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Lavonen, Jari

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Design and Implementation of the National Aims for Finnish Teacher Education during 2016–2019

Jari Lavonen

Faculty of Educational Sciences, University of Helsinki, Finland

Department of Childhood Education, University of Johannesburg, Soweto, South Africa

The chapter summarises the analysis and reflections on the national aims for Finnish teacher education undertaken by the Finnish Teacher Education Forum over a span of three years. The forum consisted of 70 experts, representing universities, applied universities, principals, teachers, students and other relevant stakeholders. Members of the forum discussed research outcomes related to teacher education and generated ideas for revising it at national and local meetings of the forum and through a web-based brainstorming session. In 2016, three strategic aims were identified for teachers' pre- and in-service education and for their continuous lifelong professional learning: a broad and solid knowledge base; competences for generating novel ideas and educational innovations; and competences for developing teachers' own expertise as well as that of their schools. Furthermore, the forum laid down six concrete guidelines to direct the development of teacher education and financed 45 pilot projects. Typically, the projects, which involved several universities and providers of education, were collaborative and contextual in nature. In addition to the national and local meetings, these projects helped realise the strategic aims of teacher education practices and supported the professional learning of teacher educators.

Keywords: Education policy, Teacher education strategy, Teacher educator

Introduction

National-level goals or aims for teacher education are typically laid down in national or state-level documents, often called teacher education standards or strategies or shortly teacher standards. These documents describe the competences and values a teacher should possess or what a teacher should know and be able to do (Cochran-Smith, 2006; Ingvarson, 2002; Torrance & Forde, 2017). This chapter introduces how the Teacher Education Development Programme or national level teacher education strategy was designed and implemented in Finland during years 2016 to 2019. A collaborative design approach was used as it is known to positively influence the design and implementation process and support teacher educators' learning (Burns & Köster, 2016; Kitchen & Figg, 2011; Maier & Schmidt, 2015).

Globally, competences needed by teachers have been identified by the Organisation for Economic Co-operation and Development (OECD) on the basis of their Teaching and Learning International Survey (TALIS) 2018 (OECD 2019; 2020). TALIS, administered in 48 countries, covers teacher education and initial policy and practices; teachers' instructional and professional practices, self-efficacy and job satisfaction; school leadership, environments and climate; and teacher feedback and development. The survey findings guide policies on teacher education, school leadership and teaching, with a special emphasis on aspects that affect student learning.

According to OECD policy recommendations, teachers should possess deep and broad professional knowledge in order to influence student learning. This professional knowledge includes, firstly, knowledge about a discipline, knowledge about the curriculum in that discipline and knowledge about students and how they learn in that discipline. Second, they require knowledge about

professional practices in order to select appropriate teaching or instructional techniques, such as collaborative learning, or in order to create an environment that is conducive to learning. Importantly, teachers should be able to support students from different backgrounds with varied needs, engage them in learning and promote tolerance and social cohesion (c.f., Tirri & Laine, 2017). They should themselves engage actively in formative assessment and give feedback to students to ensure that they feel valued and included. Third, teachers need enquiry and research skills that allow them to be lifelong learners and progress in their profession. Finally, in addition to these aims related to teacher education strategies, Finland's teacher education programme also emphasises teachers' ethical and moral competences (Kuusisto & Tirri, 2019).

Most countries focus on the first two areas of knowledge or competences as well as the competences for professional learning. For example, the Australian Professional Standards for Teachers (APST, 2014) groups teacher competences into three domains: professional knowledge, which covers knowledge about students, how they learn and knowledge about content and how to teach it; professional practices, which include planning and implementation of effective teaching and learning strategies, creating and maintaining a supportive and safe learning environment, assessing, providing feedback and reporting on student learning; and professional engagement, which includes teachers' own engagement in professional learning and with colleagues, parents and the community. Another example of teacher standards is the UK Teachers' Standards (Department for Education, 2011), which emphasise professional knowledge and practices and expect teachers to demonstrate consistently high levels of personal and professional conduct.

However, the three areas of competences outlined above are no longer adequate for teachers. Today, providers of education, like school districts or municipalities, expect teachers to participate in leadership activities and in collaboration efforts, such as working in teams as well as with other schools and parents. In fact, teachers surveyed in TALIS (OECD, 2019, 2020) reported a high frequency of such activities in their schools. Teacher collaboration enables the setting of common teaching and learning goals not only for the classroom but for the whole school. It also facilitates the monitoring of goal achievement. With the teacher profession turning more challenging in the current times, teachers are constantly required to multi-task, which includes, for example, organising an inclusive class and using education technology. Teachers today also need an innovation orientation for effectively overcoming new challenges.

