



Turun yliopisto
University of Turku

FACULTY OF EDUCATION

STRATEGY
AND POLICY PROGRAMME
2016-2020



A FORCE IN EDUCATION AND EDUCATIONAL POLICY

The Faculty will reinforce its scientific and societal role as a force in education and educational policy and its international visibility in this role

The high-level research at the Faculty of Education is internationally well-known and has its scope on the whole life-span. The Faculty offers national top-quality, internationally attractive multidisciplinary research based education for teaching and expert tasks in education.

The Faculty fulfils its societal and lifelong learning and education supporting tasks by offering a wide range of high-quality further education possibilities, doing research and development tasks which support the development of the municipalities, educational institutions and companies in the area and by producing social and educational innovations.

The Faculty will profile itself within the University as an expert in education by offering research-based expertise in all educational development, especially curriculum and student selection tasks, creating study systems, renewing learning environments and teaching technologies and questions regarding educational policy.

The increasing cultural and ethnic diversity will be taken into consideration in all sectors of the operations of the Faculty. The Faculty will develop its operations to better respond to the need for multicultural education solutions of the educational sector of the society. The Faculty will network with different actors in the society to find solutions for multicultural education.

A communal work and student community is a priority for the basis of the Faculty's actions. The Faculty strongly supports efforts and operations models for the improvement of the conditions and well-being in work and studying. Modern learning environments and a communal, responsible learning culture support both the staff's professional development and the students' learning and building of expertise.

The financial administration and current infrastructure create stability, predictability and conditions for high-quality teaching and research. The financial stability and development are based on effective actions and diverse

supplementary funding. The foundation of the basic funding is high-quality and effective education. The keys to financial growth are competitive national and international high-level research based funding, educational innovations and successfully acquired and effectively targeted transnational education activities.

Research and education are evaluated as part of a systematic quality assurance process with the help of documented production and quality criteria and systematic, coherent education feedback.

The functions of the Faculty are based on the basic values of ethicality, criticality, creativity, openness and communality. High level of professional ethics and principals of good science guide the actions of the staff and students at the Faculty. Freedom of critical research is the foundation of scientific education and innovations. Communality supports commitment, openness, trust and managing at work and thus strengthens high-quality, effectiveness and good decision making.



Target state
of the Faculty
in 2020

- Assessed on recognised criteria, the Faculty is a significant and distinguished scientific and social influence in education and educational policy on the national and international level. The Faculty's material and immaterial infrastructure aims to support this goal with high quality.
- Internationally high-level research centres and dynamic research and development teams working in national and international cooperation offer a diverse, motivational and career development supporting academic environment for talented researchers and lecturers.
- Integration between degree programmes and study programmes is strong. Coordination of studies between the subject departments and the Department of Teacher education has been strengthened in the subject teacher education.
- Education at the Faculty is executed as diverse cooperation between the Faculty and different units at the University as well as other national and international universities. The Learning environments provide the framework for motivational education targeted to meet the needs for learning and knowledge of the future.

HIGH LEVEL RESEARCH AND DOCTORAL TRAINING AS KEY FACTORS

The foundation for the Faculty's high level education and societally influential activities are multidisciplinary, future-oriented research on learning and education

Research at the Faculty is concentrated around the two nationally and internationally distinguished research centres. Cooperation and organisation of the two research centres as internationally distinguished centres will be strengthened especially in the areas of joint and significant research themes.

The joint research themes:

- Educational paths and social well-being during the educational paths of children and adolescents
- Education and employment paths of immigrants, multiculturalism and internationalism in teaching and education
- Research on learning difficulties, special education and educational marginalisation
- Challenges of education and learning in the digitalised society and working life
- University pedagogics and research on higher education

Among the joint themes, special development is targeted to equality, human rights and democracy education, which are increasingly emphasised in society, and the increasing multiculturalism of society and schools. Research connected to these issues helps to understand learners' growth to citizenship and being a member of a changing society. It also supports these processes, especially the good educational and career paths for students with immigrant backgrounds. Research in this field is strengthened with dialogue with different actors in the society.

