
Academic Portfolio

Pasi Sahlberg

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1 Basic information

Personal on contact information

Office address European Training Foundation
Vial Settimio Severo 65
10133 Torino
ITALY
Tel +39-011-630-2354
E-mail: pasi.sahlberg@etf.europa.eu

Place of birth Oulu, Finland

Citizenship Finnish

Gender Male

Education and degrees

- Ph.D. Educational Sciences**
Faculty of Education, University of Jyvaskyla, Finland
Dissertation title: *"Who would help a teacher – post-modern perspective on change in teaching in light of one school improvement project"*, June 1996.
Comprehensive areas: Educational change, school improvement, organization theory, systems theory, complexity theory
- Teacher's Diploma Teacher of Mathematics and Science, May 1986**
Department of Teacher Education, Faculty of Education,
University of Helsinki, Finland.
- Master of Science Mathematics and Physics, December 1984**
Faculty of Mathematics and Natural Sciences, University of Turku, Finland.
- Bachelor of Science Mathematics, April 1982**
Faculty of Mathematics and Natural Sciences, University of Turku, Finland.
- Matriculation Examination Hausjarven lukio, May 1978**

2 Research and scientific activities

My professional career (Annex 1) is a synthesis of praxis and theoretical work on education, especially on teaching and learning. Recently my research and education policy analysis also covers global education issues, including educational change. Since the beginning of my practice I have always kept scientific approach closely integrated into my work in and with schools, policy-makers and education systems. My research is therefore closely linked to schools, particularly to teaching and learning in classrooms. Indeed,

the strengths of my research and academic activities are in their integral connection to practice with versatile international dimension with its influence in my interpretations and concluded actions.

Research philosophy and ethics

My work in education is rooted in an interdisciplinary context, both in style and substance. I bring my background – which comprises a range of varied experiences including school, public policy institutions, university, and international organization – into research and teaching. Moreover, my training in mathematics, physics, and educational sciences allows me to meld the toolsets and paradigms from these disparate fields into an integrated framework for understanding the world. This diversity on several fronts, I believe, is what sets my work apart from most others.

I believe that education faculties have a responsibility to stay abreast of the latest developments and research. All faculties should have an area of research specialty or expertise in which they contribute substantively to their fields of research and practice. Education policies and education reform agendas have become increasingly globally interconnected and evidence-based which requires more dynamic interface between policy-making, school improvement and research done in the education faculties. In this sense, faculties are intellectual consumers of the field, the price of which needs to be substantive intellectual contributions to it.

My approach to research is a synthesis of qualitative and quantitative methods. In my work I recognize that world is a complex place and concepts, phenomena, laws and theories that explain and understand it are complex rather than deterministic and linear. I believe that it is equally important to understand the nature of school as organization, teaching and learning as it is to explain them. Therefore it is the underlying complementarity of theory and empirics that is a basic idea in my research agenda.

My research work can be divided into three broad, interlinked fronts: (a) teaching and learning for school improvement; (b) global human development policies and educational change; and (c) governance and leadership in education. The overarching aim of all this research is to understand schools, generate better knowledge about change, and ultimately help to improve the current practices. My current research efforts are focusing on understanding school pedagogic and how their change in a global context. Particular focus in my current research is – due to my ongoing work on global education development and change – on the sensitive relation between education policy and leadership and improving school practices with considerable attention to social and ecological sustainability.

I also believe that networking with internationally merited researchers and authorities through research initiatives benefits our own educational research culture. I have a wide global community of scholars in universities, research institutions, public offices and international agencies who are working on similar or complementary research programs with me. I am committed to strengthen these ties and make sure that these joint efforts will genuinely contribute and enhance teaching and profiled research on teaching and learning. I am particularly thinking of intensifying research on cooperative learning in schools, education policies for innovation society and improving governance that combats education corruption.

The three ethical principles that are guiding my work as researchers are *autonomy*, *justice* and *beneficence*. Principle of *autonomy* in my work as researchers refers to my obligation to respect each participant in my research either as an object or partner as a person capable of making an informed decision regarding being involved in my research study. I always ensure that the participants have received a complete disclosure of the nature of the study, its benefits, risks and alternatives with an extended opportunity to ask questions and receive further information about my research study. The principle of *justice* demands equitable selection of participants in my research and in case of non-human objects using as wide spectrum of knowledge as is possibly available. This principle also requires equality in distributing the benefits and burdens among those likely to benefit from my research. The principle of *beneficence* refers to my obligation to attempt to maximize benefits for individuals or communities involved in my research study and at the same time minimize any risks that may be harmful to individuals or communities.

Experience of research and other scientific activities

The evolution of my educational research consists of three broad thematic periods that all share the same overall purpose: understanding educational change and thereby improving teaching and learning in schools. Throughout my career as a researcher I have preferred working with colleagues with similar interests but different views to those of mine. My portfolio of academic cooperation includes Professor Andy Hargreaves (Boston College, USA), Professor Stephen Heyneman (Vanderbilt University), Professor John Berry (University of Plymouth, UK), Professor Louise Stoll (Institute of Education, University of London, UK), Professor emeritus Dean Bowles (University of Wisconsin – Madison), Professor Pavel Zgaga (Center for Education Policy Studies, University of Ljubljana), Professor Shlomo Sharan (Tel Aviv University) and Dr. Bardhyl Musai (University of Tirana, Albania).

Much of the research that I have done during my career has been funded from external grants or budgets. During my tenure in the National Board of Education I was able to attract funding for two distinguished professors to work with us on research and development, namely Professor John Berry and Professor Shlomo Sharan.

The table below describes my experience of research and development work in education.

<i>Research project</i>	<i>Description</i>	<i>Outcomes and publications</i>
School improvement for student learning 1992-96	This experimental study was my doctoral research with 35 schools and 135 teachers in Finland. It investigated the dynamics of change in classroom as a consequence of intensive interventions organized by universities of Helsinki and Oulu.	Sahlberg, P. 1995 Sahlberg, P. 1996a and b Sahlberg, P. 1997 Sahlberg, P. 1999
Pupils' ideas of learning in school 1993-96	This experimental research was a joint initiative with the University of Plymouth. Professor John Berry was a visiting professor in the National Board of Education in 1995 when this study was conducted. The aim of this research was to design a methodology to investigate pupils' ideas of learning and to describe in detail what these ideas could be in schools in England and Finland. Budget: €18000 (Ministry of Education).	Berry, J and Sahlberg, P. 1994 Berry, J and Sahlberg, P. 1996 Several conference presentations in Finland and abroad. Research findings were also included in teacher training and related materials.
Cooperative learning for change 1996-2003	<i>Section 1: Cooperative learning in school improvement.</i> This developmental research produced a theoretical concept and methodological foundation for cooperative learning to the Finnish pedagogical context. This work was conducted with professor Shlomo Sharan, Dr. Hanna Shachar and Asko Leppilampi. The main output was the Handbook of Cooperative Learning that	Sahlberg, P. and Leppilampi, A. 1994. Sahlberg, P. and Sharan, S. 2002
	<i>Section 2: Small group learning in school mathematics.</i> Another stream of this research project concentrated on small group learning in school mathematics. The aim of this work was to integrate the contemporary cognitive principles of teaching mathematics and the state-of-the-art knowledge of cooperative learning into a framework that would improve practice.	Sahlberg, P. and Berry, J. 2002 Sahlberg, P. and Berry, J. 2003 Berry, J. and Sahlberg, P. 2006
Building bridges for learning 1999-2000	This study was commissioned by the European Youth Forum and it aimed at conceptualizing non-formal learning and to establish linkages to school learning and pedagogy. Budget: €12500 (European Youth Forum).	Sahlberg, P. 1999 Sahlberg, P. 2001a Sahlberg, P. 2001b