Given the growing needs, teacher education standards or strategies are challenging to design and implement. It is also difficult to involve relevant partners in a collaboration or make a sustainable change to teacher education programmes and practices (Darling-Hammond, 2017). It is common for standards, reforms or development programmes to be made by a small, nominated group of experts. For instance, Beach et al. (2014, 167) observed, on the basis of their long-term policy analysis of Sweden, that Swedish reforms are too strongly controlled by the government alone. However, in her study focusing on the design and implementation of teacher education policy aims, Darling-Hammond (2017) noted that successful national-level strategies or reforms call for the participation of teacher educators and teachers in professional standard-setting. In a similar vein, Russell et al. (2001) argued, on the basis of their review of teacher education reforms, that collaboration is not only important to policy design but also an aim of teacher education. Collaboration in defining the aims of teacher education ensures that the aims are acceptable to all the stakeholders, and their implementation is considered in the teacher education programmes. According to Slater (2010), the key characteristics of collaboration in the context of education improvement are as follows: joint work or interdependence, parity or equality among participants

and voluntary participation. Given the varied factors that influence the design and implementation of national-level teacher education standards, an analysis of such strategies across countries can offer important insights.

Role of teachers and teacher education in Finnish society

In Finland, admission to teacher profession is selective, and competent teachers are available throughout the country. In Finland's decentralised education system, traditional universities are responsible for planning teacher education programmes and implementing these five-year masters' level programmes autonomously. However, collaboratively agreed-on national aims for teacher education communicate shared ideas and characteristics that are valued in the teacher profession. (Tirri, 2014; Tirri & Ubani, 2013)

An important characteristic of Finnish education is collaborative development of local curricula and classroom-level assessment practices. Finland has never based its quality assurance on standardised testing, unlike countries following an outcome-based education model. Nor has Finland used school inspectors since the early 1990s. The quality of education has been advanced through a decentralised approach, which emphasises national-level guideline-type strategic documents, such as framework curricula. Local curriculum processes have inspired and empowered teachers and principals to develop the local curriculum, to improve their own work processes and to enhance the quality of education (Holappa 2007).

A salient characteristic of teacher education in Finland has been its emphasis on research (Eklund, 2018; Tirri, 2014). Accordingly, student teachers learn both how to consume and to produce educational knowledge. This research knowledge is needed for a broad conception of local planning, the development of teaching and school practices and for the assessment of teaching and learning. Consequently, teachers play an important role in the decentralised Finnish educational system.

Documents as sources of information

Collaborative design and implementation of the national Teacher Education Development Programme as described in this chapter were based on documents, such as notes, memos, commitments and statements from different stakeholders, created during the years 2016–2019. Memos were written during 12 full-day meetings of the entire forum and seven regional meetings and executive committee meetings. The executive committee consisted of ten experts, with three representing universities, four from the Ministry of Education and Culture (MEC) and three from stakeholder organisations. The executive committee met every month for a four-hour meeting – 30 sessions in all from 2016 to 2019 – and discussed, for example, the outcomes of the literature review, policy documents of other countries and brainstormed processes and their outcomes. Moreover, the committee planned the forum meetings and drafted the minutes of those meetings. In total, this chapter is based on 95 standard pages of memos – with each memo document named in the format *Memo of the executive committee meeting, DD/MM/YY* – and one 78-page document titled *Summary of pilot project evaluations*, which contained data collected from the directors of the pilot projects (Lavonen et al., 2020).

Document analysis is a systematic procedure for reviewing or evaluating documents in order to elicit meaning, gain understanding and develop empirical knowledge (Corbin & Strauss, 2008). In the context of this study, document analysis was used to understand the design and implementation process of the education development programme and the collaboration between the stakeholders

during the process. Information and insights derived from the documents have been used to write the text, as described by Bowen (2009).