In the Centre for Learning Research the emphasis is on educational psychology and subject didactics research on learning, teaching and learning environments, which is strongly connected with the development and research on advanced teaching methods and digital and other teaching technologies. The main research focuses, which complement the joint themes, are:

- understanding the scientific concepts, long-term development of cognitive skills and know-how and the cognitive, motivational and social regulation processes associated with them,
- integrated, technology utilising teaching of arts, crafts and design, and
- development of high-level skills and professionalism and associated social processes.

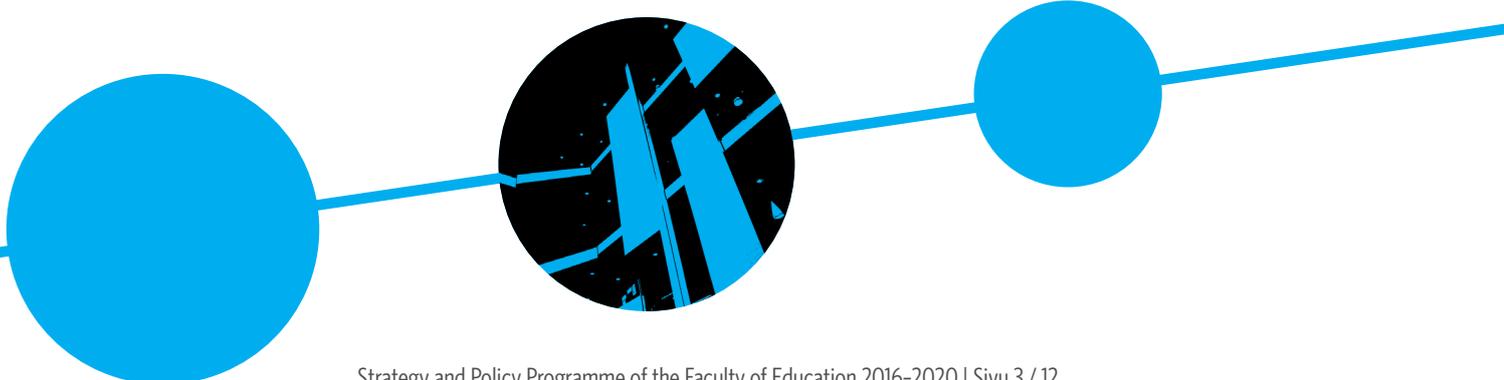
The emphasis **at the Centre for Lifelong Learning and Education**, which is part of the Nordic Centre of Excellence "Justice through Education" until 2018, is on research on educational sociology, educational policy and comparative education. The main research focuses, which complement the joint themes are:

- youth, higher education and adult education on the macro and micro levels,
- comparative educational research and,
- selective education, generating equality and justice through education

The majority of the research at the Faculty is multidisciplinary and executed in national and international cooperation. The Faculty supports the staff to expand their cooperation networks with national and international scientific communities in various ways. Interdisciplinary cooperation within the University is close and it is strengthened through the work of the researchers from the Faculty of Education at the Turku Institute for Advanced Studies Collegium (TIAS).

There are two Doctoral programmes at the Faculty, which belong to the University's Graduate School (UTUGS): the Doctoral Programme on Learning, Teaching and Learning Environments Research (OPPI) and the Doctoral Programme on Educational Policy, Lifelong Learning and Comparative Education Research (KEVEKO). The Faculty coordinates the national Doctoral training network (FinEd), the largest in the country, in its starting stage. The FinEd network includes all the Universities giving Doctoral training in Education in Finland.

The research centres at the Faculty support the young researchers' educational paths to national and international level research and expert tasks. The Faculty's international visiting professors' and senior experts' contribution is significant in research and doctoral training.



