



*Communication and teacher-student interaction in primary education in Chile and Finland:
A comparative study of national curriculums as instruments of education policies*

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I. Abstract

As in many countries, education in Chile has been a huge problem for authorities and researchers. Over time, there have been many attempts to improve quality, but with little to no success. It is difficult to find the main reason why Chilean education faces many problems. One reason could be the way teachers understand the policy instruments; the national curriculum, and how clear it is. However, it also could be related to the way of using skills related to communication in general, and teacher-student interaction in particular. My assumption is they have been ignored or under considered as part of the teaching process. Some experts have recognized the relevance of communication and teacher- student interaction, because of the significance of reciprocity. It has a very crucial role for effective teaching and learning to take place (Arthur, Gordon, & Butterfield, 2003).

This is an in-depth research into both systems of education, a comparative and qualitative investigation that aim to analyse guidelines for teachers and principals. This research will collect data through the analysis of both national curriculums, to see how these terms are mentioned and described in them as part of the guidelines of every taught subject, and how many of these teaching methods include teacher-student interaction. For this reason, the purpose of my thesis is to analyse how the elements of communication and teacher-student interaction are presented in the official curriculums of Chile and Finland. Although the analysis of documents is the main source of data, this investigation considers also the observation to understand the dynamics in the classroom, despite being only an illustration.

II. Introduction

As a journalist, I work with communication on a daily basis, and I believe that it is relevant in all contexts, not only within Media or Public Relations. Unfortunately, it is sometimes ignored and considered an irrelevant matter in many areas of knowledge, teaching or pedagogic studies included. I was wondering how to put communication and education together, and I found the response: developing research that contains both elements. I am interested in discovering the ways communication and teacher-student interaction has been specified in the curriculum in Chile and Finland. Why both countries? Simply: My first motivation is because Chile is my home country and Finland is the place where I have chosen to do my master studies. In my research, I will try to highlight and analyse what the curriculum that regulates education in each country says regarding communication in Basic Education.

III. Research Objective

This is an in-depth investigation into the Finnish education system and Chilean education system through the analysis of national curriculums, a comparative/qualitative study that focuses on communication and teacher-student interaction in primary education in Chile and Finland. The main goal of this research is to compare and analyse the National Core Curriculum for Basic Education 2014 (Publications 2016:5) and the Curricular Basis of Basic Education (originally Bases Curriculares para Educación Básica 2012). The National Core Curriculum for Basic Education 2016 is the national regulation issued by the Finnish authorities that contains the guidelines for teachers and principals showing them the objectives and key elements of instructions. The Curricular Basis of Basic Education is one of the main tools given by the Chilean government to support educative communities, it is part of the National Curriculum of Education in Chile. These documents act as the guidelines in these two countries. To compare these two curriculums, it is highly necessary to understand and present briefly a historical perspective of the concept of education in both contexts. As some authors suggest, Chile and Finland, independently, have had to react to fairly similar educational and societal reform pressures, at least since the 1970s and 1980s. While Chile

has developed one of the most neo-liberal educational systems in the world, Finnish egalitarian comprehensive schools stood the test of time (Seppanen et al, 2015).

To date, there is some comparative research about Chile and Finland, however, it does not pay attention to the communicative aspect of teaching; information is still lacking. Therefore, the purpose of this research is to offer perspective on both systems, considering the relevance that this process has. Although communication in general, and interaction in particular, are always linked to teaching methods, what I am trying to discover is how communication and teacher-student interaction can improve comprehension and make the students' learning process more effective. This research will collect data through the analysis of both national curriculums, to see how these terms are mentioned and described in them as part of the guidelines of every taught subject, and how many of these teaching methods include teacher-student interaction. Additionally, this research considers observations in Chilean and Finnish classrooms as a reference only. This thesis project focuses on communication and interaction, from the perspective of pedagogic studies. In this context, it is necessary to describe three main concepts that we will find repeatedly throughout this investigation, namely, teaching method, communication and teacher-student interaction.

IV. Research problem

As in many countries, education in Chile has been a huge headache for authorities and researchers. Over time, there have been many attempts to improve quality, but with little to no success. It is difficult to find the main reason why Chilean education faces many problems. One reason could be the way teachers understand the policy instruments; the national curriculum, and how clear it is. However, it also could be related to the way of using skills related to communication in general, and teacher-student interaction in particular. In this case, the aim is to contribute with knowledge and give a perspective of what is going in other latitudes, such as Finland, giving value to the perspective of being in both realities, and

observing what official documents say regarding these concepts; how they have to be understood, and how they can be put into practice within the teaching process.

What do the National Curriculums of Basic Education of Finland and Chile say regarding communication and teacher-student interaction? This is the question. Here I offer comparative/qualitative research that compares both the Chilean and the Finnish policies of Basic Education, understanding that there are several differences. Therefore, it can be an effective tool for those who are looking for some aspects that can be transferred from one country to another; from Finland to Chile, in this case, understanding the relevance of policy transference. In this case, the aim is to concentrate on matters related to communication and teacher-student interaction. My interest lies with making substantial contributions to Chilean teachers, and the scholar community, considering that my country, like the rest of our world, faces many problems. As it has been argued, poverty and education are two of them. As Gandy (2009) believes, “poverty is not merely a status; it is a condition that generates long-term effects. Early poverty generates the effects we are referring to when we invoke the threat of cumulative disadvantage. While the cumulative effects of inadequacies in prenatal and neonatal health care are perhaps the most consequential, the impacts of educational disadvantages are probably a close second. Poverty delivers many of its burdens through its impact of early childhood education”. In this regard, education is the engine of development and social mobility and it is crucial in every context. Education can define the future of society, not just in economic terms, also in social and cultural aspects. Education is a way to overcome social barriers, to reduce poverty and generate social cohesion.

As it has been demonstrated in many rankings and investigations, Finland is a well-known leader all over the world. Its model of primary education has its roots in the creation of the first school in 1889, even the beginning of teacher education has been identified in 1852. By this year, the first professorship in education was established at the University of Helsinki (Kansanen 2003; Tirri 2014). The key has been to focus directly on practical aspects that are

relevant to the teaching process. Knowledge is relevant and in the Foucauldian view, the more knowledge we manage, the more power we have. It is not necessarily about political power; nevertheless, we need power to make decisions, to create new strategies and to generate changes from the findings. Knowledge is a concept that has guided the destiny of humanity in many ways. David Levi-Faur et al. emphasise that knowledge transference is determined by context: from institutions inside the country, between different nations, and transnational regulations.

As many authors cited in this research have affirmed, communication and teacher-student interaction are two of the main elements inside the classroom, and also the environment where the pupils develop themselves at school on a daily basis. This research will describe how the education policies in Chile and Finland consider communication and teacher-student interaction as part of the learning process. Therefore, the main purpose is to discover differences through analysis of those recently mentioned official documents. In addition, this investigation considers observation of one craft lesson (grade 5) inside two classrooms; one in Santiago, Chile, and the other one in Helsinki, Finland. This illustration does not constitute as evidence, it must be considered as a reference only. As it has been indicated, this research considers official documents as the main part, as detailed below.

V. Framework

Teacher-student interaction

Some experts have recognized the relevance of communication and teacher-student interaction. Communication comes from the Latin *Communis* meaning to make common, in other words, having common experiences with others. It is the process of establishing connection with others using language, which has to be processed and comprehended in different sorts of acts: verbal and nonverbal. This is a wide concept, however here we can use it as the act of interaction, the transmission of ideas, thoughts, feelings, or information, and knowledge.

The Concise Oxford Dictionary defines communication as the act of imparting knowledge, especially news, or the science and practice of transmitting information. Vali Ilei affirms that there are different approaches to communication that can help the development of skills. It is needed in different situations and teachers need to know how to manage them. The same author distinguishes the following scenarios contained in the teaching process:

1. *Encouraging communication*: It can be understood as the process when students feel part of something bigger, a group, for instance. They feel appreciated when the teacher gives them the opportunity to contribute. Ilei (2015) suggests that in this situation, “the teacher does not give up control, but rather, he/ she shares control with students and encourages interactions that are agreed upon”. It means open and supportive communication.

2. *Close relationship with all students*: As we have said, in the teaching process, there are many circumstances that can determinate certain attitudes, in this case it gives support to shy and introverted students. “The tension of these students may decrease or disappear when they trust the teacher, when they feel support and stimulation from him/ her”. Ilei (2015) acknowledges it as cohesive communication.

3. *Feed-back*: The same author says that in this case the teacher, he/she needs to establish “a positive, emotional relation with the students and learn more about his/her students”. Vali Ilei observes that there is an increase in the attractivity of the communicative act. It can be categorized as lateralized, bidirectional and/or multidirectional communication.

4. *Achieving communication*: This concept is closely related to the idea of the material and teaching resources that facilitate the spread of knowledge “to

demonstrate, to motivate, to inform, but mostly to build and support students in building ideas, arguments, theories, solutions, etc” (Vali Ilei, 2015). It is called constructive communication.

5. *The communication of positive expectations:* This is another element present in the teaching process as it impacts on the academic performance of students. S. Kerman, T. Kimball & M. Martin (apud Boynton and Boynton 2005) indicate that it is fundamental to transmit behavioural and academic expectations elevated enough for all the members of the classroom involved in the learning process, not just for those with highlighted performances, or better skilled students. This is what Ilei defines as “positive, plurimodal communication”, which is present in both groups and individually.

6. *Avoiding communication barriers:* This can be understood as the proper identification of restraining factors and by knowing and valorising the stimulating ones. It is what experts call anticipative and flexible communication.

7. *Convergent communication:* This appeals to the idea of making the teaching process easier using elements of communication in such contexts when opinions and points of view are divergent and can be confused. Automatically this can produce difficulties in the decoding process of the messages and ideas that the teacher aims to transmit.

Finally, Vali Ilei argues that “effective communication is one in which we know what we have to say, but also what the others expect from us”. The author claims that teachers, as lawyers or actors need to manage the art of speech, as it is “the art of human relations development from which perspective is important not only to know how to speak but also to listen” (Ilei, 2015).

Teacher- student interaction: Experts have referred to the relevance of interaction in the teaching process because of the significance of reciprocity. It has a very crucial role for effective teaching and learning to take place (Arthur, Gordon, & Butterfield, 2003).As Krause, Bochner, & Duchesne, (2006) highlight, teacher-student interaction can be defined by shared acceptance, understanding, affection, intimacy, trust, respect, care and cooperation from both parties. Many researchers have concluded that teacher-student Interaction has an impact on classroom management and affects the learning process and environment. When teacher- student interaction is positive, it helps students to have cognitive, social and emotional growth and enhances their mental well-being (Brazelton & Greenspan, 2000). It reinforces students' skills which are very important for development, and to promote success. This is a phenomenon that is has been described as the way humans connect with each other in different sorts of relations.