To extract information and insights, the documents were skimmed through (superficial examination), read (thorough examination) and interpreted (Corbin & Strauss, 2008). They were read several times in order to identify all the aspects related to the design of the development programme. Limitations of document analysis (Bowen, 2009) relevant to this case were as follows: (1) insufficient detail because the documents were produced for the forum's internal use and not for research use and (2) biased selectivity in writing because they were written according to the ministry's procedures and mainly in order to note issues important to internal processes. To overcome these limitations, the researchers used their own notes and presentations to aid recall (Patton, 1990).

Collaborative planning of national aims for teacher education

To identify challenges and advance teacher education, in February 2016, the MEC appointed a Finnish Teacher Education Forum (MEC, 2016) or 70 experts from universities, national-level administrative offices and partner organisations for teacher education, such as the Association of Finnish Local and Regional Authorities and the Trade Union of Education (OAJ). The forum was asked to collaboratively work on a Development Programme for Teachers' Pre-, Introductory and In-Service Education (later programme). To design the development programme, the forum studied the research outcomes related to teacher education and the brainstorming outcomes related to the revision of teacher education at the national level.

The challenges to Finnish education were identified from the OECD, PISA and TALIS (OECD 2013, 2014) surveys and national-level monitoring reports, which were produced by the Finnish Education Evaluation Centre, Karvi. The recognised challenges were discussed and summarised in the forum meetings (*The presentation of the forum director summarised the challenges at student, classroom, school and city level*, *Memo of the forum meeting, 25/5/16*):

- Challenges stemming from the school environment that influence teacher education:
 - student-level challenges, such as a decrease in learning outcomes, an increase in the variation of the learning outcomes and the varied needs of individual learners;
 - classroom-level challenges, such as guiding students in active and collaborative learning, processes in heterogeneous and multi-cultural classrooms and supporting students in learning twenty-first century competencies according to new curricula;
 - school- and city-level challenges, such as a lack of collaboration among teachers, lack of quality work at the local level and lack of pedagogical leadership that supports teachers' professional learning;
- challenges in teachers' pedagogical competences, collaboration and innovative orientation and a lack of willingness or competence for personal professional learning; and
- society-level challenges, such as the number of young people who drop out of education or the labour market and an increase in inequality as well as the influence of digitalisation, such as artificial intelligence and automation, on the education sector.

A review of literature on teachers and teacher education (Husu & Toom, 2016) highlighted several issues, which were discussed at the forum meetings and considered during the design of the development programme. These included research outcomes related to the role of education in society; teaching learners with different needs; the design and use of educational innovations, such

as education technology, in teaching and learning; and finally, the impact of research related to teachers and teacher education on the design of the development programme. The review shed light on several models for categorising teacher knowledge and competencies. For instance, it revealed that in addition to various domains of teacher knowledge, student teachers should be willing and able to learn new competences. For example, inclusive education and co-teaching may be competences that teachers may not have learned in their initial days, but they should be able to learn them on the job (Beijaard et al., 2007; Korthagen, 2016; 2017). However, learnings from the literature review are not easy to implement in practice because one's understanding of teacher knowledge (competence) depends on the national education policy and how teacher professionalism or effectiveness is understood; how teachers' professional learning and collaboration are organised; and how the school as a learning community (school development) is organised (Leana, 2011) (*'Discussed the content of the literature review and a guideline was prepared', Memo of the executive committee meeting, 13/4/16*). This is why the Finnish Teacher Education Forum adopted a process-like and dialogical working approach and emphasised the reaching of a consensus among actors.

In order to broadly gather views from teacher educators and stakeholders, the forum decided to organise a national web-based brainstorming session on the revision of teacher education. The aim of the brainstorming session was to capture teacher educators' and teachers' views on what they considered important to teacher education. A call to participate in the brainstorming process was sent to teacher educators in all Finnish universities as well as to all teachers and administrative employees working in the field of education, both at the national and local level, in order to decentralise the idea-generation process and enable all the stakeholders to participate in the reform process (Cochran-Smith et al., 2018). The participants were first guided on generating ideas important to teacher education. Next, they were asked to evaluate or rank ideas contributed by others. Results showed that the most important student priorities for teacher education are learning-to-learn skills, along with interaction and collaboration skills. Overall, the competences involved in generating ideas and engaging in change- and research-based action and collaboration enable teachers to participate collaboratively in the development of classroom practices and culture, particularly in school contexts. Further, most of the top-ranked skills and competences identified are needed outside the classroom. This implies that in teacher education, participants believe that more attention should be paid to the skills and competences needed for effective teacher collaboration. Interaction and collaboration skills as well as digitalisation skills are needed in a classroom environment. (*'In the evaluation discussion, it was agreed that network-based brainstorming together with the hearing of stakeholders in the executive committee meetings offered a broad view on what kind of aims different parties and stakeholders emphasise in teacher education', Memo of the executive committee meeting, 19/2/18*)