Main goals and measures concerning research, doctoral training and researchers' career development at the Faculty in 2016-2020

Strategic goals

Measures to achieve the goals

Research is strengthened and profiled

Research in learning and education in the already high-profile Research Centres will rise to the top of the field internationally.

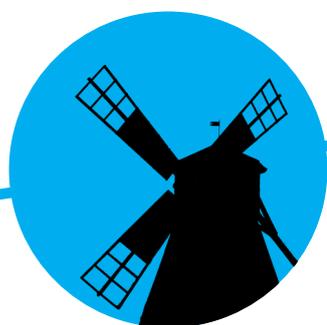
Research is nationally profiled based on the Research Centres' joint and complementary themes and strengths.

New research groups combining both units will increase especially in research themes regarding joint development focus areas.

Multidisciplinary cooperation will be enriched both within the University as well as nationally and internationally between research groups from different universities and organisations.

There will be several long-term Visiting Professors at the Faculty and the number of Senior Fellows attached to the Faculty will increase.

- The existing, high-level research on learning and education will be continued in the research centres by profiling nationally and creating strategic alliances with esteemed universities in the field.
- Research will be focused based on profiling as well as rising joint research themes. The Faculty will support the related funding applications with planning and language check allowances and administrative services, and by actively participating in profiling strengthening and strategic research funding applications.
- Multidisciplinary research is supported by encouraging proactivity and participation in interdisciplinary research projects.
- Researchers are supported to cooperate and co-publish with international and national top-level researchers in their field by financing travels abroad for collaboration meetings.
- The long-term Visiting Professor system will be continued and strengthened by issuing a temporary Visiting Professor to all the central profiling areas of expertise.
- International recruiting channels will be utilised in recruiting researchers.
- Research opportunities and volume will be increased by offering research reliefs and research leaves in the work plans.
- Research orientation and opportunities for the staff at the Teacher Training Schools will be increased with project partnerships.
- Internationalisation of research will be supported by offering language check allowances for foreign referee publications, allowances for conference travels and for organising international research cooperation meetings.



Doctoral training and beginning a research career will become more efficient and international

The Faculty will continue to function as a significant provider of doctoral training and the central developer of the national doctoral training network (FinEd).

Research and doctoral training will strengthen as a part of the international research community, international attractiveness of the doctoral training will increase and the doctoral training will support graduating in the target time.

Career development of the post-doc researchers will be supported.

- National and international channels will be utilised in recruiting doctoral candidates.
- Recruitment of doctoral candidates will be focused on talented domestic and, increasingly, international researchers and doctoral candidates.
- Doctoral candidates are integrated more strongly to international research projects.
- The Visiting Professors' participation in guiding and teaching in the doctoral training is increased.
- The doctoral programmes offer diverse training in cooperation with UTUGS. The selection of training will be continually developed based on the feedback from the supervisors and doctoral candidates.
- Sufficient amount of work load will be reserved in the work plans of the professors to ensure efficient supervision and graduation in the target time.
- The career planning and development of post- doc researchers will be supported with mentoring and in the Research Collegium, employing researchers in full-time research and teaching tasks and increasing Tenure Track opportunities.

Research infrastructure and funding will be strengthened and diversified

The research infrastructure meets the needs of the research projects, and the special support systems at the Faculty will strengthen the internationalisation of the researchers' and doctoral candidates' research.

Preparing high-stakes Academy of Finland, European Union, Tekes and other national and especially international research funding applications will be included in the normal actions of all Doctorate level teaching and research staff.

- The research infrastructure will be renewed and diversified based on the long-term needs regarding facilities, equipment, software and register data of the funded projects.
- Professors and distinguished researchers are encouraged to form interdisciplinary research groups especially regarding the joint research themes and to apply for top-level, in particular EU, Academy of Finland and Tekes, research funding. To support this, the Faculty will reserve funding for the preparation of significant and international projects in addition to the funding provided by the University.
- The application and administration of supplementary funding is strongly and professionally supported by the Faculty's Research Services.