Vali Ilei (2015) urges that “the subject of optimizing communication relationships between teachers and students has been one of interest for both science education specialists and practitioners in education”. Then, the author promotes the idea that from the perspective of social psychology and the theory of information “communication always incites and calls for analysis and reflection in order to identify different ways of making it more efficient”. Why is that relevant? The justification of this choice is basically because there are many perspectives to analyse in both documents, however, it is the most effective. Many authors have described the relevance of communication and active interaction between teachers and students within the learning process; they play an important role to develop students' communicative competences (Ilei, 2015).

Detlef Prozesky (2000), thinks that there is a link between ‘teaching’ and ‘communication’: Teachers are constantly imparting new knowledge or transmitting information” (Prozesky, 2000), in other words, here the process of teacher-student interaction is allocated. In this context, the author puts relevance on the fact that the teacher must observe the body language of their students. “They will know when they are bored or confused. From the body

language of their teachers, students pick up whether they are confident and enthusiastic” (Prozesky, 2000). In the arena of education, we can understand communication as the act of transmitting contents to others, using strategies and tools.

VI. Methodology - Research data

This investigation considers two types of data: documents and observations. Firstly, to reach affordable results, this research has collected data contained in those two curriculums in order to solve the research problem. The main technique is analysing the contents to find the knowledge that I am looking for, but also observing dynamics in the classroom, despite being only an illustration.

It is necessary to be aware that there could be potential problems related to the methodology as the concepts of communication could appear for instance referring to the use of tools or ICT resources and not necessarily related to the idea of communicating or interacting. Also, as the idea is to observe two lessons, elements that obviously could change the normal development of the lesson can appear, such as the presence of the researcher inside the classroom. This may generate attitude changes from students, or the use of new strategies by the teachers, that is why it is considered as an illustration only, and the results of this part of the research should not constitute a generalisation of each system of education.

In the following paragraphs it is possible to see how the investigation is proceeding.

1. Revision of National Curriculums

This is the best way to find this information, as it is expressed clearly in both documents and as they represent the guidelines for teachers in Chile and Finland. It can solve the research problem expressed in this investigation. At this phase it is necessary to consider the regulatory elements in these two countries and to observe if they contain elements of

communication and teacher-student interaction. Both curriculums contain extensive explanations and definitions of all the elements that constitute the teaching process. As they are the guideline, the idea is to collect them, classifying and comparing by subject. Here I am going to order information by subject and level. I am going to search for those key concepts mentioned and defined in previous stages in this research: teaching methods, communication and teacher-student interaction, which all appear in the official documents. Additionally, I am going to collect sentences or paragraphs which include related concepts and/or synonyms. They must be considered as a subgroup, and they will not be described, understanding that are widely known concepts.

Communication

talk- talking- listen- listening- verbal/nonverbal communication- emotions- expressions- information- message

Teacher-student interaction

group- teacher - classroom – collaboration- feedback
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- The Curricular Basis of Basic Education in Chile 2012 has been translated from Spanish to English, whilst the Finland's National Core Curriculum for Basic Education has been previously translated from Finnish to English.
- To compare similar elements, I have selected the subjects which are taught in both Chile and Finland that appear in these two documents. Some of them are not considered, as they are different or not defined in the curriculums.
- It considers only those parts of the description of every subject where the elements related to communications are mentioned or defined. All of them will be transcribed for the purpose of the analysis.

- There are some subject that are part of both curriculums that has been mentioned, but not includes for the purpose of this research, namely religion, and local languages.
- In the Chilean case, the guidelines have been settled grade by grade, individually, whilst in Finland, they are grouped (grade 1-2 and grade 3-6).
- The Finnish System of Basic Education considers nine years, and in Chile eight years. For the purpose of this research, grades from only 1 to 6 will be included.
- The names of some subjects are slightly different; however, they are compared considering the similarities.

2. Observation as illustration

Having finished the previous stage, it is possible to continue with the next phase of the project, which includes observation of a Crafts lesson (Grade 5) inside two classrooms. This process will be useful, and it has to be considered only as an illustration of the way Finnish and Chilean schools work.

The observation also represents a fundamental part in this phase of the investigation, but it will be considered just as a point of reference as it is not possible generalize. The results and the impact of this research will be representative of the decisions, actions, communication and interaction acts in the classrooms.

Observation of teaching protocols

Goals:

- To detect communication and teacher-student interaction elements in the Finnish and Chilean classroom.
- To observe the learning environment.

The following aspects will be considered as a reference only, not as the way both systems work.

- Team and individual work
- Communication and teacher-student interaction
- Resources in the classroom (technology)
- Classroom environment

VII. Analysis and Findings

1. Historical context of educational policies in Chile and Finland

Experts suggest that education in Finland and Chile can be compared in three different dimensions, namely the political situation, political possibilities and politicking. Naturally those elements have impact on features of both systems. Simola et al (2002, 2011) postulate that the institutionalised equality has blocked effort to introduce standardised tests and give public rankings. Kauko et al (2015) admit that the Finnish dynamics in policy-making are based on egalitarianism, whilst in Chile the education system is rooted in the oligarchic bases with social and economic features, mainly influenced by the dictatorial regimen of Augusto Pinochet. This can explain why through the years the education policies have become more familiar with market-liberal orientation, logically, this factor pushed society to a new way of observing it. Seppanen et al (2015) emphasize that politicking is creative action that allows an innovative actor to find new avenues for 'doing politics' (Kauko 2013, 2014). It means that the context can vary depending on the dimension.

As Kauko et al explain, in the Chilean context "overall, teachers, pupils, parents and schools should compete to survive and succeed". The authors added: "this has clear consequences in terms of motivation, educational production, the building of a new moral environment, and the re-signification of pedagogy and education itself" (Kauko et al, 2015). Having understood the logic of policies in both countries, considering different aspects, from the social to the economic (Kauko 2013, 2014). That is the reason why it is highly reasonable to

compare different education policies. It is undeniable that the context has huge impact on the policies that are made. Whilst Chile has an inclination to the marketisation from the 70s - 80s, in the context of the dictatorship of Augusto Pinochet, Finland's system of education laid on the public sphere until current days. Seppanen et al. (2015) argue that the legal-ideological basis on which the market was created was freedom of education (Labarca 1939). The principles of a mix system in Chile respond to elements that give the chance of creating a competitive school market that keeps successfully creating a huge social division to this day. This is what Ariztia (2012) describes as the "performativity effect of economics on social practices" (Ariztia 2012; Garate 2012). It is necessary to understand that the logic of Chile's education remains like this. The bifurcation of socio-political change during the 1980s imposed by the dictatorship also determined the scope of change in the 1990s with the return of the democracy. The continuity of the market policies implemented by the dictatorship is significant (Seppanen et al, 2015). The accepted policy discourse is that the educational problems in Chilean society are attributable in part to the fact that schools have been unseen in terms of their practices and outcomes.

From the return of democracy in 1990, Chile's educational system developed certain characteristics. There has been wide implementation of a standardized learning-measurement system (SIMCE) from the early 1990s used by democratic social-democrat neo-liberal post dictatorial governments (Seppanen et al, 2015). The key policy objective was to offer 'public information' to families enabling them to choose a school. Nowadays Chile is at the forefront in terms of testing educational systems. By contrast, in the historical development of Finland, the agrarian society transformed into a potency of education. Education is used to improve and give equal opportunities. Education is collaborative and professionalized. Its development lies at the heart of learning and the teacher is not alone in the classroom. Finland has policies that put focus on the reduction of poverty, with solid institutions, civic engagement, and social cohesion to get better educated families; education is concentrated in the learning process. The main principles of the Finnish system of education are based on equalitarism. As Seppanen et al (2015) affirm: "Its mission is to

guarantee for every citizen both educational opportunities of good quality, regardless of his/her sex, dwelling place, age, mother tongue and economic position, and the right to tuition accordant with his/her capabilities and special needs and his/herself-development". Schooling can be comprehended as the very vehicle for social ascension, it is guaranteed in the basic-education policy. Erkki Aho et al postulate the idea that "another important element is that Finland has had success in creating sustainable leadership and education reforms because policies and principles have been based on firm long-term vision, hard work, good will, consensus, and respect for the professionals whose knowledge and understanding ultimately yield the best solutions and decisions. This is the relevance of a holistic view, with a deep development and a longer-term vision".

1.1 The Finnish System of Education

Excellence through equity and equality are the main principles of Finnish Education, which has a deep root and many decades of research. Just to put it into perspective, the first Finnish school was created in 1889. Over time, the principles of Finnish education have been changed, especially in the last 40 years. From the decade of 1960s, the country started facing big processes of change. The agrarian society turned to the Scandinavian welfare state. One of the main elements was a huge reform in the education sector. As a rough description, Finland has different levels of education, from early childhood to higher education. Here, I concentrate on primary education only. In the Finnish system, the teacher is not the star of the class, the stars are the students, and the most relevant thing is what they know after the class. Finland's education is without hierarchy and internal democracy is a relevant value. Facilities and flexibility inside the classroom seem crucial. The rotation of students, ideas, perspectives and new ways to learn are quite important at this stage. In the Finnish context, the learning method is based on structure and group work. The learning process is more efficient and is the key to providing an adequate education.

Erkki Aho et al (2006) promote the idea that many factors have contributed to Finland's academic success, from highly trained teachers to a culture that encourages reading. As many researchers have recognized, in Finland, "the institutionalised equality tradition has blocked efforts to introduce standardised tests and give public rankings" (Simola et al. 2002, 2011; Simola & Rinne 2011; Simola, Varjo, & Rinne 2011; Kauko & Varjo 2008; Hannus et al. 2010). The Finnish system of education has a holistic approach that can be recognized in several ways. It promotes skills and competences at school, building capacities within the members of the school community, using a school-based learning system. Here the human is seen as a whole, considering physical, social, ethical and mental wellbeing separately. One of the key elements is the provider-based services centred on students. The Finnish system of education has many particularities, and the teachers' independence is one of the most relevant as they are able to conduct lessons in the way they feel most comfortable. It is based on legislation and the national curriculum is fundamentally understood because of its flexibility and diversity. Authorities are confident that schools are working properly. The equal opportunities are the base of the education in Finland, where group work is fundamental.

The logic of the Finnish system of education allows students to ask their classmates questions and solve doubts, at the same time teachers can concentrate their efforts on those students with further learning difficulties. Schools take advantage of their strengths. This way of teaching aims to support children as they need to have balanced growth and proper development. Learning is not an obligation but instead a freedom, making learning something consistent that never stops. This is a language construction to help students discover themselves, participate more at school and understand what they do and why. In terms of the teaching process, it is an educational vocation. In that sense, the goal is to simplify educational ways, allowing students to get a real idea of what they are studying. In this context, it is possible to see that it is a process that is open to innovation and continuous development at all levels of education.

