop the pupils’ skills with crafts so that their self-esteem grows on that basis and they derive joy and satisfaction from their work. In addition, their sense of responsibility for the work and the use of the material increases, and they learn to appreciate the quality of the material and work, and to take a critical, evaluative stance towards their own choices and the ideas, products and services offered.

The instruction is implemented through projects and subject areas corresponding to the pupils’ stage of development, and uses experimentation, investigation, and invention. The instructional tasks in crafts are to guide the pupil in systematic, sustained, independent work, and to develop creativity, problem-solving skills, an understanding of everyday technological phenomena, and aesthetic, technical, and psychomotor skills. The pupil receives an introduction to the cultural traditions of handicrafts among the Finns and other peoples.

http://www.oph.fi/english/curricula_and_qualifications/basic_education

The Finnish Core Curriculum Framework 2004
The new 2016 distribution of lesson hours in basic education

(pdf in Finnish)
Ref. The National Board of Education
http://www.oph.fi/ops2016/materiaalit

Crafts circled with green, elective courses in red
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<td>(Vapaaehdon B2-kieli)</td>
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Some contents in the 2016 curriculum
Craft education

• **Process** (planning, creativity, problem-solving, creative thinking, design) and **product** – thinking strategies
• A multimaterial school subject
• Documentation, evaluation, assessment, self-assessment
• Multisensory, technical, materialistic as well developing technological and linguistic reading skills and its active use
• The task of crafts is to develop the pupil’s motor and cognitive skills, creativity, planning, design skills, techniques, technology
• Aesthetics properties, responsibility for their own environment, understanding product life-cycles
2016 Curriculum - Some values

• Teaching will strengthen gender equality and prerequisites; environmentally, globally and locally responsible citizens.

• The significance of handwork/crafts lies in persistent and innovative working process as well as in the experience which supports self-esteem and gives pleasure.

• Sustainable development, recycling, sustainable resources more emphasized.
We succeeded in PISA though or because?

- Finnish children have the smallest number of lesson hours a week
- Arts and skills subjects in the curriculum have a strong role
- The number of arts, crafts, music, home economics and PE form about a quarter of the lesson hours a week
- 62 weekly lesson hours out of 222
- Division of lesson hours will depend on the school decisions to some extent
- Do these subjects explain something? What is the role of skills, arts and crafts in the Finnish PISA success? – still open speculations
- School meals from 1948?
- BUT
- Now we have some issues and challenges to deal with like
  - Finances, Increasing equality issues between schools, communities, gender...
- The new 2016 curriculum reform is trying to improve the situation
Sustainability is culture connected?

How – Why?

• In Nordic cultures, Finland, Sweden…
  – e.g. a long sustainable tradition of recycling old sheets, clothing

• Weaving carpets
  – creativity and own design by women
  – still a living activity and an appreciated skill
  – modernization in designs and materials

• E.g. weaving is women’s “own time”

• Other cultures?
Crafts in teacher education in Joensuu
Preparation for the Future

• Integrated technical and textile studies from 2013
• Used to be separated – now both female and male students get qualifications in both areas – technical and textile crafts teaching including technology

• **Process and product** equally important
• Importance of sustainable materials, quality, ideas and products
• Technology
• Creative solutions – own design

• In classroom teacher training; 3 + 3 ects in Joensuu
  » 7-8 ects in Savonlinna
• Subject teacher training in Savonlinna

http://www.uef.fi
Design – Re-designing Risainaus
Finnish Culture reflected in the students’ processes and products in hard materials
As well as in soft materials
A candle holder
I wanted to build a resigned product of skates, which were important for me because of my figure skating hobby in my childhood. I decided to use only the steel blades and I wanted to combine “ice” to my product. As the end result I have a candle holder and the body is made of skate blades.
A girl
What do you see around you?
One can use it

- Multimaterial resources
- Problem solving
- Ideas
- Exchanging ideas – cooperation
- Teamwork
- Creative solutions...
Creativity?

Ref. Jorma Heikkilä

Creativity

finances

technical skills

motivation

combinations

techniques

psychomotor skills

technology

social context

evironment

social skills

materials

environment

technical skills

social context

technology

Ref. Jorma Heikkilä
Tuning up your t-shirt – a project in year 5
Global Megatrends

- Environment
- Technological planetarism
- Interlinked economy
- Demographic trends
- All these have links to crafts
  - sustainability of materials, recycling, craft technology (e.g. sewing machines, technology in wood work, bicycle service...)
- learning to use money – financial information
- What the globe can carry
- Curiosity, resilience, productivity
  - Curiosity is motivational!

Ref. Hidden Competences, Demos and CIMO
Fashion

• Fashion follows megatrends – sustainability and recycling
• How trends spread? - Locally and globally
• **GlobeHope** – a Finnish company, ecological products from recycled and discarded materials
• **Namedclothing** – young women’s ecological thinking
• **Recycled fashion – Verhon takaa – Vallila**
• Terminology – recycling, ecological, upcycling, trashion, **going green**...
• Finnish fashion – e.g. Teemu Muurinmäki, Hanna Sarén... origins at home and in elementary school
• Paris fashion – e.g. **Issey Miyake**
General Principles – Also in crafts at school

- No one is left behind
- Trust – in own design, resign, materials, techniques...

- Trend consciousness – also a strength among the youth
  - The case of crochet hats – in the early 2000’s and still going strong the boys, especially snowboarders started crocheting woollen hats – also starting a business and selling their hats

- New curriculum 2016 – equality, equity and sustainable development - the key aims
References and sources

- Cygnæus, Uno, Uno Cygnæuksen muisto, 1910, WSOY, Porvoo.
- Kojonkoski-Rännäli, Seija, Ajatus käsissämme, (The Thought in our Hands), Turun yliopiston julkaisuja. SarjaC osa109. TUY
- National Board of Education in Finland, www.oph.fi
- Panelius et al., Käsikirja, Helsinki 2013.
- School meals in Finland [http://www.oph.fi/download/155535_School_meals_in_finland.pdf]
- Teachers in Finland [http://www.oph.fi/download/148960_Teachers_in_Finland.pdf]
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Thank you!

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