The societal influence of research is sharpened

Research and development aiming at societal influence will be strengthened in collaboration between the Faculty's units and Teacher Training Schools as well as other units at the University.

- Researchers' role as active experts and societal influences will be more clearly marked in the work plans.
- Attention will be paid to the research on the societal dimensions of teachership and the multicultural competences of teachers.
- Regional influence will be enforced by actively participating in the Urban Research project of Turku and other regional funding programmes.
- Societal influence of research is strengthened through the development of research based innovations.
- Communication regarding research and the influence of the research results will be increased.

ATTRACTIVE EDUCATION BASED ON STRONG EXPERTISE

Education at the Faculty reacts quickly to the development of science and changes in society to serve future learning and expertise

The Faculty educates wide-ranging professionals and diversely talented teachers and educational experts. Scientific thinking, innovation, criticality, ethic responsibility and communitary are emphasised in the education.

The choice of degrees, minor subjects and pedagogical studies at the Faculty is broad. The major subjects of the degree programmes, education, adult education, special education and craft teacher education, depict the uniformity of the field of the degree programmes. The uniformity enables educational cooperation between the units. The educational responsibility is divided between the two departments and is complemented by the two Teacher Training Schools.

The Master of Arts in Education in education, adult education and special education at the **Department of Education** qualifies experts for educational research, planning and administration tasks as well as evaluation and guidance tasks in the private and public sectors of national and international educational systems. The central theme of the expert education is lifelong education and learning. The Department of Education is also responsible for the pedagogical studies for adult education. The Department of Education develops and executes the Open University study modules in cooperation with Brahea Centre. The educational selection at the Department is widened through participation in the national Youth research network (YUNET). Educational sociology and politics cooperation is done through the international Master degree programmes in cooperation with the University of Helsinki and University of Jyväskylä.

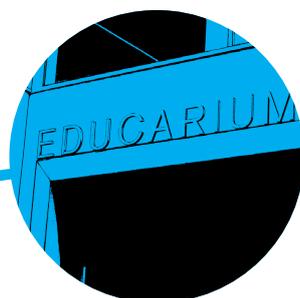
The degree studies in class teacher education, craft teacher education and kindergarten teacher education and the pedagogical studies for subject teacher and teachers with immigrant background at the **Department of Teacher Education** respond to the educational needs of the school system and the society, with special focus on South-West and West Finland. The same educational needs are met with the further education options offered by the Faculty and the Department. In addition to teacher education, The Units in Rauma and Turku have profiled with special focuses: Turku unit has the main responsibility for the overall pedagogical studies and Rauma unit is mainly responsible for the craft teacher and kindergarten teacher education degree programmes and the master degree programme in Education (early childhood education). The teacher education degree programmes offer the students education for wide-ranging teachership often with dual-competence.

In addition, the Faculty offers in cooperation with both departments Special Education Teacher education, which gives professional qualifications, and the research oriented international Master degree programme, Learning, Learning Environments and Educational Systems (LLEES), and University pedagogical studies for the university teachers, researchers and doctoral candidates. The educational selection at the Faculty serves widely all the other Faculties at the University and is connected with all phases of the course of life from early childhood education to adult education and different contexts of teaching from primary and basic education to university education. The Faculty is proactive regarding nationally

organised specialisation studies for teachers. Education at the Faculty is developed and profiled based on national and regional need and development analyses.

The supervised teaching practices which are based on the dialog between theory and practice are an important part of the pedagogical studies. The supervised teaching practices support the teacher students' growth into teachers and prepares the teacher students to perform as educational experts in multi-professional societies. The Teacher Training School (Turku and Rauma) coordinate the supervised teaching practice periods and plan and develop them in cooperation with the Departments.

