



# WP 3.1 Report

## Manifesto contextualisation, Finland

**University of Helsinki, Viikki Teacher Training School**

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### Introduction

The TE\_REG Manifesto (26.9.2025) addresses teacher educators and those working with them. As part of TE\_REG Erasmus+ project, this report describes how the collaboratively created TE\_REG Manifesto was introduced, utilized, and elaborated so far within the Finnish context to support regeneration and advance the changes needed.

In Finland, the TE\_REG Manifesto has been connected to the University of Helsinki Strategy & Vision 2021–2030 with the foundational values of *“truth, intellectual cultivation, freedom, and sense of communality”* as well as to the ongoing strategy and vision work of the University of Helsinki Viikki Teacher Training School. The school’s strategy and vision process was initiated on 27 November 2024 and was officially released on 21 January 2026 and the strategy is now entering its implementation phase.

Throughout the process, several whole-personnel sessions and smaller group meetings were organized to collaboratively refine and progress the strategy. When the TE\_REG Manifesto was published during this strategic work, it was presented to staff and brought to be discussed. This report describes which elements of the Manifesto were highlighted in relation to the final Vision & Strategy of the Viikki Teacher Training School, and how the work will continue as part of ongoing efforts to promote meaningful changes in teacher education practices.



## The Manifesto TE\_REG and Methodology of Contextualisation

Thus, as presented, in our context, TE\_REG Manifesto is integrated into our collaborative strategy and vision work, especially in relation to TE\_REG focus areas. At University of Helsinki teacher training schools there had been for instance already ongoing discussions on how University of Helsinki vision & strategy values were currently implemented (27.11.2024), collaborative creation of ideal vision for the future (26.2.2025), and vision and strategy proposal to be discussed within the professional community (24.4.2025). After its publication, TE\_REG Manifesto served as one of the reference frameworks in discussions focused on developing the new strategy for 2026–2030. During this process, a Finnish translation with minor contextual adaptations was also prepared. Several events were arranged:

5.11. and 12.11.2025

Discussions in subject groups and in grade level teams on how the strategy and vision could be translated into action.

- Participants: classroom teachers, subject teachers from grades 1 to 9, subject teachers from upper secondary school, principals, special educators (70).
- Making Vision real: Analyzing challenges and opportunities. Discussions led to three concrete action proposals that were planned in each group.

26.11.2025

Collaborative sharing session where previously created concrete action proposals were presented and discussed. After this the vision finalization was given to the leadership team.

- Participants: classroom teachers, subject teachers from grades 1 to 9, subject teachers from upper secondary school, principals, special educators (70).

17.1.2026

Teacher training practices and needs for development and change. Focus on supervision/reflection practices in all practice periods.

- Hybrid session
- Participants: Classroom teachers from two teacher training schools (32), practice coordinators (2), principals (2)
- Discussions between two teacher training schools about unifying and harmonizing training practices.



20.1.2026

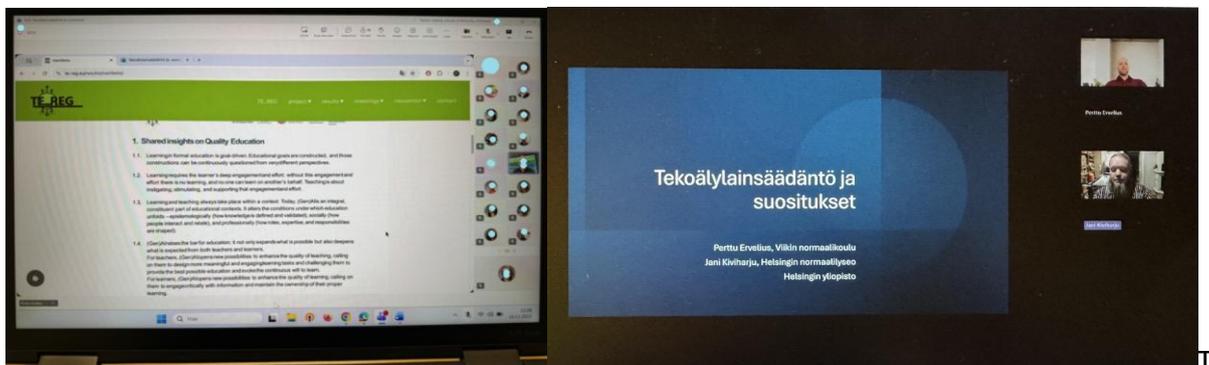
Teacher training practices and the needs for development, regeneration, and change. Focus on the need for refined evaluation within Magister practice.