In Finland's culture, the teaching profession is highly respected, their competences are recognized and are enhanced permanently. The ecosystem of education comprehends educational authorities on national and local levels including schools, associations and edutech companies, among others. In 2016, authorities decided to include some reforms in the Finnish system, which comprehend a change in the role of students, it means that they should increase their participation in the collective learning process, working together, exploring new ways of collaboration and introducing a more creative learning process. It also means that it changes the role of the teacher and the teaching process itself, with new learning conceptions and learning entities. The reform also considers environment, globalization and diversity as crucial elements. Additionally, at the school community level, it is possible to observe relevant concepts that define wide, transversal, ethical and sustainable environments. In this context, interaction, learning to learn and working with knowledge appear as fundamental tools. The individual development of each student is one of the main principles of the Finnish system of education, irrespective of their origin. In this respect, teachers guide students to take appropriate decisions. As Hannu Piirainen et al (2016) assert: "teachers treat children and young people as individuals and help them to perform according to their own possibilities. Learners must know how to experience the taste of success and the happiness of learning". As it is widely known, in Finland, teachers have pedagogical autonomy which means that they can decide on their teaching methods, textbooks and other materials to support their lessons. At the same time, professional colleges and universities enjoy wide autonomy. Its work is based on the principle of freedom of teaching and research (Hannu Piirainen et al, 2016). As it has been clearly indicated as part of the Finnish National Board Education's aims (2012), the role of basic education in social and international development is highlighted constantly. The "interpersonal relationships at school play a significant role in terms of well-being, including relationships between teachers and students, home and school, and school and the surrounding communities and the quality of their interaction" (Finnish National Board of Education, 2011).

1.2 National Core Curriculum for Basic Education 2014 (2016:5)

The National Core Curriculum for Basic Education 2014 (2016:5) contains guidelines, objectives, and key contents of instructions. As the curriculum is one of the scopes, I will therefore try to find the concept of interaction. This is the national regulation issued by the Government of Finland (National Board of Education), which is followed by every teacher within the country. This document provides a common ground for the local curricula and it supports and steers the provision and implementation of basic education. The National Core Curriculum for Basic Education 2014 (2016:5) supports learning, pupil welfare, and the assessment of learning, but at the same time it contains references to the legislation that underpins the norms laid down in this official document.

The National Core Curriculum for Basic Education 2014 (2016:5) includes the recommendations from grades 1 to 9, however for the purposes of this investigation, grades 1 to 6 have been considered only.

In the Finnish Curriculum, the guidelines of every subject are grouped as follow: Grades 1-2 and grades 3-6, not by level, as the Chilean curriculum has been designed.

- The National Core Curriculum for Basic Education considers:
- Finnish Language and Literature
- Swedish Language and Literature
- Foreign Language (English and others)
- Mathematics
- Environmental Studies
- Ethics
- Visual Arts
- Crafts
- Physical Education
- History (grade 4-6)

The Finnish curriculum also includes Sámi language, Religion, Roma, and Sign language; however, they have not been considered for the purpose of this investigation.

Here it is possible to find all sentences and paragraphs where the key concepts are mentioned. It is an examination of the whole document, as the concepts appear not only in the guidelines of every subject, but are also referred to in other in chapters in the document as can be seen in appendix I.

2. The Chilean System of Education

Over the last few decades Chile's society has experienced three types of education systems; public, mixed, and private. It can be understood from the perspective of the historical development of educational policies. Augusto Pinochet's dictatorship still has many implications in Chilean society in different ways, education included. From the 1980s, the economic system experienced huge changes with notorious impact, such as the influence of a group of economists known as Chicago Boys, all of them young economists, close to the regime of Pinochet, whose principles and visions were closely related to liberalism. This group took the opportunity to offer a fully transformative socioeconomic project for Chilean society that would support the military group in their restoration project. At that time, economic discourse began to dominate social life in terms of how to structure society, the economy and culture (Seppanen et al, 2015). Most of these effects can still be seen. According to UNESCO, Chilean population reaches 17.9 million people, 10% of that population lives in rural areas. In this country, the compulsory education lasts 13 years, from age 5 to age 17. According to recent statistics, 1.448.928 students attend primary school. A similar number is involved in secondary and higher education (UNESCO Institute for Statistic, 2018). Chile's entire educational structure is defined by the National Curriculum Education of Chile, which was founded in the 1990s, and is recognized as the framework instruments that guide all matters related to education within the country. This contains the Curricular Basis of Basic Education 2012, amongst other elements that give support to the teaching

process. The curriculum drives the purpose of defining, in an open way, the minimum learning of each level, and the study programmes, which constitute a temporal ordering of learning. It assumes the main principles of the Universal Declaration of Human Rights regarding the "recognition of the freedom, equality and dignity of people [which] impose on the State the duty to guarantee a high-quality education at all school levels, that, without exception, contributes to each man and each woman's development as a free person and as socially responsible" (Universal declaration of Human Rights, cited in Curriculum of Basic Education 2012, p. 12). However, the requirements of society crystallize in a profound reform of educational structure, with a new General Law on Education in 2009 and the creation of a National Insurance System of Quality, implemented through new State agencies (Quality Agency and Superintendence). The National Curriculum is composed of different elements, and the curricular basis are at the centre of it. The curricular basis' goal is to "provide students with learning that allows them to acquire the necessary autonomy to participate in the life of our society, developing in such a way that it is possible for them to successfully continue the educational stages later, among them, critical and creative thinking and communication and reflection skills" (Curriculum of Basic Education 2012, p.13). The Curricular Basis constitutes, according to the General Law of Education (Law 20,370), the main part of this official document. The General Law of Education establishes that the level of Basic Education includes the first six years of this school trajectory and receives students from the age of six years old. It is necessary to pass Basic Education to enter to Middle Education. The 19^o article of the General Law of Education 20.370 says that the goals of basic education are "oriented towards the integral formation of the students, in its physical, affective, cognitive, social, cultural, moral and spiritual dimensions, developing their abilities according to knowledge, skills and attitudes defined in the curricular basis that are determined in accordance with this law, and that allow them to continue the formal education process (cited in Curriculum of Basic Education 2012, p. 12). The national regulation also implies that every student has to receive knowledge and skills that allow them to develop individually and in a team.

2.1 Curricular Basis of Basic Education 2012

The Curricular Basis of Basic Education 2012 is considered an essential tool in order to support the students in the development of their knowledge and cultural background. The aim is to improve the capacities of students and put more focus on the actions inside the classroom. With this information it is possible to develop the cognitive and non-cognitive characteristics of every child. The idea is to give freedom. The curricular basis supports this task by placing a strong emphasis on the development of written and spoken language skills and mathematical reasoning of students. Communication skills, critical thinking and research are also developed within each of the disciplines from the early years. (Bases Curriculares para Educación Básica, 2012). Therefore, at this stage students should learn how to select and evaluate information, with a reflexive and analytical attitude. The document aims to orientate pupils towards developing a sense of identity and gaining skills in collaboration with their peers. Another crucial element is to create positive actions and dispositions for the learning process, to open up curiosity and interest in the world; to search for questions, develop curiosity and face different situations.

The Curricular Basis of Basic Education considers transversal objectives with collaborative work in a team in a responsible way, building relationships based on mutual trust. It also puts focus on the incorporation of ICT to meet the needs of information, communication, expression and creation within the immediate educational and social environment. As it has been indicated in this official document, the use of applications is considered as a way of presenting, representing, analysing and modelling information and situations, communicating ideas and arguments, understanding and solving problems efficiently and effectively, taking advantage of multi-media text, image, audio and video in order to participate in virtual communication networks and in citizen networks of participation and information, with creative and relevant contributions. The Curricular Basis of Basic Education considers as mandatory the twelve subjects below:

- Visual arts
- Natural Sciences
- Physical Education and Health
- History, Geography and Social Sciences
- Technology
- Mathematics
- Foreign Language (mandatory from fifth grade)
- Language and communication
- Music
- Orientation

Religion and Indigenous Language are also mentioned in the document, however no further information related to them is given in the Chilean official document, consequently, they will not be considered for the purpose of this investigation.

In this section it is possible to find all the elements present in both curriculums. It is considered valuable and high-quality information, able to address the research problem, which allows me to assess all the elements I am looking for. As it has been described, the data collection has been determined making comparisons of both systems of education through the analysis of national curriculums, seeing how the three concepts teaching method, communication and teacher-student interaction (and their synonyms) are presented. At this stage in the investigation it is possible to find the elements related to communication that have been previously mentioned and described in the National Core Curriculum of Basic Education of Finland 2014 (2016:5), and the Curricular Basis of Basic Education of Chile (2012), subject by subject. In this section all sentences and paragraphs where the words teaching method, communication, and teacher-student interaction appear, have been included. Additionally, all sentences and paragraphs that contains the words mentioned in the subgroup of concepts that I have named above, which are related to

communication, and teacher-student (see page 13) have been collected. The sentences and paragraphs contained in each page have been put together (See appendix II).

VIII. Research results

As a research problem, I addressed the question:

What do the National Curriculums of Basic Education of Finland and Chile say regarding communication and teacher-student interaction?

Having compared these two documents, it is possible to reach valuable results. The comparison has been made analysing all the taught subjects that I have previously selected for the purpose of this research.

There are several findings, as follows:

In general terms, the Curricular Basis of Basic Education of Chile does not make any explicit reference to teaching methods, communication nor teacher-student interaction. By contrast, the National Core Curriculum for Basic Education of Finland (2014,2016:5) mentions all these concepts repeatedly; it refers to the relevance of collaborative work and puts the student at the centre of the act of communication, as the main actors. It shows those concepts and explains why they are important in order to strengthen the students' abilities and social skills. The Finnish curriculum emphasizes the importance of teamwork and collaboration among peers. Cooperation is always present in the official document.

As part of the analysis, I have made a comparison subject by subject. In the left side of the table it is possible to find observations related to the Curricular Basis of Basic Education of Chile 2012, and in the right side, the findings linked to the Finnish National Core Curriculum for Basic Education (2016:5):

1. Table I: Visual arts

<ol style="list-style-type: none">1. Chile's curriculum refers to communication but it is not clear enough in terms of teacher-student interaction; it is difficult to identify ways that the act of communication is encouraged.2. It is possible to identify the purposes; however, it does not specify how to do it.3. Guidelines are repeated at different levels.4. The curriculum asks teachers to evaluate interaction of students but not how to teach them these skills.	<ol style="list-style-type: none">1. The Finnish curriculum expresses clearly how to face certain situations related to communication.2. There is a language construction that it explains how to interact, and why it is necessary to develop the skills.3. The document promotes an adequate learning environment made by using communication skills.
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In the Chilean Curricular Basis of Basic Education 2012, the concepts of communication and teacher-student interaction appear many times, however it is not clear. It does not give any particular indication of how to work and enhance these skills inside the classroom. It might be a complication for teachers to be asked to promote these abilities without showing them how to do it. Furthermore, the same ideas appear repeated in all the grades (1-6). By contrast, the Finnish document indicates precisely how the teachers should proceed with students in order to promote situations that favour the act of communication. The creation

of an adequate environment helps the students to interact with others, favouring the learning process of students.

1.1 Table II: Natural Sciences / Environmental Studies

<ol style="list-style-type: none">1. The Chilean document says that student should transmit their findings, but not how to do it.2. It also refers to the fact that students must have abilities to communicate, but it doesn't say how.3. Working in common groups is suggested, but it does not offer further information.4. It only vaguely defines some related ideas, such as: "Interact in a collaborative and flexible way".5. In comparison with other subjects contained in Chile's document, this offers tangible ways of interacting with others.	<ol style="list-style-type: none">1. In Finland's document, the references to interactive situations are also limited.
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In this case, I have searched for the presence of elements of communication and teacher-student interaction observing two similar subjects. In the Chilean case, it gives explicit references of communication, but again the problem is how to reach these results. It promotes the idea of interacting with others by creating spaces and working together. In Finland’s documents, the references to these concepts are also limited and does not give extra information to analyse those concepts in detail.