Student selection is continually developed both within the Faculty as well as in national and University level cooperation. Studying at the Faculty offers wide-ranging and diversified perspectives to education, and teaching. The different study programmes utilise diverse teaching methods in novel learning environments. Counselling services are available for the students throughout their studies. Systematically collected student feedback is vital for the development of the study programmes. Students are encouraged to internationalise by providing opportunities for mobilities, joint studies in international study programmes and internship opportunities abroad and at the Turku International School. The Faculty will develop the cooperation between the international Master degree programme and the basic degree education by expanding the selection of joint study modules. The Faculty will cooperate with the student organisations especially in strengthening the utilisation of the alumni network in career mentoring.



Main aims and measures regarding education, conditions for learning, and the role as an expert for 2016–2020

Strategic goals

Measures to achieve the goals

Teaching and curriculum meet the labour market needs

Education at the Faculty provides wide-ranging and diverse skills for expert's tasks in the field of education and teaching of the future in the national and the increasingly challenging international labour market.

Teacher education at the Faculty is in continual development to meet the needs of internationalisation, regional and national teacher demand and changing society and education.

Dialog between research and teaching is strengthened by utilising teaching staff in research projects and increasing the utilisation of research expertise in curriculum work and teaching.

Alumni activities will be strengthened to improve the working life skills of the students and doctoral candidates.

- National statistics of demand of teachers and employment of teachers and educational experts will be taken into consideration more analytically when preparing the curriculum and the application requirements.
- Societal needs for changes are monitored and, when necessary, reacted to quickly when planning the curriculum.
- The dialog between teaching and research is further strengthened by utilizing the research expertise of the staff in curriculum work.
- The changes in the basic education and upper secondary school education are taken into consideration when planning the curriculums.
- The content of the study programmes and teaching are developed so that they will improve the teaching and educational sciences students' and experts' abilities to recognize, instruct and teach children, youth and adults with different needs of support.
- Increase the students' skills in equality- and gender-aware education, guide the students to take into consideration the cultural, societal and gender-equality principals in teaching, and support the development of intercultural competence of the students.
- Regular seminars to support the curriculum work will be organised for all the Preparatory groups where joint policies are outlined and cooperation between the groups is supported.

Learning environments and learning styles are modernised

The development of learning environments is continued and the development, training and usage of information and communications technology will be made possible in all education programmes to meet the needs of the future.

More flexible and diverse education solutions are created through blended- and e-learning and the recognition of previously acquired competence.

- Blended- and e-learning will be enabled in Turku and Rauma by ensuring the availability and updating of the equipment.
- Renewing teaching facilities and technology has already been done in Rauma and Turku and the renewal of teaching technology will continue as required in order to meet the needs of the future. As a result of the renovation at the Turku Teacher Training School, the school will be a leading modern learning environment in Finland.
- Technical and learning technology training will be organised for the staff.
- Students will be offered more flexible learning solutions.
- The recognition of previously acquired competence procedures will be enforced by creating joint practices for recognising previously acquired competences.

Education is profiled

Profiling of the units of the Department of Teacher Education regarding class teacher education will be clarified.

Educational profiling between the departments will be strengthened.

Education at the Faculty will be profiled nationally based on the strengths in research.

- Strengthening the profiling of the units at the Department of Teacher Education through curricula, staff and student selections.
- Educational cooperation between the Departments will be strengthened as the profiling becomes stronger.
- National cooperation will be strengthened in teachers' specialization training and transnational education based on the universities' strengths defined by the profiling.

Guidance and feedback will be more efficient

High-quality education and systematic guidance and feedback support the students to graduate in the target time.

Unified, systematic student feedback will be utilized efficiently in the development of the education programmes and the utilisation of other feedback (e.g. teachers, interest groups) will increase.