Between autumn 2016 and spring 2019, the Finnish Teacher Education Forum organised 12 nationwide meetings, seven local meetings and several thematic group meetings. During 2016, these meetings supported the collaborative efforts to meet the challenges and aims of teacher education and facilitated the drafting of the Development Programme for Teachers' Pre-, Introductory and In-Service Education (MEC 2016)

The final outcome of the design process– the Development Programme for Teachers Pre-, Introductory and In-Service Education – specified three strategic competence aims for teachers' pre- and in-service education and their continuous lifelong professional learning. Although these

aims do not cover everything, they do guide the development of teacher education. According to this document, a professional teacher should

- have a broad and solid knowledge base about the relevant subject matter and pedagogy; about how to engage learners with different needs; about collaboration, interaction, digital and research skills; about schools' societal and business connections; and about ethical codes.
- be able to generate novel ideas and educational innovations while developing the local curriculum; while planning inclusive education; and in designing and adopting of the pedagogical innovations.
- have the willingness and competences required for professional learning; for developing the schools' operations and environments, especially the school culture and versatile learning environments; and for using the digital tools necessary for maintaining and creating different networks and partnerships with students, parents and other stakeholders.

(‘In the meeting, the strategic aims outlined covered the following areas: broad basic competences; research competences; leadership; partnerships and networks; sustainable development and global citizenship’, Memo of the upper secondary school section of the forum meeting, 18/3/2016; ‘It was agreed that the strategy will consists of three elements: a vision, strategic aims and actions’, Memo of the executive committee meeting, 26/2/16)

In addition to the strategic competence aims, the development programme included six concrete strategic guidelines that directed the development of teacher education as well as the pilot projects, which have been and continue to be implemented in two phases: between the years 2017–2019 and 2019–2021. The strategic guidelines for the pilot projects were as follows:

- A teacher education programme's structure, objectives and organisation will better support the cumulative development of competences needed by a teacher both inside and outside the classroom.
- Teacher education will be strengthened through close collaboration, networking and by building a culture of doing things together.
- Teacher education institutions will promote teacher education with well-functioning structures and successful student admissions.
- The programmes, learning environments and teaching/learning methods used in teacher education will be improved to strengthen teachers' expertise in generating ideas and pedagogical innovations.
- Strategic leadership among education providers, schools and other education institutes will be strengthened.
- Training programmes and teaching/learning practices will be based on research, and student teachers will be expected to learn research skills.

Implementation of national aims through development projects

The national Development Programme for Teachers' Pre-, Introductory and In-Service Education (MEC, 2016) was implemented through research-oriented pilot projects, national seminars and workshops and local and regional meetings. In all, 31 collaborative and networking pilot projects were financed during 2017 and 2019, and 14 pilot projects are to be rolled out during 2019–2021 by the MEC through the allocation of 27 million euros. The call for proposals for pilot projects emphasised the aims and actions introduced in the development programme. It also highlighted the collaboration between pre- and in-service teacher education, collaboration with universities and

schools and the research-based orientation of the projects (*'The funded projects were introduced and discussed,' Memo of the executive committee meeting, 17/8/18*).

All universities, engaged in teacher education, coordinated at least one pilot project. Two universities of applied sciences coordinated two common projects. Each project had at least one partner university, and one project enlisted all universities as partners. The pilot projects involved networking with the municipalities, and 129 out of 456 municipalities participated as partners in the projects. Their participation was important because they are responsible for teachers' professional learning. (*'The municipality collaboration was discussed ...', Memo of the executive committee meeting, 1/9/18*)

To monitor the progress of the pilot projects, a self-evaluation questionnaire was distributed among the directors of the pilot projects in September 2018. They were asked to identify the focus areas for their pilot projects from a list (multiple options could be selected), which was based on the aims introduced in the call for proposals earlier. In total, 26 pilot project directors indicated that 'a new model for teacher competence' was the main focus for their pilot projects, while 24 indicated that 'teaching and supervision in teacher education' was their main focus. Other focus areas included digital learning and new learning environments (19), development of supervised teaching practice (15), multi-professional collaboration (14), development of leadership and school networks (12), multi-lingual learning and multi-cultural classrooms (10), equality and gender-sensitive education (8) and development of special needs education (6). Additionally, the directors of pilot projects highlighted the importance of collaboration among teacher educators and active implementation of new ideas in teacher education programmes and activities. (*'Summary of pilot project evaluations, 10/10/18*). For a better understanding of the evaluations, three pilot projects examples are presented below.