- Teams session
- Participants: teacher training coordinators (2), teacher trainers (2)
- Analyzing feedback from first round experimentation phases.
- Discussions and planning for clarification and elaboration of evaluation practices during teacher training Magister practice period.

10.12.2026

Professional learning and development session (PLD). The TE\_REG Teacher Education Regenerated Manifesto and (Gen)AI legislation and recommendations were presented to the wider professional community of the University of Helsinki's two teacher training schools: Normal Lyceum and the Viikki Teacher Training School led by project coordinators Perttu Ervelius (Viikki Teacher Training School) and Jani Kiviharju (Normal Lyceum). Large-scale Teams meeting enabled broad participation and ensured that the central ideas of the Manifesto reached the entire community.

- Teams session
- Participants from two teacher training schools (70)
- TE\_REG Manifesto and (gen)AI legislation and recommendations



21.1.2026

The Vision and strategy for 2026-2030 was finalized and action launch event led by Dr. Anni Loukomies

- Presentation of collaboratively created strategy statements
- Participants: 4 principals/vice principals, about 70 subject teachers & teacher trainers, classroom teachers & teacher trainers, teaching assistants, administrators, teaching practice coordinators)
- Group discussions of how to make the strategy goals into action: what to keep from current practices, what to change to enact the strategy for 2026-2030.



1	• <b>Vaihe 1 (27.11.2024):</b> Keskustelu yliopiston arvojen toteutumisesta Viikin normaalikoulun toiminnassa.
2	• <b>Vaihe 2 (12.12.2024) Jorin seminaari:</b> Ys-ajan keskustelun sisällön tiivistäminen ja sisällönanalyysin tuloksista keskusteleminen.
3	• <b>Vaihe 3 (viikon 7/2025 loppuun mennessä):</b> Pedaryhmät kävivät läpi jorin tekemän synteessin.
4	• <b>Vaihe 4 (26.2.2025):</b> Pedaryhmien valmistelun perusteella yhteisellä ys-ajalla keskusteltiin synteessistä ja visioitiin tulevaisuuden <b>ideaalitiilanne</b> .
5	• <b>Vaihe 5 (24.4.2025 mennessä):</b> Jory ja pedaryhmät tekivät synteessin ideaalitiilanteen kuvauksista. Tämän pohjalta rakennettiin Viikin normaalikoulun uusi <b>visio</b> .
6	• <b>Vaihe 6 (5. &amp; 12.11.2025):</b> Tiimeissä vision käsitteily, uhat ja mahdollisuudet. Keskustelun tuloksena <b>konkreettiset toimintaohjeet</b> visioon pääsemiseksi.
7	• <b>Vaihe 7 (26.11.2025):</b> Yhteisellä ys-ajalla tiimit esittelivät toimintaehdotuksensa.
8	• <b>Vaihe 8 (11.12.2025):</b> Jory luokitteli ja tiivistä toimintaohjeet ja laati niiden perusteella <b>strategialauseet</b> vuosille 2026-2030.
9	• <b>Vaihe 9 (21.1.2026):</b> Strategian lanseeraus työyhteisöille.