- The Faculty will focus on the further development of a functional and comprehensively beneficial study module feedback system.
- Practices (e.g. events for students) which can ensure the most efficient use of the feedback results will be created and stabilised.
- The university wide feedback (first year questionnaire, Bachelor's feedback and employment surveys) are utilised widely in curriculum work and development of teaching, especially regarding study module content and quality and timing of teaching.
- Guidance will be available for students throughout their studies on the Department and Faculty levels, and teacher tutor practices will be further developed.
- Progression of studies is systematically followed based on reports from the study register and Personal Study Plan follow-ups, and problems will be handled by offering individual support.
- Students are increasingly effectively directed to plan their minor subject choices from the perspective of their career planning and teacher qualifications.
- Alumni activities are diversified by, for example, encouraging alumnus to participate as experts in the teaching in preparing students for working life.

Education will be internationalised

Internationalisation will become more efficient through increased cooperation between the international and Finnish degree programmes, and the opportunities at the multicultural environment at the Turku Teacher Training School.

- Internationalisation and multiculturalism will be taken into consideration in curriculum design increasingly stronger, and joint study modules taught in English will be increased.
- Students' awareness of the different scholarship programmes and international mobility opportunities will be increased, and staff will be informed about Erasmus+ Staff mobilities.
- Visiting lecturers' and researchers' expertise will be utilised in teaching.
- International mobilities and other studies supporting internationalisation will be linked as a part of the students' Personal Study Plan.

Continuing training will be broadened and specified

Separate teacher's pedagogical studies completed after graduation will be offered based on the national teacher demand.

Continuing training at the Faculty will offer specialist training based on the most current research and will meet the skill needs of the changing society and school world.

- Teachers' specialist training will be developed in national cooperation.
- The continuing training needs of the field are monitored constantly and are met when possible.

INNOVATION AND TRANSNATIONAL EDUCATION ACTIVITIES AS NEW SOURCES OF STRENGTH

Educational innovations and transnational education at the Faculty will strengthen the societal influence and ensure financial security

The University's role as a societal influence is emphasised in international activities. Transnational education and research-based innovation activities are essential in strengthening the Faculty's national and international profiling and influence. Transnational education and educational innovations are the core of the Faculty's commercial activities. The Faculty strives to enforce its societal influence and financial growth and stability through these activities. The activities are enforced according to the University's basic values: ethicality, criticality, creativity, openness and communality.

The aim of the Faculty is to profile as a top expert in the international export market of teacher education and basic education and educational consultation services. The aim is to develop the transnational education activities of the Faculty into sustainable and concretely developing operations for the target countries. Through transnational education, the Faculty has a unique opportunity to influence the rebuilding of society structures internationally. The Faculty is through its activities creating

both scientific and practical basis for both the development of teacher education and reform and further development of basic education in the target countries of the transnational education activities. Important aspects of transnational education are also expertise work regarding developing educational systems and educational research.

The applied research done at the Faculty will, in the future, be utilised more efficiently by supporting the development of educational innovations. In the beginning of the new strategy, the Faculty will profile strongly on the national level on two expertise areas:

(1) Multiculturalism, equality and societal change. In this field, the Faculty will offer research-based basic education and continuing and specialisation training on multiculturalism. The aim is to support the educational experts' preparedness for cultural and language aware teaching and, more generally, for intercultural communication and performing of multicultural teaching situations and international educational contexts.

(2) Cultural and social surroundings as multisensorial and -methodical learning environments. The innovation in this field develops cultural and social sensitivity and produces holistic learning which takes the individual into account as a social and participatory activity with the aim to help children and adults operating in the school context to form a natural and everyday relationship with their surrounding community and environment. The education provides shared learning in open, non-hierarchical situations, and it utilises diverse methods and media and mobile technology.

The development and productisation of transnational education and educational innovations are the Faculty's newest activities and predicting the development of the operations is challenging. The Faculty's strategy for the development of this field is open and quickly adjustable to changes.



Main aims and policy programme for transnational education and innovation activities for 2016–2020

Strategic goals

Measures to achieve the goals

Transnational education activities are steadily and in a controlled way developed into a financially profitable activity

The Faculty realises transnational education activities as cooperation between the departments and other actors.