A good example of a multi-disciplinary and collaborative project was 'Supporting each other!' [Tuetaan yhdessä!] ¹, which aimed to develop pedagogy and support the learning of various learners. The project was implemented jointly by all Finnish universities and with the involvement of several municipalities. Project outcomes included a model for pedagogical counselling of special education teachers, development of teachers' professional skills and developing strength-based pedagogy. The project offered interactive online material for teacher educators.

OpenDigi² was a consortium of several universities. The project aim was to form regional development communities (consisting of researchers, teacher educators, teacher students, primary teachers) and create approaches for producing and sharing research-based digital learning material for teachers' pre- and in-service education. The project partners designed, implemented and analysed regional development community models and supported digital teaching and learning in Finnish teacher education.

Creative expertise – building bridges between teachers' pre- and in-service education³ – was a teacher education project, grounded in systemic thinking and research-based knowledge. The project developed models within the contexts of phenomenon-based teaching and lifelong learning of teachers. Teacher educators and teacher students were supported through a collaboration between universities and schools, while they relied on hybrid learning environments (combining digital and

¹ <https://tuetaan.wordpress.com/>

² OpenDigi (2019). OpenDigi Teacher education development project. <https://opendigi.fi/>

³ <https://www.jyu.fi/edupsy/fi/tutkimus/tutkimushankkeet/kotisivut/ula>

physical environments) and expertise from various disciplines. The focus was on diverse themes in learning and teaching, such as multi-literacy and language awareness, the equal school, a research-minded approach to working, student motivation and cross-curricular cooperation.

The Finnish Education Evaluation Centre evaluated the implementation of the Development Programme for Teachers Pre-, Introductory and In-Service Education by analysing the pilot project documents, surveying the projects, and interviewing stakeholders and project experts. The centre found that the teacher education reform model developed by the Teacher Education Forum had several strengths, including networking and bringing together different experts and stakeholders. Networking, in particular, was vital to the implementation of all strategic competence aims, including the emphasis on the 21st century competences. Most pilot projects were recognised to have a strong emphasis on community building and collaboration. The evaluation report also noted challenges and future targets for implementation, such as creating a clear plan for supporting the achievement of the strategic competence aims. It also called for monitoring the effectiveness of the pilot projects during and after its completion in 2023–2024. (Niemi et al., 2018)

Discussion

The aim of this chapter has been to describe the collaborative design and implementation of the national Development Programme for Teachers Pre-, Introductory and In-Service Education. A large forum comprising many actors, several national and local meetings and a brainstorming session at the national level were undertaken to serve the interests of teacher education community and other relevant stakeholders, including education policymakers. Diverse groups were involved to ensure strategy planning was not controlled by a small number of people (Beach et al., 2014, 167).

Two important characteristics of the Finnish educational context are decentralisation and autonomy at the teacher, school, municipality and university level. Decentralisation allows teachers and teacher educators to address local contexts and education research outcomes in their work. These factors are strongly linked to the Finnish way of interpreting teacher and teacher educators' professionalism and the status of teachers and teacher education in Finnish society. However, they also complicate the development of national strategies or national-level guidelines. Hence, it becomes important to engage autonomous teacher education institutes and teacher educators themselves in the planning of national strategies. Doing so ensures ownership of the strategies and facilitates their adoption (Madalińska-Michalak et al., 2018). Researchers also argue that teacher educators should be seen as reformers rather than as objects or targets of reforms or as local implementers of larger policies. By enlisting the support of multiple actors through various efforts – collaboration, national- and local-level meetings and a national brainstorming session with teacher educators – the development programme has engaged teacher educators not only in the design of the strategy but also in its adoption (Koenraad & van der Hoeff, 2013).

However, developing a national-level framework for teacher education through collaboration has not been an easy process. In this context, voluntary participation served as a key characteristic of collaboration (Slater, 2010). Voluntary participation implied that different individuals attended different meetings, which made it difficult to achieve consensus even though joint work and interdependence are important to collaboration.