1.2 Table III: Physical Education

<p>1. It describes cooperation and teamwork as an effective way to succeed. It vaguely refers to elements of communication and interaction.</p>	<p>1. There are not huge differences between each of the grades. The indications are somewhat the same. It does not say how to face situations and how to work cooperatively.</p> <p>2. Physical education is seen as a way to share with others, and to help others, as a way to develop social capacities and take others into consideration.</p>
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Communications and teacher-student interaction elements appear vaguely in this part of the research and most of elements in each case are related to cooperative work, but there are no explicit references to actions. We can assume that team work is a way to interact but it is not explained in either of the documents.

1.3 Table IV: History

<ol style="list-style-type: none">1. Teachers have the aim of promoting abilities of interaction on a very general scale.2. It promotes team work only in grade 6.	<ol style="list-style-type: none">1. In Finland, the subject is given from grade 4, the nearest concept related to communication or teacher-student interaction is feedback.
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The promotion of interactive skills appears roughly in both documents. The Curricular Basis for Basic Education and the Core Curriculum do not make any reference to the concepts I am searching for. Also team work is mentioned in grade 6 in the Chilean document. The Finnish document does not mention communication or teacher-student interaction.

1.4 Table V: Technology / Crafts

<ol style="list-style-type: none">1. Sharing ideas with other using elements of ICT seems the most relevant aspect related to communication at this stage.2. The curriculum shows almost the same information for all the levels, but it does not refer specifically to communication or teacher-student interaction.	<ol style="list-style-type: none">1. In Finland, teacher aim to interact by giving feedback and encouraging pupils during the learning process.2. It highlights these concepts as a relevant part of the pupil's lives for their development within different contexts.
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The Chilean Curricular Basis document does not offer explicit references to communication or teacher- student interaction, whilst in the Finnish curriculum pupils are encouraged to participate in group activities, although the concepts are not referred to, it is implicit in the indications made.

1.5 Table VI: Mathematics

<p>1. The document refers to the idea of sharing information with others but does not refer to any particular aspect. The guidelines are exactly the same for all the levels.</p>	<p>1. In the Finnish curriculum, the concept of interaction is referred to briefly, in all the levels, however it establishes that students have to work together, cooperatively.</p>
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It is difficult to identify any element of communication or teacher-student interaction in the Chilean curriculum, whilst the Finnish document refers to the concepts in a brief way. Cooperation and group work appear as a relevant term in each curriculum.

1.6 Table VII: Foreign language - English

<p>1. Communication is described as the act of interacting by using a different language, but there is not particular reference to the act itself.</p> <p>2. It promotes interaction “among students”, without any particular references.</p>	<p>1. In the Finnish Curriculum, interaction is explicitly mentioned, favouring networking and a healthy environment.</p> <p>2. The teacher is asked to encourage the students in a free way, doing activities, working alone or in group.</p>
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	<p>3. Teachers have to create awareness about the relevance of interaction and communication.</p>
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The study of English as a foreign language contains some elements of communication in both cases. Although there are some explicit references in the Chilean case, there is no further information regarding ways of promoting interaction within the teaching process. By contrast, in the Finnish curriculum, there are references to the concepts by saying what to do.

1.7 Table VIII: Language and Communication (Spanish)/Finnish Language and Literature

<ol style="list-style-type: none"> 1. It refers to the importance of acquiring communication skills in Spanish as a mother tongue language, but in a very general sense. 2. There are some relevant descriptions related to interaction with peers. 3. It mentions several times the word “interaction”; however, in a very general context. 4. The guidelines are orientated to impulse group conversations. It 	<ol style="list-style-type: none"> 1. The Finnish language and Literature section makes explicit references to the development of interaction skills, and, for the teachers, it indicates how to manage that situation. 2. Participation in groups appears again as a huge strength of the system. It gives relevance to the interaction process. 3. There is a common reference for grades 1-2 and 3-6 in relation to the
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<p>does not show how to carry out acts of communication.</p> <p>5. It mentions the concept “interaction” referring to social conventions, but not more than this.</p>	<p>need for acting in interactive situations constructively.</p> <p>4. For the effect of this comparison, Swedish languages will be included as a language, considering its importance as a second official language in Finland.</p> <p>5. Teachers are asked to offer guidance to the students. They encourage working within a friendly environment as a result of the interaction not only inside the classroom but also in different situations within the school and outside.</p>
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Language is definitively the subject that covers most of the elements of communications in each case, and at all the levels. As it has been seen in the documents, in Chile’s document, the references to communication and teacher-student interaction are recognised, but on a general scale, there is no explicit indications or suggestions related to the way of promoting these concepts. In the Finnish side, it is possible to find a good range of expressions that refer to those concepts, with clear description and suggested ways of working with these elements. At this point, the promotion of a friendly environment can be seen as an atmosphere that promotes acts of communication.

1.8 Table IX: Music

<ol style="list-style-type: none"> 1. It stimulates the idea of group work but does not show any way of doing it. 2. Interaction appears as something implicit in the act of working together with others and showing students' work to others. 3. The guidelines are repeated for almost all the levels. There is no clear specification. 	<ol style="list-style-type: none"> 1. In the Finnish system, teachers are asked to develop the communication skills of their pupils. 2. The concept of communication appears as a fundamental part of the atmosphere.
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Music is a way of promoting group work in the Chilean Curricular Basis, however, there are no specific indications or recommendations of how to work in that sense. Whilst in Finland, teachers are asked to work on developing competences and enhancing the communication skills of students.

1.9 Table X: Orientation/Ethics

<ol style="list-style-type: none"> 1. Sharing with others is the way to interact, according to the guidelines related to this subject. 	<ol style="list-style-type: none"> 1. Interaction appears among the Finnish concepts in matters related to human cooperation and interaction with the "surrounding world".
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<p>2. Chile's document recognises the existence of other groups of people (classmates, family, peers), but there is no guide to approach the concept of interaction and communication.</p> <p>3. Teacher is not guided and there is not orientation about how to promote interaction and communication instances within the classroom.</p> <p>4. The guidelines are the same at all levels.</p>	
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Orientations and Ethics have been compared because the contents are similar. In the Chilean case, the points regarding communication are better developed in comparison with other subjects contained in this investigation. In the Finnish document, communication is presented roughly and there are no more definitions or recommendations regarding the topic.

2. Classroom as illustration- Analysis

There are 12 students in the Finnish classroom there is a peaceful atmosphere and the class flows in a very relaxed way, with high levels of interaction between students and teacher. Pupils work with independence on their individual and group tasks, supporting each other throughout. There is a friendly environment. Interaction between the teacher and the students is quite notable and the professor's role is mainly focused as a guide. She motivates and encourages the students at all times to finish their work in a proper way, putting more emphasis on the pupils who need more support. They feel free to ask questions, or discuss ideas, and they also have the possibility to work freely. The Chilean context seems quite different. The number of students is more than double in comparison with Finland (40 pupils), the atmosphere is noisy, the teacher gives instructions, straining her voice and constantly asks the students to pay attention. At this time, some pupils are making a mess and shouting, others try to make some progress without much success. The learning environment is not friendly, the classroom is ugly, the walls are dirty, and the furniture is broken or destroyed. It is possible to observe difficulties to get involved with students; to interact with them. There is no group work, pupils are seated in a row with a peer. Most of them do not follow the class and there is no progress with the activities. For two hours, the teacher punishes bad behaviour as students are not following the instructions. There is no effective communication or teacher-student interaction.

IX. Conclusions

Chile and Finland have totally different systems of education and it can be understood from a historical perspective. The education that children receive in these countries is the response to the ideologies and internal process in both nations. This is clearly a matter that deserves deep analysis. In this conclusion, I am going to concentrate on aspects that are relevant to the purpose of this investigation:

The fact that communication and teacher-student interaction help to improve both teaching and the learning process has been deeply investigated by many researchers, and for that reason, it was relevant for me to investigate how two different systems work on that. After identifying and comparing all the elements of teaching method, communication and teacher-student interaction that appear in these two official documents, it is possible to notice that the Finnish National Core Curriculum of Basic Education 2014 (2016:5) has more elements and is clearly more useful for teachers in comparison with the Curricular Basis for Basic Education of Chile.

The concepts of Teaching method, Communication, and teacher-student interaction are mentioned in the Chilean and Finnish curriculums. However, in the former, it is difficult to find any explanation on how to make the teaching process more effective. By contrast, Finland's curriculum offers clearer steps and gives light on how to do it. The Finnish curriculum is exhaustive, and describes ways of working on communicational matters; it is easy to understand. Finland's curriculum considers every aspect of communication. The relevance of them is mentioned in all the stages, particularly the upper grades. The concept of communication is widely used and described in the whole Finnish document, not only in every subject. On the contrary, in Chile's document there is no further information apart from the concepts that are indicated in the subjects.

The Finnish Curriculum puts so much emphasis on group work and it seems to be one of the biggest strengths of the system. This is one of the most important ways to promote interaction and communication. In this document, teachers are asked to create a pleasant environment.

There is a definition of the role of the teacher as a guide. It is relevant from the perspective of pedagogic learning to use communication and teacher-student interaction tools. Lack of communication strategies and tools can be seen as a disadvantage considering that several experts have argued that it is crucial for an effective learning process. Although it is

impossible to attribute the success of the Finnish system to the use of communication and teacher-student interaction, it is clearly an advantage since it is an aspect that has been defined in the Finnish official document. In the case of Chile, there are no clear definitions regarding this topic.

As it has been indicated in previous stages of this investigation; I have considered the observation as a data collecting method, but not as the main part of the research. It naturally helps to understand the dynamics inside the classrooms, considering it as an illustration only. I have made the observation starting from the premise that Chile and Finland have different ways of educating. The aim has been to observe also those elements of communication present in a lesson. In Finland the level of teacher-student interaction is quite notable, along with the level of group work. This allows the teacher to concentrate on the pupils who need more support. The teacher cares about the situation of every student. Unfortunately, the situation is not the same in Chile. There is no way to communicate or interact. The professor is shouting all the time, some of the pupils work alone, others simply talk or are distracted. There is no connection with each other, which generates a tense environment with no interaction, where the communication is definitively not part of the learning process.

Overall, it can be noted that communication and teacher-student interaction are relevant in the process of learning. Here I have shown different ways to approach the concepts of communication and interaction. According to this comparison, the concepts are definitely more present in the Finnish documents than in the Chilean ones. Although the observation is referential, it helps us to understand how communication and teacher-student interaction are put into practice.