Transnational education activities strengthen the Faculty's finances.

Transnational education activities offers opportunities for personal further education and career development.

Transnational education activities broaden the global research cooperation.

- The Transnational education working group plans and coordinates the transnational education activities at the Faculty. The working group has members from all units and a representative of Finland University.
- Transnational education activities are expanded steadily based on profit predictions in constructive and seamless cooperation with Finland University and its owner universities and FinnWayLearning.
- Transnational education activities are diversely expanded as different types of trainings and educational expert services.
- Transnational education includes the product development and marketing of commissioned degree programmes for foreign institutions and governments (especially BA and MA degrees).
- Marketing will be clarified and product concepts will be developed in cooperation with the target countries to make sales more efficient.
- Internal and external communications about the transnational activities and possibilities of the Faculty is active.
- Transnational activities are in general included in the work plans.
- Participating in transnational activities and new expertise acquired through it will be taken into consideration as a merit in recruitment processes and when possible in the salary.

Educational innovations will strengthen the Faculty's influence and the staff's expertise

The Faculty will broadly profile in the areas of strength in research also as a social influence offering educational innovations.

Competitive, financially productive educational innovations will be produced in the Faculty.

Educational innovations will strengthen the education offered at the Faculty by producing pedagogical models and technology-based methods for the needs of continuous and specialist education needs.

Innovations activities will strengthen the Faculty's finances.

- The Faculty will invest with consideration in the development and marketing of educational innovations within the limits of its finances.
- Participation in the development of innovations will in general be included in the work plans.
- Agreements on the division of profits of the innovations will be made between the Faculty and the producers of the innovations.

STAFF AND STUDENTS AS A COMMUNITY

The primary sources of strength of the Faculty are the communal and skilful staff and motivated students who are committed to their studies

The Faculty is an expert and student community working in cooperation and guided by the same basic values. Coping and well-being at work and studies are the keys for success and high-quality operations.

The basis for this is the motivation and commitment to their roles of all the members of the community, respecting and utilising the expertise and special skills of the teaching and research staff and commitment and responsibility of the students for their own studies. This is also strengthened by skilful leadership in all levels. A respectful and innovative community creates the opportunities for more in-depth learning and internationally high-quality research and teaching.

Good staffing planning and recruitment support the abilities and strength of the work community. The work community will be increasingly multicultural. Anticipatory, long-term staffing planning will direct systematic and goal-oriented recruitment in 2016-2020.

When recruiting teaching and research staff in addition to basic expertise, increasing emphasis will be put on competence and proof of high-quality research, achievements in education as shown by the portfolio, willingness and competence for social influence and prerequisites for national and international activities and cooperation in both research and education. Recruiting administrative staff, in addition to the necessary skills, emphasis will be put on knowledge of educational systems and cooperation and team work skills. Better career advancement possibilities of the existing staff will be developed.

Yearly development discussions, based on which the teaching and research staff's work plans and other staff's work schedules are done, support the equal division and planning of labour, coping and well-being at work and promote transparency and equality. Work plans are also an important tool for staff and resource planning for the future and evaluating the training and other needs of the staff.

Students are an important part of the scientific community. They have a strong, active representation in working groups and the Faculty Board. Student associations are in regular contact with the staff and bring the students' perspective to planning and development. Alumni activities are developed in cooperation between the students associations and the Faculty.

Well-being at work, especially coping with work and studying, is based on the communal effort of all the members of the community, which requires communication skills and conflict situation control skills from everyone. Based on the model of early support the Faculty will try to prevent staff's work fatigue and intervene with problems as early as possible. The early support model developed at the Faculty will be used in preventing and solving problem and conflict situations between students and staff. Well-being and functioning at work and in studies is primarily supported in many diverse ways.

