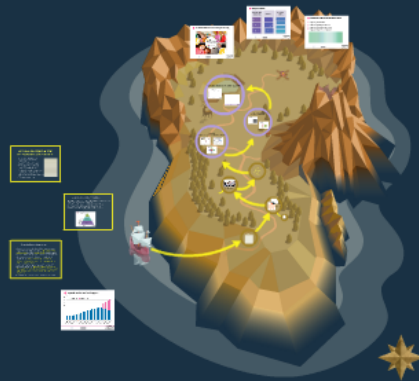


Cooperation and joint support systems in Finland

Johanna Järvenen



Cooperation and joint support systems in Finland

Johanna Juvonen



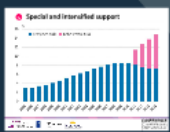
GENERAL FEATURES OF THE FINNISH EDUCATION SYSTEM

Power was moved from the state to municipalities in 1992. This led to a more decentralized system. The state sets the general framework, but municipalities are responsible for the actual implementation. This has led to a high degree of local autonomy and innovation.



COMPENSATION SYSTEM

The compensation system is designed to support students with special needs. It includes individualized learning plans, special teaching, and other support measures. The system is based on the principle of equality of opportunity for all students.



CONFERENCE DE COMPARAISONS INTERNATIONALES
#CCI_Handicap
Ecole inclusive pour les élèves en situation de handicap

Cooperation and joint support systems in Finland

Johanna Juvonen

20.6.2018

CONFERENCE DE COMPARAISONS INTERNATIONALES
#CCI_Handicap
Ecole inclusive pour les élèves en situation de handicap

Johanna Juvonen
Counselling teacher

20.6.2018



CONFÉRENCE
DE COMPARAISONS
INTERNATIONALES

#CCI_Handicap

ÉCOLE INCLUSIVE
POUR LES ÉLÈVES EN
SITUATION DE HANDICAP

Cooperation and joint support systems in Finland

Johanna Juvonen

28 & 29 janvier 2016

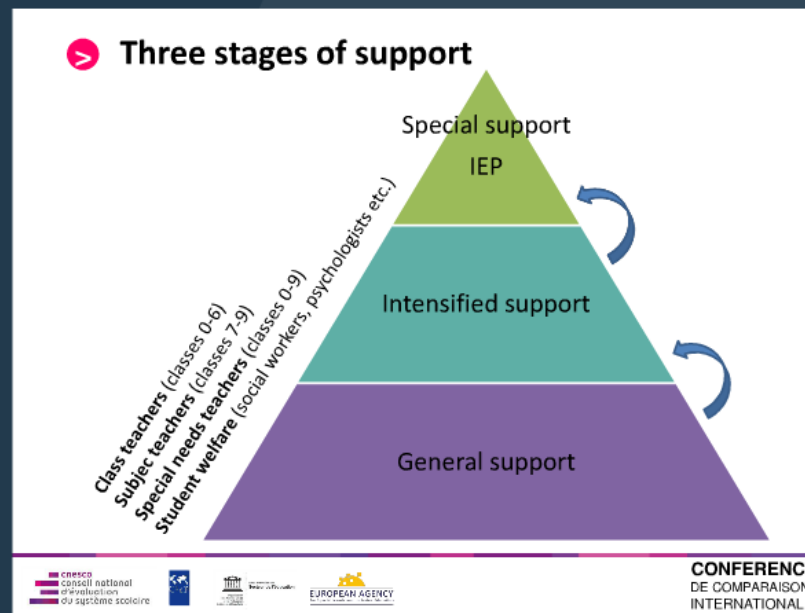
CENTRAL FEATURES OF THE FINNISH EDUCATION POLICY

- Equal opportunities for education
- Instruction free of charge
- Education system almost entirely publicly funded
- National core curriculum as a common base for all schools
- 9 years of compulsory education
- Teachers autonomy