Teaching and learning for school improvement

<i>Global education policies and learning</i>	Globalization and educational change 2002 -	This research has been part of my work in the World Bank. The aim of this research is to understand the consequences of globalization on educational reforms and change.	Sahlberg, P. 2003 Sahlberg, P. 2004a Sahlberg, P. 2004b Sahlberg, P. 2008
	Education policies in Finland 2005 -	This study was part of larger research on secondary education in the World Bank. The aim of this research is to establish a systemic view to education in Finland. Initial results of this study have been presented in a number of conferences and seminars. Current work focuses on transferability of education reform principles from well-performing systems to other systems of education. I am writing a chapter on intelligent educational change for the Second International Handbook of Educational Change (Springer, forthcoming).	Aho, E., Pitkänen, K. and Sahlberg, P. 2006 Sahlberg, P. 2006b Sahlberg, P. 2007 Symposium paper in AERA 2006, keynotes in Rome, Tokyo, Boston and St. Petersburg in 2006
	Early childhood development and education 2004-05	The aim of this study was to analyze current trends and future needs of early childhood development and learning in Europe and Central Asia region. The study included four case studies with specific look at four countries in the region. Budget: USD 50000 (World Bank).	Dundar, H., Roberts-Schweitzer, E., Sahlberg, P. and Zafeirakou, A. 2005 This study was disseminated in many countries in the region and led to intensified policy and strategic emphasis, for example in Armenia.
<i>Teaching, learning and change in schools</i>	Teachers' ideas of educational change in Armenia 2006 -	This is an ongoing study within the education sector development that is co-financed by the World Bank credit. The aim is to understand teachers' conceptions of and views to educational change in Armenia using interviews, survey questionnaires and participatory observations.	Paper presentation in ICSEI 2007 Manuscript in process
	How teachers teach in secondary schools? 2006-07	The aim of this research is to understand verbal interaction patterns in Albanian upper secondary school classrooms. Study is done by using classroom observations (N=300+) and Flanders Interaction Analysis. This study is financed by World Bank. Budget: USD 55000 (World Bank).	Policy Brief to the Government of Albania Paper presentation at the IAIE/IACSE conference in Torino in 2008 Paper presentation in AERA 2008 in New York Sahlberg and Bose (forthcoming)
	Education policies for economic competitiveness 2005 -	This ongoing research aims at creating a reliable picture of what economic competitiveness requires from schools and teaching. Data includes interviews with business leaders and analysis of strategy and policy documents. ETF funded, in collaboration with Professor Pirjo Stahle, Turku School of Economics, and Andy Hargreaves, Boston College.	Sahlberg, P. 2006a Part of the outcomes of this research will be disseminated through the "Post-basic education for competitiveness and development" course organized by the World Bank.

Significant publications

I have selected here 15 most significant scientific publications that illustrate my work in school pedagogy – both as a researcher and as a practitioner. Merely professional writings that were not written for academic audiences are not included here. Complete list of publications is in Annex 2.

REFEREED ARTICLES

- Berry, J and Sahlberg, P. 1996. Investigating pupils' ideas of learning. *Journal of Learning and Instruction*, 1(6), 19-36.
- Sahlberg, P. and Berry, J. 2002. One and one is sometimes three on small group mathematics learning. *Asia Pacific Journal of Education*, 1(22), 82-94.
- Sahlberg, P. and Sharan, S. (Eds.) 2002. Yhteistoiminnallisen oppimisen käsikirja. [Handbook of Cooperative Learning] Helsinki: WSOY, (411 p.). In Finnish.
- Sahlberg, P. 2003. Educational change. In J. Guthrie (Ed.) *Encyclopedia of Education* (2nd edition). New York: Macmillan Reference.
- Sahlberg, P. and Berry, J. 2003. Small group learning in school mathematics. Teachers' and pupils' ideas about groupwork in school. Turku: Finnish Educational Research Association. (162 p.)
- Sahlberg, P. 2004a. Teaching and globalization. *International Research Journal of Managing Global Transitions*, 2(1), 65-83.
- Sahlberg, P. 2004b. Koulun vaikuttavuus ja hyvyys. [School effectiveness and goodness] *Kasvatus*, 35(5), 516-529.
- Sahlberg, P. 2006a. Education reform for raising economic competitiveness. *Journal of Educational Change*, 7(4), 259-287.
- Berry, J. and Sahlberg, P. 2006. Accountability affects the use of small group learning in school mathematics. *Nordic Studies in Mathematics Education*, 11(1), 5 – 31.
- Sahlberg, P. 2006b. Subiendo el listón: ¿Como responde Finlandia al doble reto de la educación secundaria? *Profesorado*, 10(1), 1-26. (Also in English: Raising the bar: How Finland responds to the twin challenge of secondary education?)
- Sahlberg, P. 2007. Education policies for raising student learning: The Finnish approach. *Journal of Education Policy*, 22(2), 147-171.
- Tuominen, H. and Sahlberg, P. 2007. Ammatillisen kehityksen merkitys opettajien jaksamisessa. [In-service training as a tonic] *Aikuiskasvatus*, 1-2007, 15-24.
- Sahlberg, P. and Boce, E. 2009. Are teachers teaching for a knowledge society? *Teachers and Teaching. Theory and Practice*. Accepted.
- Sahlberg, P. 2009. Rethinking accountability for a knowledge society. *Journal of Educational Change*. Accepted.
- Sahlberg, P. 2009. Educational change in Finland. In A. Hargreaves, A. Lieberman, M. Fullan and D. Hopkins (Eds.) *Second International Handbook of Educational Change*. New York: Springer, pages not available.

Activities in the academic community

I have the following memberships and duties in national and international academic and semi-academic affiliations:

Member of the Steering Group of the International Network for Innovation in Science and Technology Education INISTE (UNESCO), 1987 – 90

Member of the Steering Group of the Baltic Sea Project (UNESCO), 1988 – 92

President of the Conference and the Chairman of the Scientific Committee of the *First International Conference on Technology Education*, 1991-92

Member of the Board of the Finnish Research Society for Mathematics and Science Education, 1992-95

Member of the Finnish Matriculation Examination Board, 1992-96

Member of the Board of Directors the Youth Baseball Association (Finland), 1994 – 97

Member of the Advisory Board for OKKA Foundation, 1998 – 2001

Member in the expert teams of the Higher Education Evaluation Council, 1999-2002

Member of the Evaluation Group of SOCRATES I, European Commission, 1999-2001

Member of the Liaison Group of SOCRATES II evaluation group, European Commission, 2001-03

Member of the Board of Directors of the International Association for the Study of Cooperation in Education (IASCE), 2004 –

Chair of the Editorial Board, European Training Foundation, 2007–

Member of the Scientific Organising Committee of the International Conference on Computer Supported Education, Lisbon, Portugal, 2008-09

Member of External Evaluation Team for Management and Leadership of education in the University of Helsinki, 2007–08

Member of Editorial Board of Journal of Educational Change, 2008 –

Assistant editor, Journal of Educational Change, 2008 –

Member of

- International Association for Studies of Cooperation in Education (IASCE)
- American Educational research Association (AERA)
- International Congress of School Effectiveness and Improvement (ICSEI)
- Finnish Educational Research Association (FERA)

Vision and personal development

My personal vision is to make the faculty or department that I work in an internationally recognized and nationally sought centre for educational excellence, due to both intellectual rigor and practical advancement. I am committed to enhance my knowledge and practice in the fields that are not within my own research interests but are essential for fulfilling my vision. I want to expand my professional knowledge and skills in different research methodologies, use of pedagogical innovations that require new technological tools, and alternative methodologies in teacher education.