It could be an interesting opportunity for Chilean teachers to go deeper and explore the communicational aspects of teaching, from a pedagogical point of view. This is not an established truth, but at least a view that allows us to understand how these matters are managed by teachers in Finland. Since many educators from around the world regularly seek

to import elements of Finnish educational success (Bastos, 2017; Chung, 2017; Ministry of Education & Culture, 2012; OECD, 2010; Sahlberg, 2015; Takayama, 2010; Walker, 2010), it could be useful for Chilean authorities to observe the strengths of the Finnish System from the perspective of communication. Noah (1985) affirms that although it is difficult to adapt knowledge in a new context, the investigation of different educational systems is still fruitful. Sahlberg (2015) postulates the idea that “globalization has also accelerated international collaboration, the exchange of ideas, and the transfer of education policies among education systems”. It could certainly be possible to adapt some of those elements to the Chilean reality. Knowledge transference is obviously a matter that is implicit in this process, I could go further in future research. In the meantime, here all the elements that may help teachers to communicate properly with their students are presented.

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XI. Appendix I:

Finnish National Core Curriculum of Education

(Sentences and/or paragraphs that contain concepts related to communication and/or teacher-student interaction)

1. The values of basic education

“Equally important are the experiences or participation and opportunities for working together with others to advance the functioning and welfare of the community” (National Core Curriculum for Basic education 2014, 2016:5, p.15).

“The National Core Curriculum is based on conception learning that sees the pupils as active actors. They learn to set goals and to solve problems both independently and together with others. Learning is an inseparable part of an individual’s growth as a human being and the building of a decent life for the community... Learning takes place in interaction with other pupils, the teachers and other adults, and various communities and learning environments” (National Core Curriculum for Basic education 2014, 2016:5, p.17).

“Competence development is influenced not only by the contents on which the pupils work but also, and especially, by how they work and how the interaction between the learner and the environment function” (National Core Curriculum for Basic education 2014, 2016:5, p.21).

“Interaction and versatile working approach: Interaction, cooperation and a versatile working approach are factors that promote learning and well-being for all members of the community. A learning community recognises the diversity of learning and building of knowledge and operates flexibly. It encourages experimentation and gives space for active learning, creative work, physical activity, play and experiences that are characteristic of various ages and different learners” (National Core Curriculum for Basic education 2014, 2016:5, p.28).

“Working methods: Varied working methods support and direct the learning of the entire teaching group and each pupil” (National Core Curriculum for Basic education 2014,2016:5, p.31).

“Diverse and appropriate use of information and communication technology expands the pupil’s possibilities for developing their working approaches and networking skills... The teacher selects working methods in interaction with the pupils and, in particular, guides the pupils in the use of new working methods, strengthening their ability for self-regulation” (National Core Curriculum for Basic education 2014,2016:5, p.32).

“The organisation of school work is based on the pupil’s participation and ensuring that they are heard. The school ensures that the pupils gain experiences of cooperation and democratic action in their own teaching group...” (National Core Curriculum for Basic education 2014,2016:5, p.37).

“The premise of learning communication skills is to engage in interaction and, on that basis, to practise understanding and producing communication. The objective is that the pupil interacts with his or her environment, understands other pupils and the adults in the group, and is also understood by them... Communication skills are practised in various situations during the school day” (National Core Curriculum for Basic education 2014,2016:5, p.75,76).

“Bilingual education: The goal of the National Core Curriculum for Basic Education must be achieved in all subjects. Bilingual education emphasises natural communication and interaction, functionality and the pupils’ active use of the language” (National Core Curriculum for Basic education 2014,2016:5, p. 93).

1.1 Transversal competences

“Cultural competence, interaction and self-expression: Pupils are encouraged and guided to engage in positive interaction and cooperation. Lessons, festivities, play, meal breaks, and cooperation in and outside school provide opportunities for practice in interacting with different people” (National Core Curriculum for Basic education 2014,2016:5, p.106).

1.2 Multi-literacy

“The pupils are guided in finding information from different sources and communicating it to others.

1.3 Working life competence and entrepreneurship:

“In their school work, the pupils are provided with diverse opportunities to work independently and together with others. They practise group work and cooperating, reconciling their ideas with those of others...” (National Core Curriculum for Basic education 2014,2016:5, p. 107).

“The pupils are encouraged in constructive and responsible interaction in different communication environments. As part of ethical education, the pupils are guided to understand the impact of their linguistic and communication choices on other people” (National Core Curriculum for Basic education 2014,2016:5, p.110).

1.4 Grades 3-6: Transition phase between grades 2 and 3 and the tasks of grades 3-6

“Interaction, social skills, good manners and seeing things are practised in versatile ways. The pupils are guided in putting themselves in the place of others and seeing things from different perspectives. The school creates inspiring opportunities for practising social skills and inventiveness as well as planning and self-expression skills and manual skills” (National Core Curriculum for Basic education 2014,2016:5, p.166).

“The pupils obtain knowledge and experience of the health impacts of good working postures. Information Management and inquiry-based and creative work: The pupils practise finding information from several different sources” (National Core Curriculum for Basic education 2014,2016:5, p.167).

2. Subject: Finnish Language and Literature

Grades 1 and 2

“In grades 1-2 the emphasis of teaching and learning is on developing basic literacy as well as learning-to-learn and interaction skills” (National Core Curriculum for Basic education 2016:5, p. 112).

Acting in interactive situations:

“To guide the pupils to improve his or her skills in acting in different interactive situations...To guide the pupil to develop his or her language and imagination as well as interaction and team work skills by offering opportunities to participate in different group communication situations and become familiar with the related practices” (National Core Curriculum for Basic education 2014,2016:5, p.113).

“Acting in interactive situations: The pupils practise analysing their surrounding through language as well as naming objects, listening, asking and answering questions, and narrating. They practise the convention of group communication in different forms of face-to-face interaction. The pupils observe different modes of communication...” (National Core Curriculum for Basic education 2014,2016:5, p.114).

Mother tongue and literature

“The pupils are encouraged to participate in constructive and responsible interaction in different communication environments. As part of ethical education, the pupils are guided to understand the impact of their linguistic communication choices on people. Out of metacognitive competences, the strategic skills of interpreting and producing texts are

emphasized in the instruction of mother tongue” (National Core Curriculum for Basic education 2014,2016:5, p.170).

“The special task of instruction is to guide the pupils towards more fluent self-expression and interaction skill, reading and text production of skills and strategies as well as to expand the selection of text genres” (National Core Curriculum for Basic education 2014,2016:5, p.171).

“In grades 3-6 the emphasis of teaching and learning is on establishing their pupils’ learning-to-learn and interaction skills, their interest in reading, and fluent and versatile reading and writing skills. While interpreting and producing texts, the pupils learn to examine the features of language and elements of literature” (National Core Curriculum for Basic education 2014,2016:5, p.171).

Acting in interacting situations: Grades 3 to 6

“To guide the pupil to strengthen his or her skills of acting constructively in different communication environments and to express his or her opinion ... To guide the pupil to notice the impact of each of his or her linguistic and communication-related choices and to take other people's needs into consideration in group communication situations” (National Core Curriculum for Basic education 2014,2016:5, p.173).

“Acting in interactive situations: The pupils are offered various opportunities to practise sharing their experiences, thoughts and opinions, listening to others, and giving and receiving constructive feedback in different communication environments. The pupils practise and observe their own interaction in different communication situations including polite behaviour, working for a common goal as well as expressing their opinion and justifying it while taking other opinions into consideration” (National Core Curriculum for Basic education 2014, 2016:5, p.174).

“Acting in interactive situations to guide and build on his or her skills of acting constitutively in different communication environments and to express his or her opinion” (National Core Curriculum for Basic education 2014,2016:5, p.175).

3. Subject: Swedish Language and Literature

Grades 1-2

“In grades 1-2, the emphasis of teaching and learning is on laying a foundation for the pupils’ literacy skills in Swedish as well as on developing the pupils’ study and communication skills” (National Core Curriculum for Basic education 2014,2016:5, p.115).

Objective of instruction:

“To guide the pupil to improve his or her skills in acting in different interactive situations... To guide the pupil to develop his or her language and imagination as well as interaction and team work skills by offering opportunities to participate in different group communication situations and become familiar with the related practices” (National Core Curriculum for Basic education 2014,2016:5, p.115).

“In grades 1-2, the emphasis of instruction is on laying a foundation for the pupils’ literacy skills in Swedish as well as on developing the pupils’ study and communication skills” (National Core Curriculum for Basic education 2014,2016:5, p. 129).

“To encourage the pupil to practise his or her interaction skills in different interactive situations at school...” (National Core Curriculum for Basic education 2014,2016:5, p.130).

Acting in interactive situations:

“In teaching and learning, role-playing and playful theatre, as well as other interactive exercises, are used in conjunction with discussions on fairy tales, stories, nursery rhymes, and non-fiction texts” (National Core Curriculum for Basic education 2014,2016:5, p.131)

Grades 3- 6

Acting in interactive situations:

“To guide the pupil to strengthen his or her skills of acting constructively in different communication environments and to express his or her opinion...To guide the pupil to notice the impact of his or her linguistic and communication-related choices and to take other people's needs into consideration in group communication situations” (National Core Curriculum for Basic education 2014,2016:5, p.178).

“Acting in interactive situations in grade 3-6, pupils practise sharing their thoughts, experiences, and opinions in different communication situations as well as giving and receiving constructive feedback as communicators in various communication environments. The pupils observe their own way of communicating and practise, for example, showing respect, communicating in a goal-oriented manner, expressing their own opinions, and explaining them as well as listening to others”. (National Core Curriculum for Basic education 2014,2016:5, p.179).

To guide the pupils to reinforce his or her skills of acting constructively in different communication environments and to express his or her opinions... To guide the people to notice the impact of his or her linguistic and communication-related choices, and to take other people's needs into consideration in group communication situations...” (National Core Curriculum for Basic education 2014,2016:5, p.181).

“Acting in interactive situations: Together the pupils practise explaining, expressing and describing opinions based on different topics and texts. The pupils are guided in expressing themselves diversely, and in using drama as a working method” (National Core Curriculum for Basic education 2014,2016:5, p.206).

“The pupils learn to make observations and texts and do interaction practices in different languages, using the concept of language knowledge in interpreting text is a diverse way of language learning” (National Core Curriculum for Basic education 2016:5, p.211).

4. Subjects: Foreign language (English and others)

Grades 1-2

“The pupils and pupil groups are also provided with opportunities for networking and communicating with people...” (National Core Curriculum for Basic education 2014,2016:5, p.136).

Grades 3 to 6

“Task of the subject: Language is the prerequisite for learning and thinking. Language is part of all school activities and each teacher is a language instructor. Language learning promotes the development of thinking skills. It provides material for the formation and appreciation of a prelingual multicultural identity” (National Core Curriculum for Basic education 2014,2016:5, p.236).

Evolving language proficiency, interaction skills:

“To guide and practise interacting in situations with many type of themes and to encourage him or her to continue regardless of possible temporary breaks in communication... To encourage the pupil to maintain a communication situation by using many different means of continuing the communication” (National Core Curriculum for Basic education 2014,2016:5, p.237).