The discussion groups (4-7 participants per group) were satisfied with the learning environment and the high competence of the personnel and wanted to

- maintain a positive atmosphere and mutual trust among teachers.
- maintain trust in others and in their good intentions in the whole school community.
- foster traditions, positive encounters and mutual appreciation.
- make the strategic goals to apply throughout the whole school community.
- maintain allowing autonomy, having confidence in teachers' professionalism, listening to different voices.

The wanted changes concerned following themes:

- Having more time for discussions, collaboration, and interaction.
- Having more time for gaining understanding, more time to collaborate between teachers and students of different ages (from small students to teacher students).
- Having the will and ways of making positive activities visible.
- Having will and ways to use inclusive language at all levels.
- Having time for the development work and time to plan how to make the strategy put into practice.
- Strengthening shared leadership by allocating more resources for the practical implementation of actions.
- Allocating time within existing structures to read and translate the newest research into practice.
- Securing collective commitment to shared principles and practices, and clarifying and reinforcing how these are implemented throughout the community.
- Making follow-up of the strategy and operating models explicit.



## Analysis of Results

PLD-session: This analysis is grounded in a professional learning and development session (PLD-session) on GenAI in teaching and learning organised for teacher trainers and school leaders at the University of Helsinki's teacher training schools. The TE\_REG Manifesto framed the session as a reference for *reflecting on longer-term development needs* in teacher education in GenAI times. During the session and in its immediate follow-up, a range of questions and observations emerged that illustrate how Manifesto's principles resonate with current teacher education practice. These reflections provide a contextually meaningful basis for examining the local interpretation of the Manifesto within WP3.1.

A prominent theme concerns the *need for institutional guidance*. Questions repeatedly addressed whether GenAI use should be regulated through shared principles across programs or specified at the level of individual courses and teachers. Issues related to acceptable tools, data use, age-related restrictions for learners, and legal responsibility were recurrent. In the Finnish teacher education context, this reflects the position of teacher trainers as both practitioners and supervisors of professional standards. The Manifesto's emphasis on collective responsibility is locally interpreted as requiring institutional coherence to support consistent supervision and modelling of professional conduct.

Pedagogical considerations were primarily articulated through supervision-related perspectives. Teacher trainers referred to teaching practice situations in which student teachers already use GenAI for lesson planning and teaching materials, with uneven outcomes. This prompted a clear interest in practice-near examples that could support supervisory discussions with student teachers. Rather than abstract guidance, the focus was on subject-specific and age-appropriate approaches that clarify when GenAI use supports learning and when it does not. In this respect, the Manifesto's principles acquire practical relevance through supervision contexts, where *reflective judgement* is developed in relation to concrete teaching situations.

*Assessment-related issues* formed another central area of concern. Situations were described in which learner work appeared inconsistent with earlier performance, while evidence of GenAI use remained unclear. Questions focused on appropriate responses when learners deny such use, including cases involving guardians and formal assessment decisions. These issues highlight assessment as a critical site for Manifesto contextualization. In an educational culture grounded in professional trust,



GenAI introduces ambiguity that calls for shared assessment principles and supervisory practices rather than technical solutions alone.

*Ethical and sustainability considerations* are also featured in the reflections. Attention was drawn to energy consumption, proportionality of GenAI use, and ethical questions related to data practices. These aspects were approached as part of professional responsibility and as topics that may need to be addressed with learners in educational settings. This corresponds closely with the Manifesto's ethical orientation and suggests that such considerations are already embedded in teacher trainers' professional reasoning.

Group work on making Strategy & Vision into action: The group discussions demonstrated a strong alignment with the TE\_REG Manifesto's emphasis on *ethical, caring, and human-centred educational communities*. Participants consistently highlighted satisfaction with the current learning environment and with the high professional competence of the staff. These insights resonate with the Manifesto's affirmation that quality education is grounded in *ethical interactions that support both individual and communal growth*. The groups' call to maintain a positive atmosphere, mutual trust, and appreciation across the school community directly reflects the Manifesto's view that teacher education should be relational, holistic, and attentive to the lived realities of teachers and learners.