3 Teaching and supervision

Experience of undergraduate and postgraduate teaching and supervision

During my tenure in University of Helsinki I was teaching and supervising student-teachers, some courses for undergraduate students and supervised doctoral students. I also taught secondary school stu-

dents in Teacher Training School #1 in Helsinki where I also had a central role in developing school pedagogies, especially new methods of teaching. The following are my duties in supervising postgraduate students:

Academic opponent for the Ph.D. degree

MA Martti Hellström: Muutosote. Akvaarioprojektin pedagogisten kehittämishankkeiden toteutus-tapa ja onnistuminen [The way of change – the implementation and success of pedagogical development projects at the experimental schools of the Aquarium project in 1995-98]. Faculty of Behavioral Sciences, University of Helsinki. June 2004.

MA Jelena Teodorovic: Factors related to student achievement: What works for children in Serbia? School of Education and Human Development, George Washington University, Washington, DC, USA. October 2005.

MA Arja-Sisko Holappa: Perusopetuksen opetussuunnitelma 2000-luvulla – Uudistus paikallisina prosesseina kahdessa kaupungissa. [Curriculum for basic education in the 2000's – Reform as local processes in two cities]. University of Oulu, Faculty of Education. November 2007.

MA Pasi Savonmäki: Opettajien kollegiaalinen yhteistyö ammattikorkeakoulussa. Mikropoliittinen näkökulma opettajuuteen. [Collegial cooperation among teachers in polytechnic. Micropolitical perspective on teachership]. Faculty of Education, University of Jyväskylä. November 2007.

Supervising Ph.D. dissertations

KL Peter Johnson: ”Rakenteissa kiinni?. Perusopetuksen yhtenäistämisen prosessi kunnan kouluorganisaation muutoshaasteena”. [Stuck in structures? The integration process of basic education as a change challenge for the municipal school organization]. Started in 2004 and was publicly presented and reviewed in September 2006. University of Jyväskylä, Chydenius-instituutti.

MA Hannele Ylinen: ”Koulun visiot – rehtoreiden näkemys” [Visions of the school – the principals' perspective]. University of Helsinki, Faculty of Behavioral Sciences.

Opponent for Licentiate thesis

MA Sari Kivilehto: ”Miksi aina pitää ajatella? Formaalista ajattelua kehittävät tehtävät kotitalouden leivonnan opetuksessa.” [Why we always have to think? The task for developing formal thinking in the teaching of domestic science.] University of Helsinki, Faculty of Education. Helsinki, May 2002.

Supervising Licentiate thesis

KK Peter Johnson: ”Opettajat yhtenäisen peruskoulun rakentajina” [Teachers as creators of integrated basic school]. Chydenius Institute. University of Jyväskylä. June 2004.

Pedagogical approach and training

I started my working career as a mathematics and science teacher in lower and upper secondary school after receiving Teacher's Diploma from the University of Helsinki. My pedagogical studies took place at the time of active intellectual and practical work on challenging the traditional pedagogic paradigm. I became interested in cognitive aspects of learning, social dimensions of teaching and had a chance to be a strong advocate for alternative methods of teaching in schools and universities. Perhaps the single most important factor that guided my developmental work in teaching and learning was my work in the National Board of General Education as a part-time Chief Inspector. This work provided me with a window to the world of enhancing teaching methods in Finnish schools. My teaching career expanded from school to teaching in universities, teacher in-service training programs, long-term training projects and short courses in universities. Furthermore, I have increasingly been teaching teachers, education leaders and managers and students in international for a within my numerous projects abroad.

The table below describes briefly the evolution of my teaching career with notions to pedagogical approaches implied and methods used.

<i>Teaching task</i>	<i>Description of pedagogical approach and methods</i>	<i>Notes</i>
Classroom teaching	Teaching mathematics and science to students of 13 to 18 years old. I was actively experimenting and further developing teaching methods from the work of Bruce Joyce and Beverly Showers (Models of Teaching). Early practical applications of constructivist teaching and learning were then created.	I was a coordinator for teaching methods development in my school at the same time as I coordinated the national network for developing methods of teaching (FINISTE).
University teacher education	I was teaching science student-teachers using experiential and constructivist models of teaching. In science education a strong emphasis at that time was given to experimental approach and practical field and laboratory work.	Department of Teacher Education (Helsinki) was a focal point in teaching methods development in late 1980s.
In-service training	In teacher in-service training I always implement experiential and cooperative training methodologies. Typically these trainings are half or one day events where combination of various methods of teaching is appropriate and possible.	Since 1985 I have conducted hundreds of in-service training days for teachers in all parts of Finland. Most often on school pedagogy.
Long-term school improvement projects	My preference when working on school improvement is to work with whole school for a longer period of time. When this is possible my approach to teaching and training focuses on facilitating and leading a process of professional growth and organizational change. My three main pedagogic principles described above are incorporated into the whole process.	Some of these school improvement and professional development processes have lasted two years or more.
Short courses in universities	In university short courses I always bring with me the toolkit of various instructional methods and techniques. I try to individualize learning as possible but at the same time encourage social interaction among students whenever appropriate.	These courses are typically between 2 and 10 credit points.

I have grown to respect the same basic principles in teaching and training regardless of the setting or context. My strong belief is that all people can learn and that all people learn according to their own styles. My teaching and training are always built upon three main beliefs. First, I believe – following David Ausubel – that the most important principle in teaching and learning is what learners already know. My task is to design teaching in a way that enables my students to explore, identify and understand what they know and don't know about the content to be learnt. Moreover, teaching and learning that follow need to address these issues respectively. Second, I believe that in order to reach deeper learning my students need to have access to various methods of teaching and learning that focus on the aspects of cognitive processing of information, personal development, behavioural reinforcement and social interaction. Teaching in multicultural and complex environments has gradually convinced me of the value of cooperation in education, i.e. the possibilities of cooperative learning methods. Third, I believe that learning and understanding can be enhanced by integrating meta-cognitive reflection and social processing of action and learning into teaching and learning process.

These three main principles are present most of the time I teach, regardless of the audience. For example, I rarely give a 'talk' that would only consist of conventional presentation but always try to incorporate appropriately some ideas from these three guiding principles of teaching. Examples of my presentations

in traditional settings with alternative delivery include ESHA 2006, EDUCA 2006, ICP 2005 and Turkey 2005 (see references in Section 5).

Published study materials and use of educational technology

Series of mathematics programs for the National Broadcasting Company in Finland (six individual programs) in 1988-90.

Lavonen, J. & Sahlberg P. 1992. Energiakysymys, mitä jätät huomiselle [The energy issue – what do you leave for tomorrow?]. Helsinki: Ministry of Trade and Commerce. (190 p.)

Sahlberg, P. 1993. Auto – ympäristö Ideoita ja lähestymistapoja opetuksen tueksi [Car – environment. Ideas and methods for teaching]. Helsinki: The Finnish Cultural Foundation. (45 p.).

Sahlberg, P. and Røj-Lindberg, Ann-Sofi (Eds.) 1989. Arbetsmetoder i naturvetenskapliga ämnen. [Teaching methods in science education] Helsingfors: Skolstyrelsen, (252 p.). In Swedish.

Sahlberg, P. (Ed.) 1990. Luonnontieteiden opetuksen työtapoja. [Teaching methods in science education] Helsinki: Valtion painatuskeskus, (247 p.). In Finnish.