“Objectives related to The Learning environment and working methods of the syllabus in English in grade 3 to 6: Work in pairs and in small groups and learning together in a versatile learning environment is emphasized in the school work. Cooperation between teacher is needed in order to meet the objective of plurilingual and language education” (National Core Curriculum for Basic education 2014,2016:5, p.238).

“To guide the pupils to practise noticing the interacting in situations with many types of themes and to encourage him or her to continue regardless of possible temporary breaks in communication” (National Core Curriculum for Basic education 2016:5, p.239).

“To support the cultural appropriateness of the pupil’s communication by offering possibilities for practising diverse social situations” (National Core Curriculum for Basic education 2016:5, p.240).

“To guide the pupil to practise different communication situations, especially oral ones... To encourage the pupil to use many methods for delivering a message...” (National Core Curriculum for Basic education 2014,2016:5, p.245).

“Evolving language proficiency, interaction skills, text interpretation skills, text production skills: The pupil learns vocabulary and structures in connection with many types of themes, including myself, my family, school, hobbies, and leisure time... The pupils practise various interactive situations” (National Core Curriculum for Basic education 2014,2016:5, p.246).

Objective of instruction:

“To guide the pupil to practise different communication situations especially oral ones...” (National Core Curriculum for Basic education 2014,2016:5, p.247).

5. Subject: Mathematics

Grades 1-2

Tasks of the subject

“The instruction supports the pupils’ positive attitude towards mathematics and their positive self- image as a learner of the subject. It also develops their communication, interaction, and cooperation skills...” (National Core Curriculum for Basic education 2016:5, p.136).

Grades 3-6

Objective of interaction in mathematics

“To guide the pupils to perceive and understand connections between the things he or she has learned... To guide the pupil to develop his or her skills in posing questions and making reasoned conclusions based on his or her observations...” (National Core Curriculum for Basic education 2014,2016:5, p.252).

“When the pupils work together the assessment focuses on the action and product of both the individual group member and entire group. Feedback guides the purpose to understand the importance of the effort and development of each group member” (National Core Curriculum for Basic education 2014,2016:5, p.255).

6. Subject: Environmental Studies

Grades 1-2

“In addition to school facilities and the teaching group, the learning environments include a versatile range of local natural and built environment, various communities and interaction situations” (National Core Curriculum for Basic education 2014,2016:5, p.142).

Grades 3-6

Acting in situations and communities of daily life: They practise acting in different communities and reflect on the significance of different directions, situations and communities for well-being” (National Core Curriculum for Basic education 2014,2016:5, p.259).

Objective of instruction:

To offer the pupil opportunities to practise acting in a group in different roles and interactive situations, to inspire the pupils to express himself or herself, and to listen to others as well as to support the pupil in recognizing, expressing, and regulating his or her emotions” (National Core Curriculum for Basic education 2014,2016:5, p.263).

7. Grade: Ethics

Grades 1-2

“The teaching and learning of ethics focus on developing cooperation and interaction skills, expression skills, as well as thinking and learning skills” (National Core Curriculum for Basic education 2014,2016:5, p.149).

“The pupils’ needs guidance and support particularly for developing their interaction and thinking skills” (National Core Curriculum for Basic education 2016:5, p.150).

Grades 3 to 6

Task of the subject

“The main task of the subject of ethics is to promote the pupils’ ability to persuade a good life. In Ethics, human beings are understood as actors who reshape and create their culture and experience and produce meaning in shared activities and in interaction with the surrounding world” (National Core Curriculum for Basic education 2014,2016:5, p.272).

Objective of instruction:

“To encourage the pupil to express his or her worldwide opinion and to listen to other people’s worldwide-related opinion” (National Core Curriculum for Basic education 2014,2016:5, p.275).

8. Subject: Music

Grades 1-2

“Opportunities for using information and communication technology in music making are created in teaching and learning” (National Core Curriculum for Basic education 2014,2016:5, p.152).

Grades 3 to 6

“The joy of learning, an atmosphere that encourages creative thinking, and positive musical experiences inspire the pupils to develop their musical skills. Opportunities for using information and communication technology in music-making are created in teaching and learning” (National Core Curriculum for Basic education 2014,2016:5, p.284).

9. Subject: Visual Arts

Grades 1-2

“The pupils receive diverse feedback that encourages them to express their own thoughts and appreciate the views of others” (National Core Curriculum for Basic education 2014,2016:5, p.155).

Grades 3-6

“In grades 3-6 the pupils are guided to reflect on the goals and roles of artists and other actors of visual culture in different times and cultural context” (National Core Curriculum for Basic education 2016:5, p.286).

“The objective is to provide learning environments and working methods that enable the use of diverse material, technologies, and means of expression as well as their creative application. An atmosphere that encourages active experimentation and practices is created in teaching and learning” (National Core Curriculum for Basic education 2014,2016:5, p.288).

10. Subject: Crafts

Grade 1-2

“Learning crafts also encourages pupils to appreciate and evaluate their own and the other people’s work and products” (National Core Curriculum for Basic education 2014,2016:5, p.156).

“Giving positive feedback and encouraging the pupils both during and at the end of the work process is important in the assessment. Versatile assessment and feedback support the development of transversal knowledge and crafts skills” (National Core Curriculum for Basic education 2014,2016:5, p.157).

Grades: 3-6

Task of the subject

“To guide the pupil to use information and communication technology for designing and producing crafts and for documenting the crafts process” (National Core Curriculum for Basic education 2014,2016:5, p.293).

11. Subject: Physical Education

Grade 1-2

“Physical education provides opportunities for joy, physical expression, participation, sociability, relaxation, playful competition as well as making an effort and helping others” (National Core Curriculum for Basic education 2014,2016:5, p.158).

Grades 3-6

“Learning through physical activity includes respectful interaction, responsibility, long-term self-development recognition, and regulation of emotions” (National Core Curriculum for Basic education 2014,2016:5, p.294).

“Social functional capacity: Physical education includes peer and group assignments that support togetherness as well as play, exercises, and games where the pupils learn to take other people into consideration and to help others” (National Core Curriculum for Basic education 2014,2016:5, p.295).

12. Subject: History

Grade 4-6:

“Feedback is given in order to encourage the pupils to study different historical sources and produce their own interpretation of them” (National Core Curriculum for Basic education 2016:5, p.277).

XII. Appendix II

Curricular Basis of Basic Education-Chile

(Sentences or paragraphs that refer to communication and/or teacher-student interaction)

1. Subject: Visual Arts

“This subject is orientated to the development of sensitivity and abilities to develop critical thinking. Likewise, the teacher must promote and favour integration opportunities with Music, Technology and Language and Communication, as well as with other subjects” (Curricular Basis of Basic Education 2012, p. 40).

“Communication has a privileged place in Visual Arts, since artistic work necessarily implies communication, exhibition and presentation of works and works of art, both your own and of others. (Curricular Basis of Basic Education 2012, p.47).

Grade 1

“Observe and communicate orally their first impressions of what they feel and think of works of art by various means” (Curricular Basis of Basic Education 2012, p.47).

Grade 2

“Communicate and explain their impressions of what they feel and think of works of art by various means... Explain your preferences regarding personal art work and that of your peers, using elements of visual language” (Curricular Basis of Basic Education 2012, p.51).

Grade 3

“Describe your observations of works of art and objects, using elements of the visual language and expressing what they feel and think... Describe strengths and aspects to improve the work of personal art and that of their peers” (Curricular Basis of Basic Education 2012, p.57).

Grade 4

“Describe their observations of works of art and objects, using elements of the visual language and expressing what they feel and think... Describe strengths and aspects to improve the work of personal art and that of their peers” (Curricular Basis of Basic Education 2012, p.59).

Grade 5

“Analyse and interpret works of art and design in relation to the application of visual language, contexts, materials, styles or others...Describe and compare works of art and personal designs and that of their peers (Curricular Basis of Basic Education 2012, p.62).

Grade 6

“Analyse and interpret works of art and objects in relation to the application of visual language, contexts, materials, styles or others. Critically evaluate works of art and personal designs and that of their peers, considering expression of emotions and social problems” (Curricular Basis of Basic Education 2012, p.69).

2. Subject: Natural Sciences

“Goals: Transmit information in verbal or written form, through various tools such as drawings, illustrations scientific, tables, graphs and ICT, among others...” (Curricular Basis of Basic Education 2012, p.72).

“Analyse the evidence and communicate from the initial courses, students are expected to be able to communicate and share their findings in a variety of formats... In this way, at the end of the cycle, it is expected that the student has the ability to communicate their evidence, conclusions and reflections on their investigations” (Curricular Basis of Basic Education 2012, p.74).

“To take on responsibilities and interact in collaborative and flexible ways in team work, contributing and enriching the common work... The subject encourages group work, especially through research, inquiry and scientific experimentation, in which students must learn to work in a responsible and collaborative manner” (Curricular Basis of Basic Education 2012, p.78).

Grade 1

“Communicate and compare with others their ideas, observations and experiences of oral and written form, and through role plays and drawings, among others” (Curricular Basis of Basic Education 2012, p.84).

Grade 2

“Communicate and compare with others their ideas, observations, measurements and experiences orally and in writing, and through presentations, ICT, drawings, among others” (Curriculum of Basic Education 2012, p.88)

Grade 3

“Communicate and compare with others their ideas, observations, measurements and experiences, using diagrams, concrete material, models, simple reports, presentations and ICT, among others” (Curricular Basis of Basic Education 2012, p.92).

Grade 4

“Communicate ideas, explanations, observations and measurements, using diagrams, physical models, reports and presentations, using ICT, among others” (Curricular Basis of Basic Education 2012, p.96).

Grade 5

“Communicate evidence and conclusions of an investigation, using models, presentations, ICT and reports, among others...Reflect and communicate strengths and weaknesses in planning and development of their investigations, orally and in writing” (Curricular Basis of Basic Education 2012, p.100).

Grade 6

“Communicate and represent evidence and conclusions of an investigation, using models, presentations, ICT and reports, among others... Reflect, communicate and propose improvements to their research, identifying errors and aspects to improve their procedures” (Curricular Basis of Basic Education 2012, p.104).

3. Subject: Physical Education and Health

“In sports and pre-sports activities, cooperation and teamwork are the key to success. At basic cycle, it is expected that, gradually, students understand that sports games require individual brilliance to be put aside in pursuit of team work” (Curricular Basis of Basic Education 2012, p.109).

“They are expected to learn adequately, addressing the derived requirements of game situations and social interactions involved in physical activity and sports” (Curricular Basis of Basic Education 2012, p.109).

“Attitudes: Demonstrate willingness to work as a team, collaborate with others and accept advice and criticism” (Curricular Basis of Basic Education 2012, p.112).

Grade 1

“Safety, fair play and leadership: Practise games to learn to work in a team, assuming different roles” (Curricular Basis of Basic Education 2012, p.116).

Grade 2

“Safety, fair play and leadership: Practise games or to learn to work in a team, taking on different roles” (Curricular Basis of Basic Education 2012, p.120).

Grade 3

“Safety, fair play and leadership: Practise physical activities and/or collective games with responsibility and honesty, complying with the rules, the assigned roles and the principles of fair play” (Curricular Basis of Basic Education 2012, p.124).