The desire to uphold autonomy, trust in teachers' professionalism, and openness to diverse voices equally mirrors the Manifesto's message that teacher education must move beyond narrow procedures or checklists to embrace *professional judgement, contextual understanding, and collaborative meaning-making*. Participants also argued that strategic goals should guide the whole school community, which echoes the Manifesto's insistence on *coherent, future-oriented curriculum design* and a clear articulation of educational purpose as shared work rather than administrative formality.

The groups also identified several areas for development that align with the Manifesto's call for *continuous, evolving, and collaborative teacher education*. A repeated theme was the need for more time: time for dialogue, cross-age collaboration, joint planning, and making understanding explicit. This concern corresponds closely with the Manifesto's statement that learning and teaching require *deep engagement and effort*, and that such engagement must be intentionally supported within educational structures and routines. Participants



further highlighted the need for time to process research, plan implementation of strategic goals, and make positive practices visible: elements that reflect the Manifesto's vision of teacher education as *ongoing inquiry and shared professional reflection*.

Finally, the groups' emphasis on shared leadership, explicit follow-up structures, inclusive language, and community-wide commitment to common principles strongly aligns with the Manifesto's open call to action for *engagement, response, and collaboration* across all levels of teacher education systems. Their proposals for strengthening implementation practices, clarifying operating models, and allocating resources for collective work demonstrate a readiness to embrace the Manifesto's future-oriented, integrated, and community-based approach to teacher education. Taken together, these findings indicate not only a high level of satisfaction with current practices but also a clear willingness to co-create a regenerative, inclusive, and ethically grounded educational culture in line with the TE\_REG framework.

## Conclusions and Prospecction

The discussions align with the TE\_REG Manifesto's observation that the emergence of (Gen)AI is fundamentally reshaping the conditions of education, calling for thoughtful, future-oriented responses across teacher education systems.

Accordingly, Finland—alongside other TE\_REG communities—will need sustained attention to (Gen)AI in the coming years, with a deliberate emphasis on awareness, training, and pedagogical reflection to ensure ethically grounded use in authentic educational contexts.

Overall, the stance articulated in the discussions was constructive toward the goals of the TE\_REG Manifesto. Rather than questioning the Manifesto's core assumptions, participants emphasized the need for structured professional learning, institutional coherence, and shared practices—all of which the Manifesto frames as part of a coherent, holistic, and future-oriented approach that moves beyond checklists to support teacher judgment and deep learner engagement. For WP3.1, this analysis demonstrates that the Manifesto functions as a meaningful reference in the Finnish teacher education context and provides a grounded point of departure for the curriculum analysis and development work in Activity 3.2.



In Finland, the values of quality education, scenario-based future thinking, and multi-level collaboration are viewed as particularly valuable, which resonates with the Manifesto’s call for a *clear vision of the purposes of learning and teaching and for curriculum design that is integrated and evolving*. While fragmentation and narrowly applied teacher standards are not considered the central challenge in our context, the long-standing emphasis on reflection and holistic assessment has produced bottlenecks in final evaluations, especially in the master’s-level classroom-teacher practicum. Consistent with the Manifesto’s invitation to articulate what “quality” means in teacher education, we will therefore advance a second major focus of TE\_REG-related development: a more structured assessment tool for the master’s-level practice period (also aligning with our institutional commitment to high-quality teaching and the value of “truth”, see with the overarching Strategy and Vision of the University of Helsinki).

Next steps will bridge the Manifesto and our development ideas into concrete action (Activity 3.2 to be completed by 26 September 2026). Our work will be two-fold: (1) a multi-strand (Gen)AI development program, and (2) co-design of a needs-based evaluation tool for class-teacher master’s practicum periods in collaboration with the teacher education department, partner teacher-education schools, and master’s students. Time is allocated in spring 2026 to move from strategy to action. To support implementation, the new vision and strategy will guide the annual plan and priority setting, and a visualized version will be provided so they function as a practical tool for the entire community across stages and levels—approaches that echo the Manifesto’s open call to engage, respond, and collaborate at all levels.