Main goals and procedures regarding skills, communality and well-being at the Faculty for 2016-2020

Strategic goals

Open and equal recruitment is based on the future oriented and anticipatory staffing plan, based on which the permanent positions are filled.

Faculty will follow the principles introduced in the European Charter & Code for researchers when recruiting foreign researchers.

Measures to achieve the goals

Staffing planning and recruitment are anticipatory and long-term oriented

- Departments, Teacher Training School and Faculty services will make a staffing plan for the entire strategy period, where the allocation of resources is anticipated to the strategic focus areas.
- The subsequent years' staffing plan will be made yearly, taking into consideration the short-term changes in the staff, situation of the fixed-term positions and targeting the resources released by retirements.
- Recruitment is done mainly through public application procedures and recruitments for basic tasks are done mainly for permanent positions.
- Open positions are announced also in international channels, whenever it is applicable.
- New members of the Faculty staff are familiarised with the tasks, operations of the Faculty and IT-systems necessary for the required tasks.

Position and career development of the staff at the Faculty is improved

Models and support systems for career development for staff at the Faculty are diverse.

Teaching, research and administrative staffs' training is active in strengthening specialist skills and preparing for supervisory tasks.

Grant researchers' positions are improved according to the University's policies.

- The four-stage career development model for researchers will be implemented flexibly at the Faculty.
- There are several assistant professor positions in the Tenure Track -system.
- Career development of the staff is supported by research leaves and staff trainings.
- Staff members with managerial and supervisory roles will take part in the supervisor training. Expertise of the finance and personnel management at the Faculty support the supervisor tasks.
- Units of the Faculty will provide training and offer training opportunities for their staff.
- Special support for management and expertise will be targeted for the principal investigators of projects funded by external funding.
- Researchers doing research at the Faculty with grants, as a visiting researcher or other ways without an employment agreement will make a fixed-term University commitment with the Faculty regarding doing research using the Faculty's facilities and equipment and the rights and responsibilities of both parties regarding the research.

Expertise of the administrative and support service staff is developed and support resources are correctly allocated

Resources are increasingly allocated to supporting research, teaching and supportive strategic initiatives.

Skilful administration, infrastructure and well targeted support actions and services will release resources from teaching and research staff for the basic tasks of teaching and research and new transnational education and innovation tasks.

Administration and support services at the Faculty are allocated based on the needs of the units.

- Specific attention to infrastructure and extent of the support services staff will be given in the long-term staffing plan, which is made at the beginning of the strategy period, and yearly budget plans.
- Team working in the Faculty's administrative and support services will be continued and strengthened also toward the Teacher Training Schools.
- Administrative and support services expertise will be developed especially towards the strategic focus areas. Deepening the administrative staffs' expertise is done mainly through this.
- Administrative teams' working is based on transparent processes and their continual development and evaluation.

Staff and students work together as a well-being community

Cooperation between the students and student associations of the Faculty is close and systematic.

The multiculturalisation of the Faculty is recognised and elevated as a development area.

The comprehensive well-being and coping at work and studies of the staff and students is supported by joint actions of the units and the university.

- Students are well-represented in working groups dealing with the studies at the Faculty/Departments.
- Staff and students representatives both participate in staff meetings and development actions, especially regarding development of education and learning environments.
- Heads of the Faculty and Departments meet the representatives of the students associations regularly.
- Participation of foreign staff members and students in the community's activities is supported by a strengthened language policy regarding instructions, administrative support, communications, working groups and staff meetings.
- The Early Support -model will be utilised in the whole Faculty and the staff will be trained, when necessary, in the use of the model and the mediation procedures.
- The units will organise professional development seminars and various informal social events.
- In addition to the above mentioned, actions supporting work wellbeing are just recruitment, division of work and career development opportunities, development discussions, reasoned allocation of studies and education based on the work load estimations, organised sports opportunities and utilisation, when necessary, the occupational health and safety services and occupational health care and student health care services.