Grade 4

“Safety, fair play and leadership: Practise physical activities and/or collective games with responsibility and honesty, complying with the rules and assigned roles, respecting the decisions of the authority and organize teams equitably” (Curricular Basis of Basic Education 2012, p.128).

Grade 5

“Safety, fair play and leadership: Practise physical activities and/or collective games, demonstrating responsibility, leadership and respect when participating, for example: talk about and raise discrepancies, accept individual differences and try to reach agreements, play cooperatively, accept the result and handle the win” (Curricular Basis of Basic Education 2012, p.132).

Grade 6

“Safety, fair play and leadership: Practise physical activities and/or collective games, demonstrating responsibility, leadership and respect when participating, for example: Talk

about and raise discrepancies, accept individual differences and try to reach agreements, play cooperatively, accept the result and handle the win” (Curricular Basis of Basic Education 2012, p.136).

4. Subject: History, Geography and Social Sciences

“...This skill seeks to reinforce the students' ability to transmit to others - in a clear, respectful and deferential way- the results of your observations, descriptions, analysis or research, by means of different forms of oral and written expression... For this, it is important to develop the ability to speak and write correctly, as well as promote dialogue and the willingness to receive and listen to opinions different to their own...It is equally important to be familiarized with the use and management of various resources and ICTs, which allow them to develop more precise strategies to support the communication of their ideas” (Curricular Basis of Basic Education 2012, p.144).

Grade 1

“Communication skills: Communicate orally topics of interest, personal experiences or information about themselves, clearly and coherently” (Curricular Basis of Basic Education 2012, p.152).

Grade 2

“Communication skills: Participate in group conversations, respecting shifts and other points of view...” (Curricular Basis of Basic Education 2012, p.156)

Grade 3

“Communication skills: Participate in group conversations, exchanging opinions and respecting shifts and other points of view...” (Curricular Basis of Basic Education 2012, p.160).

Grade 4

“Communication: Participate in group conversations, exchanging opinions on topics studied and respecting shifts and other points of view...” (Curricular Basis of Basic Education 2012, p.164).

Grade 5

“Communication: Participate in group conversations, expressing informed opinions, respecting points of view and asking questions related to the topic...” (Curricular Basis of Basic Education 2012, p.169).

Grade 6

“Participate in group conversations, expressing informed opinions, respecting points of view and asking questions related to the theme...Present, orally, visually or in writing, historical or geographical themes of the level, organizing the exhibition or the report with an appropriate structure, incorporating the relevant support material and answering questions from the audience...” (Curricular Basis of Basic Education 2012, p.175).

“Work in a team effectively to carry out an investigation or another project, assigning and assuming roles, fulfilling the responsibilities assigned and the agreed times, listening to the arguments of others, manifesting informed opinions and reaching common points of view” (Curricular Basis of Basic Education 2012, p.178).

5. Subject: Technology

“Skill development: Exchange with others ideas, experiences, designs, plans and results of your work with objects and technological processes. The use of a variety of formats, including ICT is expected” (Curricular Basis of Basic Education 2012, p.187).

Grade 1

“Learning objectives: information and communication technology. Use drawing software to create and represent ideas through images, guided by the teacher...Explore and use a variety of educational software (simulators, digital books, interactive and creative, among others) to achieve significant learning and an appropriate interaction with ICT. (Curricular Basis of Basic Education 2012, p. 191).

Grade 2

“Information and communication technology: Use drawing software to create and represent different ideas by means of images” (Curricular Basis of Basic Education 2012, p.195).

Grade 3

“Information and communication technology: Use presentation software to organize and communicate ideas with different purposes” (Curricular Basis of Basic Education 2012, p.199).

Grade 4

“Information and communication technology: Use software to organize and communicate ideas and information with different purposes through: Presentation programs to display images, diagrams and texts, among others” (Curricular Basis of Basic Education 2012, p.203).

Grade 5

“Information and communication technology: Use software to organize and communicate the results of investigations and exchange ideas with different purposes, through presentation programs to display images, diagrams and texts, among others... Use internet and online communication to share information of different character with other people” (Curricular Basis of Basic Education 2012, p.207).

Grade 6

“Information and communication technology: Use software to organize and communicate the results of investigations and exchange ideas with different purposes, through presentation charts to show images, diagrams and texts, among others... Use the internet and online communication to share and publish information of different character with other people” (Curricular Basis of Basic Education 2012, p.211).

6. Subject: Mathematics

“Maths provides conceptual tools to analyse quantitative information present in news, opinions, advertising and various texts, contributing to the development of communication, reasoning and abstraction and driving the development of intuitive thought and systematic reflection... Argumentation and the collective discussion about the solution of problems, listening and correcting each other, stimulation to use a wide range of ways to communicate ideas, metaphors and representations, favours mathematical learning... It is also expected that they develop the ability to verbalize their intuitions and conclude correctly, and also to detect wrong statements” (Curricular Basis of Basic Education 2012, p.217).

Grade 1

“To argue and communicate: Describe environmental situations with mathematical language. Communicate the results of discoveries of relationships, patterns and rules, among others, using mathematical expressions” (Curricular Basis of Basic Education 2012, p.217).

Grade 2

“To argue and communicate: Describe situations of reality with mathematical language, communicate the result of discoveries of relationships, patterns and rules, among others, using mathematical expressions” (Curricular Basis of Basic Education 2012, p.230).

Grade 3

“To Argue and communicate: Ask questions to deepen knowledge and understanding, discover mathematical regularities - the structure of inverse operations, positional value in the decimal system, patterns such as multiples- and communicate them to others... Listen to the reasoning of others to enrich themselves and to correct mistakes (Curricular Basis of Basic Education 2012, p.233).

Grade 4

“Argue and communicate: Ask questions to deepen knowledge and understanding, discover mathematical regularities - the structure of inverse operations, the positional value in the decimal system, patterns such as multiples - and communicate them to others” (Curricular Basis of Basic Education 2012, p.240).

Grade 5

“To argue and communicate: Ask questions and possible answers in front of assumptions and mathematical rules...Communicate written and verbal mathematical reasoning...” (Curricular Basis of Basic Education 2012, p.246).

Grade 6

“To Argue and communicate: Ask questions and possible answers in front of assumptions and mathematical rules... Communicate written and verbal mathematical reasoning...” (Curricular Basis of Basic Education 2012, p.252).

7. Subject: Foreign language- English

“In the context of our country, the English language is defined as a foreign language, since it is not used as a language of communication between its inhabitants and students do not have immediate access to its use outside the classroom” (Curricular Basis of Basic Education 2012, p.265).

“According to the Communicative Approach, language ceases to be considered as a list of grammatical contents to be taught and becomes a means to communicate meaning and an interaction tool, in which the message and the use of language are relevant and the topics are meaningful and interesting for the students... Likewise, the development of the four English language skills is emphasized so that students can communicate effectively and meaningfully, in different situations and with different communicative purposes... It is also intended that they participate in a variety of activities and significant tasks that represent contextualized communicative situations, close to reality, that promote interaction and whose main objective is communication, giving the opportunity to make an original and functional use of the language... The elements of language (grammatical structures, functions, pronunciation, vocabulary, development of strategies) are important to develop the ability to communicate... With proper planning, the activities that incorporate the use of technologies are highly motivating, promote interaction among students, offer the possibility of having contact with the real and functional use of the language and constitute a great source of authentic material (Curriculum of Basic Education 2012, p.268).

Grade 5

“Goals: Listen and demonstrate understanding of explicit information in adapted and authentic simple texts ... Act out and produce monologues, songs, rhymes and dialogues to begin to identify and become familiar with the sounds of the language... Express yourself orally, either in dialogues, presentations or group activities” (Curriculum of Basic Education 2012, p.208).

Grade 6

“Express yourself orally, either in dialogues, presentations or group activities, with support of visual and/or digital language” (Curricular Basis of Basic Education 2012, p.212).

8. Subject: Language and Communication

“A primary objective of the educational process is for students to acquire the communication skills that are essential to develop in the world and to integrate into a democratic society in

an active and informed manner... This is the framework that allows them to think clearly, expand knowledge, express and relate to each other...In relation to the focus of the subject, the Learning Objectives maintain the communicative focus of the previous curricular framework, that is, they point to the development of communicative competences, which involve knowledge, skills and attitudes. This approach is based on the universal experience of the acquisition and development of the mother tongue, which results from interaction with others in a variety of communicative situations ... Within the framework of the communicative approach, learning involves both the individual and reflective work of each student as well as the interaction and collaboration between them. From this perspective, the student is a leading actor in the learning process that engages in diverse activities in which you must interact with your peers to negotiate meanings, test solutions, self-evaluate and learn from your mistakes. The role of the teacher, on the other hand, is that of the facilitator, monitoring and modelling, to therefore create a climate that promotes learning..." (Curricular Basis of Basic Education 2012, p.212)

Grade 1

"Oral communication: Actively participate in group conversations about texts read or heard in classes or topics of interest expressing your ideas or opinions, showing interest in what has been heard, respecting shifts... Interact according to social conventions in different situations... cite expression poems, rhymes, songs, tongue twisters and riddles with intonation to strengthen self-confidence, increase vocabulary and develop their expressive capacity" (Curricular Basis of Basic Education 2012, p.309).

Grade 2

"Oral communication: Actively participate in group conversations about texts read or heard in classes or topics of interest: keeping the focus of the conversation, expressing your ideas or opinions, asking questions to clarify doubts, showing interest in what has been heard, showing empathy when faced with situations expressed by others, respecting shifts..."

Interact in accordance with social conventions in different situations..." (Curricular Basis of Basic Education 2012, p.312).

Grade 3

"Establish connections with their own experiences... asking questions to obtain additional information, clarifying doubts and deepening understanding... answering questions about explicit and implicit information, formulating an opinion on what has been heard... Enjoying the experience of attending children's plays or performances to expand their possibilities of expression, developing their creativity and becoming familiar with the genre... Participating actively in group conversations about texts read or heard in classes or topics of interest, keeping the focus of the conversation, expressing your ideas or opinions, asking questions to clarify doubts, showing interest in what has been heard, showing empathy when faced with situations expressed by others, respecting shifts... Interacting in accordance with social conventions in different situations (Curricular Basis of Basic Education 2012, p.318).

Grade 4

"Establish connections with their own experiences, identifying the purpose, asking questions to obtain additional information, clarify doubts and deepening understanding, establishing relationships between different texts, answering questions about explicit and implicit information, formulating an opinion on what has been heard... Participating actively in group conversations about texts read or heard in classes or topics of interest; keeping the focus of the conversation, expressing their ideas or opinions, asking questions to clarify doubts and verify understanding, showing interest in what has been heard, showing empathy when faced with situations expressed by others, respecting shifts... Interacting in accordance with social conventions in different situations" (Curricular Basis of Basic Education 2012, p.324).

Grade 5

“Oral communication: Understand and enjoy complete versions of works of literature, narrated or read by an adult. Interact in accordance with social conventions in different situations...” (Curricular Basis of Basic Education 2012, p334).