## References and Bibliography

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## Sivistys, ilo ja yhteisöllisyys!

### Visio, Helsingin yliopiston Viikin normaalikoulu

Viikin normaalikoulu vaalii sivistystä ja luottaa tutkittuun tietoon. Turvallinen ilmapiiri sallii moninaisuuden, erilaisten näkökulmien esittämisen sekä kuulluksi tulemisen. Kouluyhteisön jäsenet toimivat empaattisesti ja toisiaan kunnioittavasti. Läpinäkyvä päätöksenteko, selkeä struktuuri ja yhdessä sovitut säännöt tukevat sekä yhteisöllisyyttä että autonomiaa.

### Sivistyksen tukeminen

Vaalimme asiallista käytöstä ja vastuun ottamista. Kannustamme kriittiseen pohdintaan uusimman tutkimustiedon valossa. Arvostamalla monilukutaitoa ja lukemista ohjaamme oppilaita ja opiskelijoita sivistisyhteiskunnan jäseniksi.

### Moninaisuuden huomioiminen ja yhteisöllisyys

Sitoudumme luomaan turvallisemman tilan kaikille, arvostamalla moninaisuutta ja erilaisia näkökulmia, ottamalla kaikki mukaan, käyttämällä inklusiivista kieltä sekä puuttumalla epäasialliseen käytökseen.

### Empatia, kunnioitus ja vuorovaikutustaidot

Kohtaamme toisemme arvostavasti, rakentavasti ja empaattisesti sekä kuuntelemme toisiamme.

### Yhteiset säännöt, struktuuri ja läpinäkyvä päätöksenteko

Varmistamme yhteisesti sovittujen asioiden ja sääntöjen toteutumisen kommunikoimalla asianosaisille päätökset ja niiden perustelut. Keskustelemme päätösten käytännön toteutuksesta ja arvioimme niiden toteutumista.

### Osallisuus ja autonomia

Osallistamme kaikki yhteisön jäsenet koulun toiminnan kehittämiseen. Rakennamme oppivaa yhteisöä, jossa tuemme opettajien yhteistyötä ja autonomiaa.

### Strategian arviointi

Johtoryhmä arvioi vuosittain strategian toteutumista.



## Education, Joy, and Inclusive Community

### **Vision, University of Helsinki, Viikki Teacher Training School 2026-2030**

Viikki Teacher Training School upholds the value of education and places its trust in research-based knowledge. A safe atmosphere enables diversity, the expression of different perspectives, and genuine opportunities to be heard. Members of the school community act with empathy and mutual respect. Transparent decision-making, clear structures, and jointly agreed rules support both community spirit and individual autonomy.

#### **Supporting Education**

We foster appropriate conduct and a sense of responsibility. We encourage critical reflection informed by the latest research. By valuing multiliteracy and reading, we guide pupils and students to become active members of an educated society.

#### **Recognizing Diversity and Strengthening Community**

We are committed to creating a safer space for everyone by valuing diversity, welcoming different perspectives, including all members of the community, using inclusive language, and addressing inappropriate behaviour.

#### **Empathy, Respect, and Interaction Skills**

We meet one another with appreciation, constructiveness, and empathy, and we listen to each other.

#### **Shared Rules, Structure, and Transparent Decision-Making**

We ensure that jointly agreed practices and rules are followed by communicating decisions and their justifications to those concerned. We discuss the practical implementation of decisions and evaluate how they are carried out.

#### **Participation and Autonomy**

We engage all members of the community in developing the school's activities. We build a learning community that supports teachers' collaboration and autonomy.

#### **Evaluation of the Strategy**

The management team evaluates the implementation of the strategy annually.