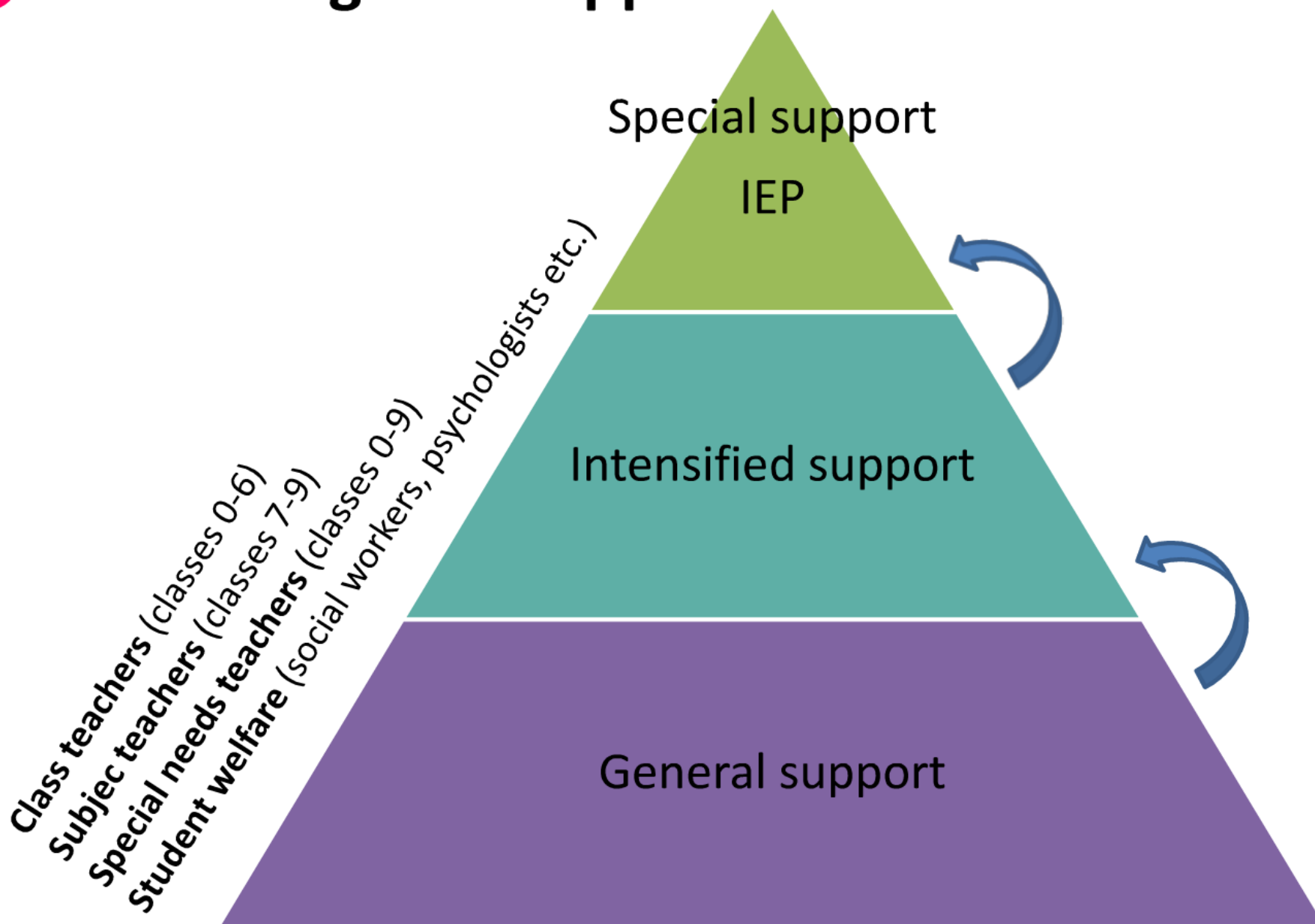


GOALS FOR INCLUSIVE EDUCATION

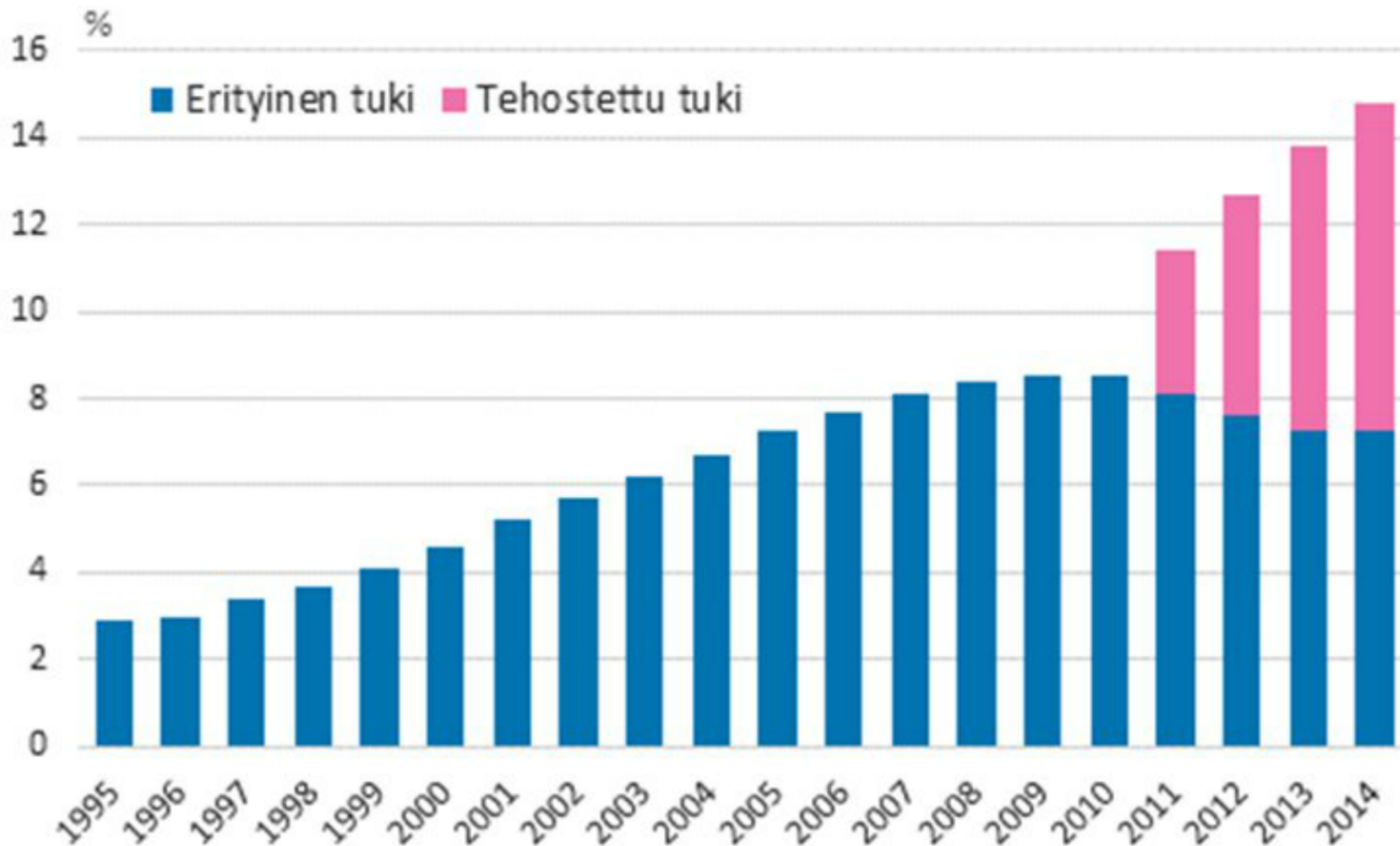
- minimizing low achievement and helping each and everyone to succeed
- building on early intervention and support
- improving the planning, perseverance and quality of support
- seeing pupil welfare as a prerequisite for good learning
- using cross administrative and multi-professional approach