Halinen, I., Hänninen, L., Joki, J., Leino, J., Näätänen, M., Pehkonen, E., Pehkonen, L., Sahlberg, P., Sainio, E., Seppälä, R. & Strang, T. 1991. Peruskoulun matematiikan opetuksen kehityssuunnista 1990-luvulla. [Development trends of mathematics teaching in 1990s] Helsinki: Valtion painatuskeskus, (68 p.). In Finnish.

Sahlberg, P., Meisalo, V., Lavonen, J. and Kolari, M. (Eds.) 1993. Luova ongelmanratkaisu koulussa. [Creative problem-solving in school] Helsinki: Valtion painatuskeskus, (171 p.). In Finnish.

Berry, J. and Sahlberg, P. 1995. Matematiikka elämään. [Mathematics lives!] Helsinki: WSOY, (135 p.). In Finnish.

Sahlberg, P. and Sharan, S. (Eds.) 2002. Yhteistoiminnallisen oppimisen käsikirja. [Handbook of Cooperative Learning] Helsinki: WSOY, (411 p.). In Finnish.

Kokkala, H. and Sahlberg, P. (Eds.) 2002. Maailman koulut 2015. Koulutus kehityksen avaimena. [The schools of the world 2015. Education as a key to development]. Jyväskylä: PS-kustannus, (208 p.). In Finnish.

Berry, J. and Sahlberg, P. 2004. Aktiiva mācisanas skolas matematika. [Active learning in school mathematics] Riga: Rigas Skolotaju Izglitibas Centra, (88 p.). In Latvian.

Following training and teaching materials were prepared for the international development programs:

- Teacher training manual on active methods of teaching. ALADIN project. Ministry of Education. Palestinian Authority. 2000.
- Trainers manual on cooperative learning. Ministry of Education and Science. Government of Lithuania. 2001.
- Active learning and teacher education. LATE project. Ministry of Education. Government of Tanzania. 2002.
- Manual on cooperative learning. Ministry of Education and Science. Government of Armenia. 2004.
- Active learning methods for teachers and schools. ALADES project. Ministry of Education and Science. Government of Latvia. 2002.

Development of teaching

Finland joined the International Network for Information of Science and Technology Education (IN-ISTE) in 1985 and I was privileged to work as a national coordinator for the national network FINISTE

between 1986 and 1991. The core function of FINISTE was to work with teachers, policy-makers, teacher educators and researchers to develop a dynamic menu of teaching methods to improve the quality of teaching and learning. My responsibility was to coordinate the national development efforts, experiment new ideas in my school and share knowledge with the members of the network. By holding a number of workshops, meetings and visits to schools I edited books about methods of teaching that were widely disseminated to Finnish schools.

The next phase of my development of teaching focused extensively on cooperative learning. We invited several international experts on cooperative learning to visit Finland and help us to gain knowledge and skills in these methods. In my tenure with the National Board of Education I had an opportunity to work longer time with Professor Shlomo Sharan and Dr. Hanna Shachar to further develop small group teaching and learning in Finnish schools. I have continued to work on these same themes until today and trained teachers and trainers in cooperative learning in all parts of Finland and in many other countries. I also had a similar professional opportunity to work with Professor John Berry in the National Board of Education to develop teaching of mathematics.

My post as a head of unit in the National Board of Education (1993-96) offered me with further access to the world of developing teaching at the national level. This period of time was the era of deep pedagogic improvement when the new national curriculum framework was implemented and teachers needed help in responding to the requirements of shifting teaching from traditional presentation-recitation mode of instruction to more active learning and student-centered teaching. My unit was in charge of developing approaches to teaching that would be easily accessible by teachers and would bring significant change in classrooms as the new curriculum was finding its way to increasing number of schools. This position has given me a first-hand look and thereby good understanding of the realities that need to be considered in educational change and school improvement.

Another significant contribution that I have made to development of teaching in Finland was to initiate, co-design and then set-up the national network for school improvement called Aquarium Project. As a head of unit I was in charge of the strategic aspects of that network, teacher training operations and strengthening linkages between education sector and civil society. This network consisted of about 400 schools at its peak phase and has left permanent mark in many schools and teachers in Finland. My doctoral thesis investigated issues of developing teaching and learning similar to those of this Aquarium network.

As a director of the Centre for School Development (University of Helsinki) I continued working on developing teaching. Professor John Berry spent a term in the centre in 2001. During that term we launched two experimental projects to develop teaching of able and talented students in mathematics (in Tampere and Helsinki). We also advanced the integrated approach to using small group learning techniques in teaching mathematics within the new curriculum in Finland and England.

Participation in the assessment and development of teaching

Higher Education Evaluation Council (HEEC) is an agency in charge of quality assurance of higher education in Finland. In 1999 to 2000 HEEC carried out a selection process that offered additional funding for about 25 faculties, departments or units in the Finnish universities based on the quality of teaching. I was member of the panel that reviewed the proposals and selected the best bids. As one of two pedagogic experts in that panel I also designed the features of the evaluation process of good teaching that was published as:

Sahlberg, P. 2000. Hyvän koulutuksen arviointiprosessin piirteet. [The features of the evaluation process of good teaching] In S. Moitus (Ed.) *Yliopistokoulutuksen laatuysiköt 2001-2003. [Quality units in higher education 2001-2003]* Korkeakoulujen arviointineuvoston julkaisu 6:2000. Helsinki: Edita, pp. 19-24. In Finnish.

I participated in expert review teams that carried out the assigned evaluation of higher education institutions in Finland at that same time. I did similar reviews and assessments of teaching with the OECD in number of country education policy reviews that are all reported in the OECD publications (see Section 5 for more details).

I was a vice-chair and a member of the External Evaluation Team for the University of Helsinki in 2008. The evaluation report produced by the international review team is part of the University's overall evaluation.

Strengths, development challenges and visions of teaching

My strength as a teacher is certainly the deep and broad experience from various educational and cultural contexts. I have taught young and old, rich and poor, and people from with different systems of values. In these different educational settings I rarely compromise with my pedagogical principles. I am a brave teacher with open mind to listen to my students and try news approaches to learn even better. My vision as a teacher is to help my students to progress beyond what I have learned.

I am continuously improving my knowledge and skills to work with learners with different learning styles and needs. I also want to improve my understanding of the possibilities and threats brought by technologies, especially information and communication technologies.

4 Management, administration and other activities

My management and leadership record includes managing teams in organizations, leading change processes and managing projects and research tasks.

Administrative and management duties in and out of university

I have long experience in public administration, project management and team leadership. Following is a summary of my duties in and out of university in administration and management.

Chair European Training Foundation 2007 -	Chair of the Editorial Board of the European Training Foundation Managing development projects and research tasks. This includes leading heterogeneous teams of experts and academic staff.
Task Manager World Bank 2003 – 2007	Leading different professional teams and managing Bank's operations tasks.
Director Centre for School Development, University of Helsinki 2000 – 2002	Leading and managing the staff of the centre, including financial, administrative and human resource issues.
Project Manager European Training Founda- tion/National Board of Education 1996 – 98	Managing an international project including leading a consortium of partners from three countries, coordinating actions with EU institu- tions and facilitating professional relations with 12 Ministries of Education and their research institutions and staffs.
Head of Unit National Board of Education 1993 – 96	Being a member of the management team and leading a unit in the organizational transition. Responsibilities for staffing, budgeting and operations.
Senior Advisor 1991 – 93	Chairmanships in several national committees and working groups for the National Curriculum Reform 1994.