A unique feature in the designing of the development programme was a national-level web-based brainstorming process, in which various teacher educators, teachers and stakeholders participated.

This brainstorming process offered different inputs to the strategy process than forum meetings and literature review. The outcomes emphasised the importance of learning-to-learn skills, along with interaction and collaboration skills, especially in the initial teacher education and professional learning. Another outcome of the brainstorming process was the emphasis on learning competences related to generating ideas, being ready for change and collaborating through partnerships and networks. The outcomes suggested that teacher education should prioritise skills and competences needed for collaborative and creative processes.

The forum recognised three strategic competence aims to be emphasised in teachers' pre- and in-service education. These aims were explained as applicable to the whole career, similar to the approach used, for example, in Scotland (Torrance & Forde, 2017). The aims stated that student teachers and teachers should, first, have a broad and solid knowledge base, which covers depth of knowledge in the relevant subject matter and pedagogy. Second, they should become better in generating novel ideas and educational innovations while designing local curricula or planning inclusive education. Third, they should have the competences required for professional learning and for the development of the professional community (MEC, 2016). These aims are not easy to achieve through traditional teacher education courses and instead require diverse learning contexts and activities. These contexts include university course work, field work and research-oriented work. The achievement of these aims are dependent on a wide array of factors, such as opportunities for developing professional knowledge, including classroom observation and teacher modelling (Flores, 2019).

Research competence has been an integral component a Finnish teacher knowledge base, since the launch of masters level teacher education in the 1970s (Tirri, 2014). Research orientation in teacher education has allowed Finnish teachers to develop the competences needed for professional learning, planning the local curriculum and teaching and assessment activities. This type of orientation is typically not included in the teacher knowledge base.

The three strategic competence aims to partly solve the challenges in Finnish education. The competences outlined for teachers' knowledge base include those needed for tackling the diverse needs of individual learners as well as those needed to guide students in active and collaborative learning processes within heterogeneous and multi-cultural classrooms. The aims related to the development of the professional community imply that teachers need better collaboration and pedagogical leadership competences. Finally, the aim of generating novel ideas and educational innovations focuses on the need to solve problems or overcome challenges at the local level. Creativity is needed, for example, to design versatile digital and physical learning environments as well as inclusive ones.

Comparison of the Finnish teacher education development programme with the teacher standards of other countries, such as Australia and the UK, reveals that the former emphasises quality teaching and learning, similar to the others (APST, 2014; Department for Education, 2011). Further, in keeping with the other standards, the Finnish programme prioritises teachers' professional learning and their professional engagement with teacher education colleagues and parents. However, the standards of the other countries do not consider academic orientation or research competence as important for teachers. Further, they do not focus on the teachers' active role in generating novel solutions for classroom teaching. Overall, the aims of the Finnish teacher education development programme are in line with the daily activities captured in TALIS. In particular, the Finnish aims address the competences teachers need in activities outside the classroom for various collaborations.

Implementing a new strategy, a development project or a reform programme in teacher education or engaging teacher educators in the implementation of such project is a challenging endeavour (Beach et al., 2014, p. 167). Therefore, the Finnish Teacher Education Forum has adopted a participatory approach for implementation. In practice, several pilot projects have been executed to support the implementation of the programme. The implementation of the Teacher Education Development Programme through pilot projects offers a supportive environment for teacher educators and teachers in their autonomous roles (Müller et al., 2010). Collaboration and networking provide forums for discussing the strategic aims and their implementation, in addition to supporting the national planning and implementation of the development programme (Kitchen & Figg, 2011; Paavola & Hakkarainen, 2014). Collaboration and networking in practice involved teacher educators within one university and between universities as well as stakeholders and other parties in education, such as the MEC, providers of education or municipalities and teachers. These 'supportive' features for the implementation of the development programme also helped teachers' and teacher educators' professional learning (Maier & Schmidt, 2015). This was important because the implementation was assumed to occur through teacher educators' professional learning within the pilot projects. The memo documents, the main document, the *summary of pilot project evaluations* and descriptions of three pilot projects show that the teacher educators collaborated and actively implemented the new ideas in the teacher education activities. However, it is not easy to determine the influence of *collaborative* strategy planning on the implementation of the strategy. This aspect can be explored in future research.

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