> Three stages of support



> Special and intensified support

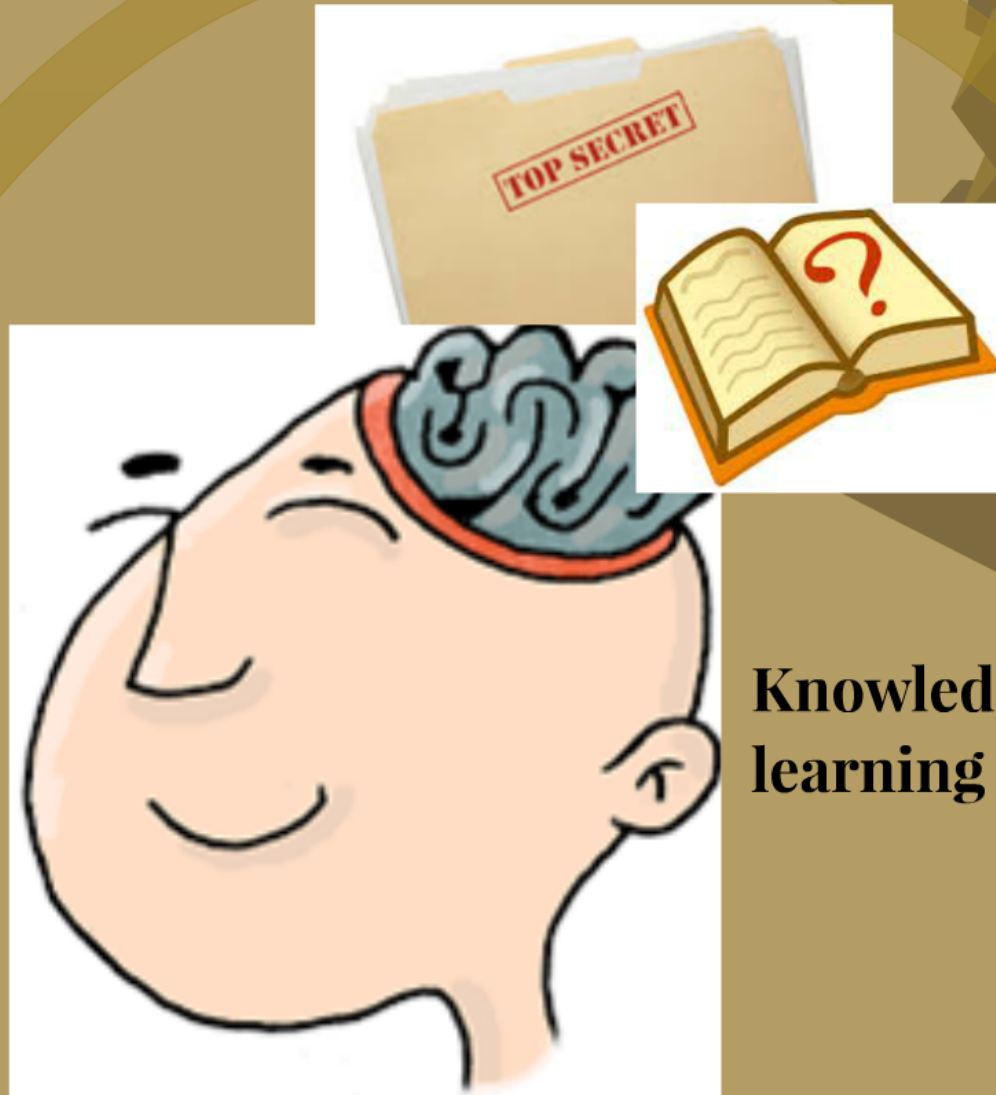


Curriculum reform 2016

- The core curriculum is based on the learning conception that positive emotional experiences, **collaborative working and interaction** as well as **creative activity** enhance learning
- The subject proportions have been renewed: content of each subject has been reduced, the aims also emphasise the importance of **learning environments and methods, guidance and individualisation** as well as **assessment as a means to support learning**.
- focus is on transversal (generic) competences and work across school subjects. **Collaborative classroom practices, where pupils may work with several teachers simultaneously during periods of phenomenon-based project studies are emphasised.**
- Local curricula are based on the national core curriculum

What's our idea about learning?