Active role in society

Columnist in *Opettaja*-magazine since 2004. (This is the weekly magazine published by Teachers' Trade Union in Finland that goes to all teachers, members of the Parliament and state education authorities)

Publications, presentations and the dissemination of scientific knowledge through other means:

Publications:

Kokkala, H. and Sahlberg, P. (Eds.) 2002. *Maailman koulut 2015. Koulutus kehityksen avaimena*. [The schools of the world 2015. Education as a key to development]. Jyväskylä: PS-kustannus, (208 p.). In Finnish.

Sahlberg, P. 1994. *Matematiikka ja oppimisen yhteistoiminnallisuus*. [Mathematics and cooperation in learning] In R. Seppälä (Ed.) *Matematiikka – taitoa ajatella*. [Mathematics – ability to think] Helsinki: National Board of Education, pp. 134-143. In Finnish.

Presentations:

EDUCA-messut, Helsinki, FINLAND. Keynote speech: *Koulutus ja globaalit kehityskysymykset* [Education and global development issues]. 27.1.2006

Finding Common Ground: Becoming Alberta We Want, Calgary, CANADA. Keynote speech: *What education for the future?* 5.4.2006

Seminar on “Learning for tomorrow’s world”, Embassy of Finland, Ankara, TURKEY. Keynote speech: *Building a learning nation: The Finnish model*. 11.12.2006

5 International activities

I have worked in international education policy, research and practice since 1985. This work includes most European Union countries and also the USA, Canada, Israel and Japan. My country working experience in education includes:

European Union, Canada, United States, Japan, Brazil, Russian Federation (various regions), Belarus, Ukraine, Croatia, Serbia, Montenegro, Bosnia and Herzegovina, Macedonia, Albania, Romania, Bulgaria, Turkey, Moldova, Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Turkmenistan, Uzbekistan, Mongolia, Northern part of Cyprus, West Bank and Gaza, Israel, Morocco, United Arab Emirates, Morocco, Ethiopia, Tanzania, Zambia and South Africa.

I have been an invited speaker in a number of universities, including but not limited to University of London (King’s College), University of Toronto (Ontario Institute for Studies in Education), University of Plymouth (UK), Waseda University (Tokyo), University of Tartu (Estonia) and several Finnish universities. Speaking assignments in international and national education conferences constitute an important part of my professional portfolio. My intention is to share knowledge and experiences to wider audiences as much as possible. The following is a list of mostly invited presentations in academic and professional events since 2003.

Annual ENIRDEM Conference “Leading Schools with a Global Perspective”, Riga, LATVIA. Keynote: *Schools and globalization*. 25.9.2003

Change Management in Higher Education – Implementation of Quality Assurance System, Zagreb, CROATIA. Keynote: *Role of higher education in education reforms*. 26.5.2004

International Conference on Curriculum Reforms, Istanbul, TURKEY. Keynote: *Change as learning: in search of better implementation*. 10.6.2005

International Convention of Principals (ICP 2005), Cape Town, SOUTH AFRICA. Keynote: *Education reform and economic competitiveness*. 13.7.2005

- American Education Research Association (AERA) Annual Meeting, San Francisco, USA. Symposium speaker: *Raising student achievement: The Finnish approach*. 11.4.2006
- Finnish EU Presidency Conference on Education, Helsinki, FINLAND. Working forum presentation jointly with Professor Andy Hargreaves: *Building on the past, learning for the future*. 29.9.2006
- European Conference on "At the Sources of Knowledge", Helsinki, FINLAND. Keynote: *Economic competitiveness through basic education*. 29.9.2006
- Third World Bank ECA Education Conference, St. Petersburg, RUSSIA. Presentation: *Strategies for raising quality of learning*. 6.10.2006
- European School Heads Association (ESHA) 2006 Conference, Rome, ITALY. Keynote: *Beyond autonomy and accountability: Differing strategies to raising student achievement*. 2.11.2006
- Conference on Leadership for Sustainable Innovation: The 3rd International Summit and iNet Conference for Leadership in Education, Boston College, Boston, USA. Distinguished speaker presentation: *Are you thinking of improving student achievement: Horse-race for standards or pedagogical conservatism?* 3.11.2006
- International Symposium on "Changing teaching profession in the knowledge society", National Institute for Education Policy Research, United Nations University, Tokyo, JAPAN. Keynote: *Building a learning nation: Finland's response to the knowledge society challenge*. 16.12.2006
- Annual Conference of the International Congress of School Effectiveness and Improvement, Portoroz, SLOVENIA. Paper presentation (with Alex Hovhannisyan): *Balancing school improvement and new accountability in Armenia*. 4.1.2007
- Sixth International Knowledge Economy Forum, Cambridge, ENGLAND. Panel presentation: *Competitiveness, knowledge and education reform*. 16.4.2007
- National Conference on Education Vision, Yerevan, ARMENIA. Keynote: *Knowledge economy, competitiveness and education*. 11.6.2007
- Pro Rexi 2015, Association of the Finnish School Principals (SURE), Helsinki, FINLAND. Keynote: *Rehtori ja kestävä kehityksen johtaminen [Leadership for sustainable development]*. 6.9.2007
- XIII World Congress on Comparative Education Societies, Sarajevo, BOSNIA AND HERZEGOVINA. Paper presentation: *Are we teaching for a knowledge society? Signals from Albanian Classroom Interaction study* (with Elona Boce). 4.9.2007
- Seminário Internacional sobre Ensino Médio Diversificado (National Confederation of the Commerce Seminar on Diversification on Secondary Education), Brasilia, BRAZIL. Keynote: *Secondary education trends in OECD countries*. 17.9.2007
- Scottish Learning Festival, Glasgow, SCOTLAND. Keynote: *Common futures, different pasts - global solutions to curriculum challenge*. 20.9.2007
- The Association of Headteachers' Annual Conference, Keflavik, ICELAND. Keynote: *Educational change to improve student learning*. 12.10.2007
- Conference on Current issues of the regional education systems development, Hanty-Manskiysk Autonomous Okrug, RUSSIAN FEDERATION. Keynote: *Education policies as drivers of raising quality: The Finnish model*. 20.10.2007
- Embassy of Finland Seminar on "How to improve quality of education", Budapest, HUNGARY. Keynote: *Policies for raising quality of education*. 25.10.2007
- Conference on Quality of Education, Ministry of Education, Ramallah, PALESTINIAN AUTHORITY. Keynote: *Educational leadership and school improvement?* 16.12.2007
- EDUCA 2008 Fair, Helsinki, FINLAND. Keynote: *Rehtori tulevaisuuden tekijänä ja muutostiedon ammattilaisena [School principal as future-maker and change knowledge professional]*. 25.1.2008
- AERA 2008 Annual Meeting, New York City, USA. Paper presentation: *Are we teaching for a knowledge society?* 27.3.2008

- Conference on Leadership in Educational Accountability, Alberta Teachers Association, Edmonton, CANADA. Keynote: *Real learning first: Accountability in a knowledge society*. 19.4.2008
- Educational Reform Symposium, University of Wisconsin, Madison, USA. Keynote: *Finnish Education Reform: Can it work in Wisconsin?* 21.4.2008
- Ministry of Education/Embassy of Finland, Pretoria, SOUTH AFRICA. Seminar on Quality and Efficiency of Education. Keynote: *Policies to raise quality of education: Global trends and alternatives*. 5.6.2008.
- Grasping the Future Conference, OECD/National Board of Education, Helsinki, FINLAND. Keynote: *Learning first: Educational change and future of schooling*. 3.10.2008
- The AISI Colloquium, Ministry of Education, Alberta, CANADA. Keynote: *I have a dream: School improvement for enriching communities*. 21.10.2008.
- Seminar of Quality Education, Embassy of Finland, Kiev, UKRAINE. Keynote: *Making education system work: Key conditions and some remarks*. 20.11.2008.
- Joy of Learning Conference, University of Helsinki, Helsinki, FINLAND. Keynote: *Education and global sustainability: How do we understand competitiveness?* 15.12.2008.