Grade 6

“Ask questions to the teacher or classmates to understand or elaborate on an idea, or clarify the meaning of a word... Interact in accordance with social conventions in different situations; express opinions, feelings and ideas, express yourself clearly and effectively in oral presentations to communicate topics of interest” (Curricular Basis of Basic Education 2012, p.340).

9. Subject: Music

“This constitutes a specific area of learning that seeks to understand, facilitate and promote various forms of getting involved with music as a dynamic and generative language that allows all individuals to be included in its exercise and learning, with any capability and despite any limitations. In this sense, teamwork and collaboration are fundamental skills that are derived from musical tasks done in groups, and they are part of an integral musical education... This axis aims to generate constant spaces for active listening by students, in order to appreciate the sounds and music and reflect on it... Active listening will allow students to nurture their personal opinions and creations based on a response to what is heard. The skill that structures this axis is: listening – linked directly to the senses, active listening is understood as the activity of educating attention, receiving, interpreting and understanding the information that comes from hearing” (Curricular Basis of Basic Education 2012, p.346).

“Express feelings, emotions and ideas that arise from the sound and music heard, using various expressive means (verbal, corporal, musical, visual)” (Curricular Basis of Basic Education 2012, p.352).

Grade 1

“Present their musical work, individually and in groups, sharing with the class and the community” (Curricular Basis of Basic Education 2012, p.352).

Grade 2

“Express feelings, emotions and ideas that suggest the sound and music heard, using various expressive means (verbal, corporal, musical, visual) ... Present their musical work, individually and in groups, sharing with the class and the community” (Curricular Basis of Basic Education 2012, p.356).

Grade 3

“Express, showing increasing degrees of elaboration, sensations, emotions and ideas suggested by music heard, using various expressive means (verbal, corporal, musical, visual) ... Present their musical work to the class and the community, individually and in groups, with commitment and responsibility” (Curricular Basis of Basic Education 2012, p.358).

Grade 4

“Express, showing increasing degrees of elaboration, sensations, emotions and ideas suggested by the music heard, using diverse expressive means (verbal, corporal, musical, and visual)... Present their musical work to the class and the community, individually and in groups, with commitment and responsibility” (Curricular Basis of Basic Education 2012, p.365).

Grade 5

“Express, showing increasing degrees of elaboration and detail, the sensations, emotions and ideas suggested by the music heard and performed, using various expressive means (verbal, corporal, musical, visual) ... Improvise and create musical ideas with a given purpose and with an adequate command of the musical language... Present their musical work to the class and

the community, individually and in groups, with responsibility, mastery and musicality...Reflect on their strengths and the areas in which they can improve hearing, interpretation and creation, their own and that of others, with respect and self-criticism (Curricular Basis of Basic Education 2012, p.369).

Grade 6

“Express, showing increasing degrees of elaboration and detail, the sensations, emotions and ideas suggested by the music heard and performed, using various expressive means (verbal, corporal, musical, visual)... Present their musical work to the class and the community, individually and in groups, with responsibility, mastery and musicality” (Curricular Basis of Basic Education 2012, p.370).

10. Subject: Orientation

“The recognition of human dignity, the development of respect, the acceptance of individual differences, empathetic listening and good interpersonal relationships are fostered, so that the student can establish constructive and enriching relationships and bonds. In the lower levels this is promoted mainly through good treatment of each other, sharing with their peers and respect for others. As progress is made, students are expected to develop the ability to empathize with the other, respecting opinions and different ways of thinking, accepting diversity and avoiding discrimination and all forms of violence... Resolution of interpersonal conflicts: It promotes the use of tools to face and resolve, in a progressively autonomous way, situations of conflict with other people, using strategies that are relevant for this. Because there are different conflict resolution strategies that may be relevant in a democratic coexistence, the objectives do not prescribe a specific methodology in this regard” (Curricular Basis of Basic Education 2012, p.375).

Grade 1

“Recognize, describe and value the groups they belong to (family, class, peers), the people such groups are composed of and their characteristics and actively participate in them, for

example, helping to tidy the house and classroom” (Curricular Basis of Basic Education 2012, p.383).

Grade 2

“Manifest attitudes of solidarity and respect that favour coexistence, such as, sharing with peers (for example, playing together, lending a hand, helping those who need it), identifying conflict that arises between peers and practise ways of solving it, such as listening to others, putting oneself in their place, seeking an agreement, reconciling... Recognizing, describing and valuing the groups they belong to (family, class, peers), the people such groups are composed of and their characteristics and actively participate in them, for example, helping to tidy the house and classroom” (Curriculum of Basic Education 2012, p.385).

Grade 3

“Manifest attitudes of solidarity and respect that favour coexistence, respecting the right of everyone to express opinions and be different and respecting the learning environment. Resolve peer conflicts in a guided manner and apply different problem-solving strategies, such as listening, describing the other's feelings and finding an agreement that satisfies both parties” (Curricular Basis of Basic Education 2012, p. 391).

Grade 4

“Manifest attitudes of solidarity and respect that favour coexistence, such as acting in an empathic way (putting yourself in the place of others), treating others well (for example, saying hello, goodbye, please, etc.) and respecting the learning environment. Resolve conflicts between peers in a guided manner and applying different problem-solving strategies, such as listening, describing the other's feelings and seeking an agreement that satisfies both parties” (Curricular Basis of Basic Education 2012, p.394).

“Participate in a guided way in the school community and in the organization of the class, proposing and accepting initiatives, and assuming responsibilities, establishing agreements through dialogue and democratic decision-making, respecting the rights of others in the distribution of roles and responsibilities” (Curricular Basis of Basic Education 2012, p.396).

Grade 5

Manifest attitudes of solidarity and respect, that favour coexistence, such as acting in an empathic way (putting yourself in the place of others), treating others well (for example, saying hello, goodbye, please, etc.), avoiding and rejecting all forms of violence and discrimination, whether based on ethnicity, gender, religion or nationality, respecting the everyone’s right to express opinions and be different, respecting the learning environment... Resolve conflicts of coexistence in an autonomous way, selecting and applying various problem solving strategies... Participate actively and collaboratively in the school community and in the organization of the lesson: planning and evaluating activities aimed at an objective, organizing to solve everyday problems in the community, respecting the rights of others, without discriminating in the distribution of roles and responsibilities, establishing agreements through dialogue and democratic decision-making, evaluating compliance with lesson agreements (Curricular Basis of Basic Education 2012, p.399)

Grade 6

Manifest attitudes of solidarity and respect, that favour coexistence such as, acting in an empathic way (putting yourself in the place of others), treating others well (for example, saying hello, goodbye, please, etc.), avoiding and rejecting all forms of violence and discrimination, whether based on ethnicity, gender, religion, nationality, respecting everyone’s right to express opinions and be different, respecting the learning environment, resolving conflicts of coexistence in an autonomous way, selecting and applying various problem-solving strategies (Curricular Basis of Basic Education 2012, p.403).

“Participate actively and collaboratively in the school community and in the organization of the lesson planning and evaluating activities aimed at an objective, organizing to solve everyday problems of the community, participating in the lesson choices and accepting the results, respecting the rights of others, without discriminating in the distribution of roles and responsibilities, establishing agreements through dialogue and democratic decision-making, evaluating compliance with lesson agreements” (Curricular Basis of Basic Education 2012, p.404).

XIII. Appendix III

Observation as an illustration of Finnish and Chilean classrooms

Below it is possible to find a general description of what has been observed in both the Finnish and the Chilean classrooms. As has been previously indicated, this observation has to be observed as a reference only and it does not prove anything.

1. Finland

- **School: Käpylä School, Helsinki.**
- **Date: 29th October 2018**
- **Lesson: Crafts**
- **Number of students in the class: 12**
- **Grade: 5**

The school of Käpylä is allocated in the northern area of Helsinki. Students who attend this school have different social backgrounds.

Comments on the observation:

- Physical contact between the teacher and the student to say *“hello”* and *“good bye”* is observed at the beginning and at the end of the lesson.

- In general terms, it is possible to observe high levels of freedom inside the classroom. Students work individually and in groups. They support each other in the learning process.
- The professor is at the same level as the students; they call her by her name, not referring to her position.
- When the class begins, all the students start developing their work (an item of clothing). In this context, elements of self-decision making are detected (mainly self-discipline and self-working).
- There is a friendly environment. Interaction between the teacher and the students is quite notable. The teacher calls all the students by their names, and the atmosphere inside the classroom flows naturally. The teacher observes the work of students one by one.
- A high level of independence can be seen, and the professor's role is mainly focused as a guide. She motivates the students at all times. In this context, it is possible to identify some language constructions. Phrases like: "it was not a bad idea, but we can do it in another way". In this way, the teacher proposes new ways of working.
- The teacher pays more attention to the students who require more support: "Sara, Frida... How can I support you?" Students put their names on the blackboard when they need support.
- In general, it is possible to observe a trial and error experience and discipline.
- Discipline: Teacher orders the class to talk in a foreign language: "We have to talk in Spanish..."

- There are elements of psychology and ergonomics. Students are not afraid of asking questions: Yasna... may I ask you something?
- Professor offers options to students; they choose according to their own preferences.
- Observed principles of self-confidence:
 - Self- discipline
 - Initiative
 - Student are permanently looking for options.
 - Critical thinking
- Teacher motivates students for the next class. She offers a prize, but she asks what they would like to have. Feedback at the end of the class is part of the class.

2. Chile

- **Escuela Cadete Arturo Prat Chacón**
- **28th November 2018**
- **Lesson: Crafts**
- **Number of students in the class: 40**
- **Grade: 5**

The school is located close to the centre of Santiago, 4 blocks from the government's palace La Moneda. Firstly, the external environment is quite noisy and disturbing.

Comments on the observation:

- I have visited a 2- hour class attended by 40 students. Teacher asks for silence at all times to give instructions. Students are designing a surprise box with reusable materials.

- The teacher has to strain her voice to keep the attention of students on her. Students ignore the instructions; the noise level is quite high. It is impossible to hear from the back of the classroom.
- One student is allocated to another place due to his bad behaviour. Students write on the whiteboard slowly. The teacher tries to involve all the students unsuccessfully.
- The learning environment is not friendly: the classroom is ugly, the walls are dirty and the furniture is destroyed.
- It is difficult to engage with the students. Students are sitting in a row with a peer.
- The teacher asks for silence repeatedly.
- The atmosphere inside the classroom is difficult; it is possible to detect reduced levels of autonomy.
- There is so much noise inside the classroom. Lack of comprehension can be detected. It is difficult for the teacher to give instructions. The execution of the objectives during the class seems difficult to achieve. The teacher asks for respect from students.
- The teacher punishes bad behaviour. Students don't follow the instructions.
- The students don't support each other. Whilst the teacher supports one student, the others are talking each other, but they don't work effectively. The students are distracted most of the time.

- Reduced level of independence can be detected. Students lose focus easily. The atmosphere inside the classroom is not comfortable. The teacher tries to motivate students by showing the work made by one of them, offering only one example of work done properly.
- At the end of the class, the teacher gives some instructions for the next class. There is no engagement, nor surprising elements to motivate students.