My international work track record includes assignments with the Organization for Economic Cooperation and Development, World Bank, Ministry of Foreign Affairs and European Commission. All these duties are directly related to education and training. The following is a summary of these activities.

Organisation for Economic Co-operation and Development (OECD)	<p>Education policy reviews in the following countries between 1995 and 2002: Russian Federation, Slovenia, Latvia, Bosnia-Herzegovina, Montenegro, Serbia, Kosovo, Albania, Bulgaria, Slovak Republic and Czech Republic</p> <p>Technical expert in programme for <i>Combating School Failure</i> (two conferences) in 1996-98</p>
World Bank	<p>Feasibility study on the education sector in Russian Federation (consultant 1993-95)</p> <p>Preparation of education reform for Georgia (consultant 1999 – 2001)</p> <p>Preparation of education reform for Lithuania (consultant 2001-02)</p>
Ministry of Foreign Affairs (Finland)	<p>Monitoring and evaluation of education sector policies and economic development in Zambia (1997 – 2001)</p> <p>Project document for the teacher education reform in Serbia (2001)</p> <p>Teacher development support, training and policy advice to the Palestinian Authority on active learning in classrooms (1998-2002)</p> <p>Functional analysis of education and economic management in Ethiopia (1999)</p> <p>Teacher education development, training of teacher trainers and policy advice to the Ministry of Education in Tanzania (2001-02)</p>
European Commission (EC)	<p>Finnish representative in the SOCRATES I evaluation group and SOCRATES II Liaison Group</p>

Annex 1. Professional career

————— CURRENT POSITIONS —————

- | | |
|--|---|
| European Training Foundation , Torino, Italy | <i>Lead Education Specialist</i> (June 2007 – present)
Education policy analysis, advice on education reforms and evaluation of education sector programs. Leading education policy dialogue with the governments, engaging in global development discussions and conducting analytical work and policy research with the client countries. |
| Faculty of Behavioral Sciences (University of Helsinki) | <i>Adjunct professor</i> (January 2003 – present)
No permanent duties. |

————— PREVIOUS POSITIONS —————

- | | |
|---|--|
| World Bank , Washington, DC | <i>Senior Education Specialist</i> (January 2003 – May 2007)
Managing preparation, supervision and evaluation of education sector projects and programs. Leading education policy dialogue with the governments, engaging in global development discussions and conducting analytical work and research with the client countries. |
| Centre for School Development (University of Helsinki, Faculty of Education) | <i>Director</i> (August 2000 – December 2002)
Managing the Centre for School Development. Strategic development of teachers' professional development, educational leadership and teacher education. Teaching and supervision of research of graduate and post-graduate students in the Faculty. |
| National Board of Education (Ministry of Education) | <i>Counsellor of Education</i> (January 1999 – July 2000)
Strengthening evidence-based school improvement and education development in Finland. Strategic work with the municipalities and schools in consolidating the new curriculum and pedagogic innovations. Research on open networks in educational change.

<i>Project Director</i> (August 1996 – December 1998)
Managing the EC-funded project on vocational education. Work included leading an international consortium that helped to establish information units in the governments of Former Soviet Union States.

<i>Head of Unit</i> (August 1993 – July 1996)
Leading and managing a unit. Implementation of the new national curriculum. Strategic support to local education authorities and schools in improving teaching and learning. Coordinating the National School Improvement Network (Aquarium Project).

<i>Chief Inspector</i> (August 1991 – July 1993)
Leading the national curriculum working groups for physics and chemistry. Developing education policies for improving school pedagogies.

<i>Part-time Chief Inspector</i> (April 1986 – April 1991)
Coordination of national school improvement networks within the international projects and training of new methods of teaching. |

Department of Teacher Education (University of Helsinki)

Lecturer (August 1988 – December 1990)

Teaching science and mathematics student-teachers. Curriculum development and research on new teaching methods for schools.

Teacher Training School #1 (University of Helsinki)

Teacher (August 1986 – July 1990)

Teaching mathematics, physics and chemistry in middle and upper secondary school. Supervising student-teachers in these same subjects.

Annex 2. Publications

— ARTICLES IN INTERNATIONAL JOURNALS WITH REFEREE SYSTEM —

- Sahlberg, P. 1996. Yksinään ja yhteisvoimin. [Alone or together] *Kasvatus*, 27(1), 51-61.
- Berry, J and Sahlberg, P. 1996. Investigating pupils' ideas of learning. *Journal of Learning and Instruction*, 1(6), 19-36.
- Sahlberg, P. 1999. Who would help a teacher: Teacher in a changing school. *The School Field*, 1(9), 33-51.
- Sahlberg, P. 2001. From non-formal education to lifelong learning. *Lifelong Learning in Europe Journal*, 1(6), 48-54.
- Sahlberg, P. and Berry, J. 2002. One and one is sometimes three on small group mathematics learning. *Asia Pacific Journal of Education*, 1(22), 82-94.
- Sahlberg, P. 2003. Educational change. In J. Guthrie (Ed.) *Encyclopedia of Education* (2nd edition). New York: Macmillan Reference.
- Sahlberg, P. 2004. Teaching and globalization. *International Research Journal of Managing Global Transitions*, 2(1), 65-83.
- Sahlberg, P. 2004. Koulun vaikuttavuus ja hyvyys. [School effectiveness and goodness] *Kasvatus*, 35(5), 516-529.
- Sahlberg, P. 2006. Education reform for raising economic competitiveness. *Journal of Educational Change*, 7(4), 259-287.
- Berry, J. and Sahlberg, P. 2006. Accountability affects the use of small group learning in school mathematics. *Nordic Studies in Mathematics Education*, 11(1), 5 – 31.
- Sahlberg, P. 2006. Subiendo el listón: ¿Como responde Finlandia al doble reto de la educación secundaria? *Profesorado*, 10(1), 1-26. (Also in English: Raising the bar: How Finland responds to the twin challenge of secondary education?)
- Sahlberg, P. 2007. Education policies for raising student learning: The Finnish approach. *Journal of Education Policy*, 22(2), 173-197.
- Tuominen, H. and Sahlberg, P. 2007. Ammatillisen kehityksen merkitys opettajien jaksamisessa. [In-service training as a tonic] *Aikuiskasvatus*, 1-2007, 15-24.
- Sahlberg, P. 2008. Tough choices or tough times. *Journal of Educational Change*, 9(2), 85-89.
- Väljärvi, J. and Sahlberg, P. 2008. Should 'failing' students repeat a grade? *Journal of Educational Change*, 9(4), 385-389.
- Sahlberg, P. and Boce, E. 2009. Are teachers teaching for a knowledge society? *Teachers and Teaching. Theory and Practice*. Accepted.
- Sahlberg, P. 2009. Rethinking accountability for a knowledge society. *Journal of Educational Change*. Accepted.

— ARTICLES IN INTERNATIONAL REFERENCES AND CONFERENCE PROCEEDINGS WITH REFEREE SYSTEM —

- Sahlberg, P. 2003. Educational change. In J. Guthrie (Ed.) *Encyclopedia of Education* (2nd edition). New York: Macmillan Reference.
- Sahlberg, P. 2008. The more you talk, the more you learn: Missing conditions for cooperative learning in secondary schools. IAIE/IASCE Conference Proceedings, Torino, Italy.

- Sahlberg, P. 2008. Letter to a new education minister. In B. Chakroun and P. Sahlberg (Eds.) *Policy learning in action*. ETF Yearbook 2008. Brussels: European Training Foundation, pp. 115-119.
- Sahlberg, P. 2008. I have a dream: School improvement for enriching communities. In McEwen, N. (Ed.) *Large-scale improvement: The AISI Colloquium Proceedings*. Ministry of Education: Edmonton, pp. 145-155.
- Sahlberg, P. 2009. Educational change in Finland. In A. Hargreaves, A. Lieberman, M. Fullan and D. Hopkins (Eds.) *Second International Handbook of Educational Change*. New York: Springer, pages not available.

— ARTICLES IN NATIONAL JOURNALS WITH REFEREE SYSTEM —

- Sahlberg, P. 1996b. Yksinään ja yhteisvoimin. [Alone or together] *Kasvatus*, 27(1), 51-61.
- Sahlberg, P. 2004b. Koulun vaikuttavuus ja hyvyys. [School effectiveness and goodness] *Kasvatus*, 35(5), 516-529.
- Tuominen, H. and Sahlberg, P. 2007. Ammatillisen kehityksen merkitys opettajien jaksamisessa. [In-service training as a tonic] *Aikuiskasvatus*, 1-2007, 15-24.

— ARTICLES IN NATIONAL REFERENCES AND CONFERENCE PROCEEDINGS WITH REFEREE SYSTEM —

- Sahlberg, P. 1990. FINISTE-tietoverkko ja opettajien koulutus [FINISTE-network and teacher education]. In M. Ahtee, M. Erätuuli ja V. Meisalo (Eds.) *Opettajankoulutus ja koulun uudet tuulet* [Teacher education and the new winds in schools]. Department of Teacher Education, University of Helsinki. Research Reports 82, s. 133-141.
- Sahlberg, P. 1991. Current trends on the Finnish Network for Information in Science and Technology Education. In D. Jorde (Ed.) *Third Nordic Conference on Science and Technology Education: "Science and environment"*. Oslo: University of Oslo.
- Kuitunen, H. & Sahlberg, P. 1992. FINISTE - tieto verkossa [FINISTE – knowledge in network]. In S. Tella (Ed.) *Joustava ja laaja-alainen opettaja*. Department of Teacher Education, University of Helsinki. Research Reports 100, pp. 265-274.
- Sahlberg, P. and Leppilampi, A. 1993. Koulun kehittämisen terminologiaa. [About the terminology of school improvement] In S. Anttonen and R. Raivola (Eds.) *Kasvatus ja koulutus muuttuvassa yhteiskunnassa*. [Education and training in changing society] University of Oulu, Faculty of Education, 53, pp. 177-204. In Finnish.
- Sahlberg, P. 1993. Opettajan kehittyminen ammatissaan ja oman opetuksensa tutkijana [Teacher's professional development and research on her own profession]. In S. Ojanen (Ed.) *Tutkiva opettaja I. Opetus 21. vuosisadan ammattina* [Teacher researcher: Teaching as a 21st century profession]. Helsingin yliopisto – Lahden tutkimus- ja koulutuskeskus, pp. 161-174. In Finnish.
- Berry, J. and Sahlberg, P. 1994. In search of good learning. In H. Silfverberg and K. Seinelä (Eds.) *Ainedidaktiikan teorian ja käytännön kohtaaminen*. University of Tampere, Department of Teacher Education, A18, pp. 115-133.
- Sahlberg, P. and Haapasalo, L. 1994. Guidelines for the Finnish core curriculum in school chemistry and physics. In L. Haapasalo (Ed.) *Experimental approaches and curriculum issues in school science education*. Science Education Research in Finland: Yearbook 1992-93. University of Jyväskylä: Department of Teachers Education. *The Principles and Practice of Teaching* 12, pp. 56-64.

————— SCIENTIFIC AND PROFESSIONAL MONOGRAPHS —————

- Sahlberg, P. and Røj-Lindberg, Ann-Sofi (Eds.) 1989. *Arbetsmetoder i naturvetenskapliga ämnen*. [Teaching methods in science education] Helsingfors: Skolstyrelsen, (252 p.). In Swedish.

- Sahlberg, P. (Ed.) 1990. Luonnontieteiden opetuksen työtapa. [Teaching methods in science education] Helsinki: Valtion painatuskeskus, (247 p.). In Finnish.
- Halinen, I., Hänninen, L., Joki, J., Leino, J., Näätänen, M., Pehkonen, E., Pehkonen, L., Sahlberg, P., Sainio, E., Seppälä, R. & Strang, T. 1991. Peruskoulun matematiikan opetuksen kehityssuunnista 1990-luvulla. Helsinki: Valtion painatuskeskus, (68 p.). In Finnish.
- Sahlberg, P., Meisalo, V., Lavonen, J. and Kolari, M. (Eds.) 1993. Luova ongelmanratkaisu koulussa. [Creative problem-solving in school] Helsinki: Valtion painatuskeskus, (171 p.). In Finnish.
- Sahlberg, P. and Leppilampi, A. 1994. Yksinään vai yhteisvoimin. Yhdessäoppimisen mahdollisuuksia etsimässä. [Alone or together: In search of possibilities of cooperative learning] Vantaa: Helsingin yliopiston Vantaan täydennyskoulutuslaitos, (188 p.). In Finnish.
- Berry, J. and Sahlberg, P. 1995. Matematiikka elämään. [Mathematics lives!] Helsinki: WSOY, (135 p.). In Finnish.
- Sahlberg, P. 1996a. Kuka auttaisi opettajaa. Post-moderni näkökulma opetuksen muutokseen yhden kehittämisprojektin valossa. [Who would help a teacher – postmodern perspective on change in light of one school improvement project]. Jyväskylä: Jyväskylä Studies in Education, Psychology and Social Research 119, (255 p.). Academic doctoral dissertation in Finnish with English summary.
- Sahlberg, P. 1997. Opettajana koulun muutoksessa. [Teacher in a changing school] Helsinki: WSOY, (252 p.). In Finnish.
- Sahlberg, P. and Leppilampi, A. 1998. Samarbetsinläring. [Cooperative learning] Stockholm: Runa förlag, (192 p.). In Swedish.
- Sahlberg, P. 1999. Building bridges for learning. Recognition and value of non-formal education in youth activity. Brussels: European Youth Forum, (36 p.).
- Sahlberg, P. 2001a. Kansalaisjärjestöt ja oppilaitokset yhdessä oppimisen siltojen rakentajina. [NGOs and education institutions in collaboration for student learning]. Helsinki: Nuorten Akatemia, (60 p.). In Finnish.
- Sahlberg, P. and Sharan, S. (Eds.) 2002. Yhteistoiminnallisen oppimisen käsikirja. [Handbook of Cooperative Learning] Helsinki: WSOY, (411 p.). In Finnish.
- Kokkala, H. and Sahlberg, P. (Eds.) 2002. Maailman koulut 2015. Koulutus kehityksen avaimena. [The schools of the world 2015. Education as a key to development]. Jyväskylä: PS-kustannus, (208 p.). In Finnish.
- Sahlberg, P. and Berry, J. 2003. Small group learning in school mathematics. Teachers' and pupils' ideas about groupwork in school. Turku: Finnish Educational Research Association. (162 p.)
- Berry, J. and Sahlberg, P. 2004. Aktīva mācīšanās skolās matemātikā. [Active learning in school mathematics] Riga: Rigas Skolotāju Izglītības Centrs, (88 p.). In Latvian.
- Sahlberg, P. and Leppilampi, A. 2004. Samarbejde om læring - en introduktion til cooperative learning. [Cooperation in learning – introduction to cooperative learning] København: Akademisk forlag, (191 p.). In Danish.
- Dundar, H., Roberts-Schweitzer, E., Sahlberg, P. and Zafeirakou, A. 2005. Helping the poorest to learn. The rationale for investing in early childhood education in Europe and Central Asia, Washington, DC: World Bank, (52 p.).
- Aho, E., Pitkänen, K. and Sahlberg, P. 2006. Policy development and reform principles of basic and secondary education in Finland since 1968. Washington, DC: World Bank, (170 p.).

————— OTHER SCIENTIFIC ARTICLES AND PUBLICATIONS —————

- Sahlberg, P. 1987. What can we do with trigonometry? In K. Kautschitsch und W. Metzler (Eds.) Median zur Veranschaulichung von Mathematik. Wien: Hölder – Pichler-Temsky, pp. 232-238.

- Sahlberg, P. 1989b. The Teaching Methods Project and the teachers' guides in the FINISTE Network. In: V. Meisalo and H. Kuitunen (Eds.) Innovations in science and technology education. Second Nordic Conference on Science and Technology Education. Information Bulletin 2/1989. Helsinki: National Board of Education.
- Sahlberg, P. 1989c. Video films in geometry teaching. In E. Pehkonen, (Ed.) Geometry teaching – Geometrieunterricht. Conference on Teaching Geometry. University of Helsinki: Department of Teacher Education, 74, pp. 259-64.
- Sahlberg, P. 1992. Introduction. In D. Blandow and M. Dyrenfurth (Eds.) Technological literacy, competence and innovation in human resource development. Proceedings of the First International Conference on Technology Education in Weimar, Germany, pp. 1-2.
- Sahlberg, P. 1994. Matematiikka ja oppimisen yhteistoiminnallisuus. [Mathematics and cooperation in learning] In R. Seppälä (Ed.) Matematiikka – taitoa ajatella. [Mathematics – ability to think] Helsinki: National Board of Education, pp. 134-143. In Finnish.
- Sahlberg, P. 1995. Kollegiaalisuus ja epistemologiset orientaatiot opettajan kehittämisessä. [Collegialty and epistemological orientations in teacher development] In S. Takala (Ed.) Arviointi ja koulutuksen laadun kehittäminen. [Evaluation and developing quality of education] Jyväskylä: Kasvatustieteen tutkimuslaitos, pp. 63-80. In Finnish.
- Sahlberg, P. 1996. Tutkiva oppilas – tutkiva opettaja. Ryhmätutkimus opetusmenetelmänä [Student researcher –teacher researcher. Group investigation as a method of teaching]. In S. Ojanen (Ed.) Tutkiva opettaja II [Teacher researcher]. Helsingin yliopisto – Lahden tutkimus- ja koulutuskeskus, pp. 189-200. In Finnish.
- Sahlberg, P. 1997. Opetusmenetelmät ja hyvin menestyvä koulu. [Teaching methods and well-performing school] In R. Jakku-Sihvonen (Ed.) Onnistuuko oppiminen. Oppimistulosten ja opetuksen laadun arviointiperusteita peruskoulussa ja lukiossa. [Are they learning? Perspectives of evaluating learning achievement and teaching in basic and secondary school] Helsinki: Opetushallitus, pp. 449-466. In Finnish.
- Sahlberg, P. 2000. Hyvän koulutuksen arviointiprosessin piirteet. [The features of the evaluation process of good teaching] In S. Moitus (Ed.) Yliopistokoulutuksen laatuyksiköt 2001-2003. [Quality units in higher education 2001-2003] Korkeakoulujen arviointineuvoston julkaisuja 6:2000. Helsinki: Edita, pp. 19-24. In Finnish.
- Sahlberg, P. 2002. Yhteistoiminnallinen oppiminen toisella asteella. [Cooperative learning in secondary schools] In: P. Sahlberg and S. Sharan (Eds.) Yhteistoiminnallisen oppimisen käsikirja. [Handbook of Cooperative Learning] Helsinki: WSOY. In Finnish.
- Sahlberg, P. and Berry, J. 2002. Matematiikan oppiminen pienryhmissä. [Small group learning in mathematics] In P. Sahlberg and S. Sharan (Eds.) Yhteistoiminnallisen oppimisen käsikirja. [Handbook of Cooperative Learning] Helsinki: WSOY. In Finnish.
- Sahlberg, P. and Sharan, S. 2002. Yhteistoiminnallisen oppimisen menetelmien oppiminen. [Learning to teach through cooperative learning methods] In P. Sahlberg and S. Sharan (Eds.) Yhteistoiminnallisen oppimisen käsikirja. Helsinki: WSOY. In Finnish.
- Sharan, S. and Sahlberg, P. 2002. Tutkimustietoa yhteistoiminnallisesta oppimisesta. [Research review on cooperative learning] In P. Sahlberg and S. Sharan (Eds.) Yhteistoiminnallisen oppimisen käsikirja. [Handbook of Cooperative Learning] Helsinki: WSOY. In Finnish.
- Sahlberg, P. (Ed.) 2006. Curriculum reform and implementation in the 21st century: policies, perspectives and implementation. Proceedings of the International Conference on Curriculum Reform and Implementation. Ankara, Turkey: Ministry of National Education.
- Sahlberg, P. 2006. Models of curriculum development. International trends and the way forward. In P. Sahlberg (Ed.). Curriculum reform and implementation in the 21st century: policies, perspectives and implementation. Proceedings of the International Conference on Curriculum Reform and Implementation. Ankara, Turkey: Ministry of National Education, pp. 108-121.

- Sahlberg, P. 2006. Curriculum change as learning. In search of better implementation. In Sahlberg (Ed.). Curriculum reform and implementation in the 21st century: policies, perspectives and implementation. Proceedings of the International Conference on Curriculum Reform and Implementation. Ankara, Turkey: Ministry of National Education, pp. 18-30.
- Sahlberg, P. 2007. Koulunjohtaja maailmanparantajana. [School principal as a development activist] In A. Pennanen (Ed.) Koulun johtamisen avaimia. [Perspectives to school leadership] Jyväskylä: PS-kustannus.

————— TEACHING AND LEARNING MATERIALS —————

Series of mathematics programs for the National Broadcasting Company (YLE) in Finland (six individual programs) in 1988-90.

Lavonen, J. & Sahlberg P. 1992. Energiäkysymys, mitä jätät huomiselle [The energy issue – what do you leave for tomorrow?]. Helsinki: Ministry of Trade and Commerce. (190 p.)

Sahlberg, P. 1993. Auto – ympäristö Ideoita ja lähestymistapoja opetuksen tueksi [Car – environment. Ideas and methods for teaching]. Helsinki: The Finnish Cultural Foundation. (45 p.).

Following training and teaching materials:

- Teacher training manual on active methods of teaching. ALADIN project. Ministry of Education. Palestinian Authority. 2000.
- Trainers manual on cooperative learning. Ministry of Education and Science. Government of Lithuania. 2001.
- Active learning and teacher education. LATE project. Ministry of Education. Government of Tanzania. 2002.
- Manual on cooperative learning. Ministry of Education and Science. Government of Armenia. 2004.
- Active learning methods for teachers and schools. ALADES project. Ministry of Education and Science. Government of Latvia. 2002.