Knowledge based learning



Collaboration based learning



**Combining knowledge, skills and
collaboration in a meaningful way**

*Cooperation in
learning in
inclusive settings
3 good practices
from Finland*

Muurame

path from segregation towards school for all

In the past 20 years...

Special school Special class

Local school Special class

Local school

CONFERENCE DE COMPARAISONS INTERNATIONALES

All students belongs to every teacher

- The reform started from grades 7-9 by teachers
- Rethinking our support services
- Resources from the special classes were spread
- Every student has a primary placement in a regular class
- Support is given when needed
- Now the system is in use in many municipalities

Support services 7th grade
Support services 8th grade
Support services 9th grade

CONFERENCE DE COMPARAISONS INTERNATIONALES

Individualization

In-service training Co-teaching practises Digital technology

Individualized materials Assistants

Working with families Flexible grouping Student welfare

CONFERENCE DE COMPARAISONS INTERNATIONALES

> In the past 20 years...



Special school

Special class



Local school

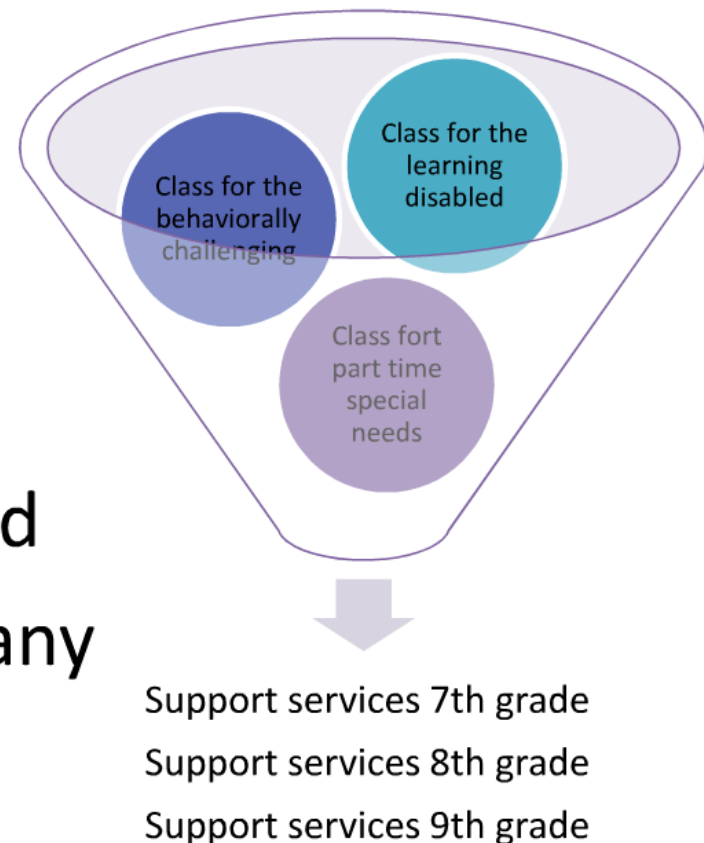
Special class



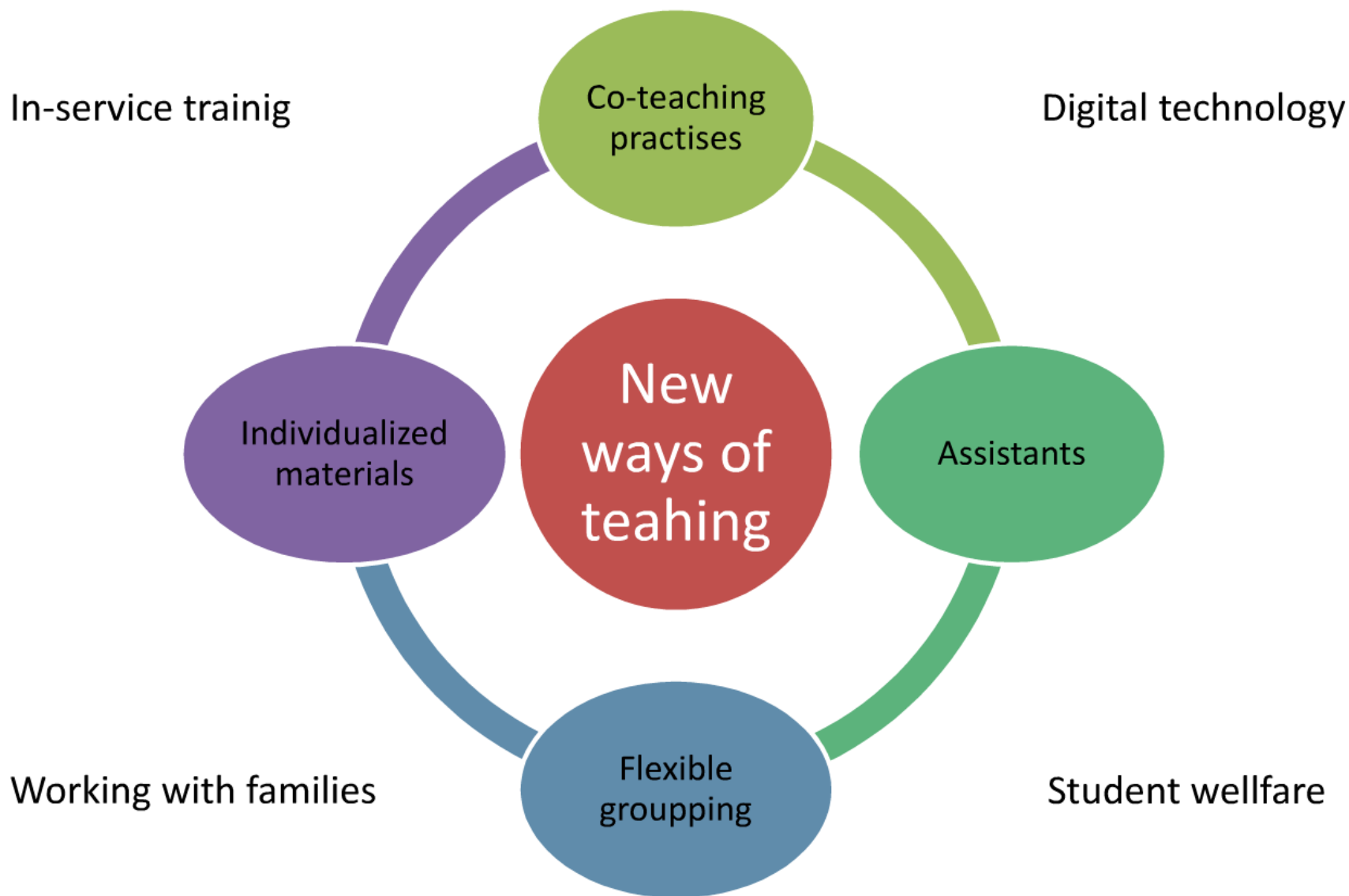
Local school

> All students belongs to every teacher

- The reform started from grades 7-9 by teachers
- Rethinking our support services
- Resources from the special classes were spread
- Every student has a primary placement in a regular class
- Support is given when needed
- Now the system is in use in many municipalities



> Individualization



2. Co-teaching

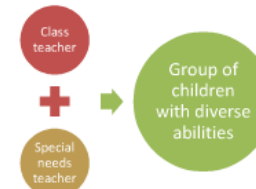
➤ Co-teaching

- General and special educators offer unique skill sets and perspectives in the development of collaborative plans and practices
- Students with and without disabilities can learn important lessons about shared responsibilities, creative problem solving and cooperation



➤ Team teaching

- Two or more classes work together
- Flexible grouping and support



> Co-teaching

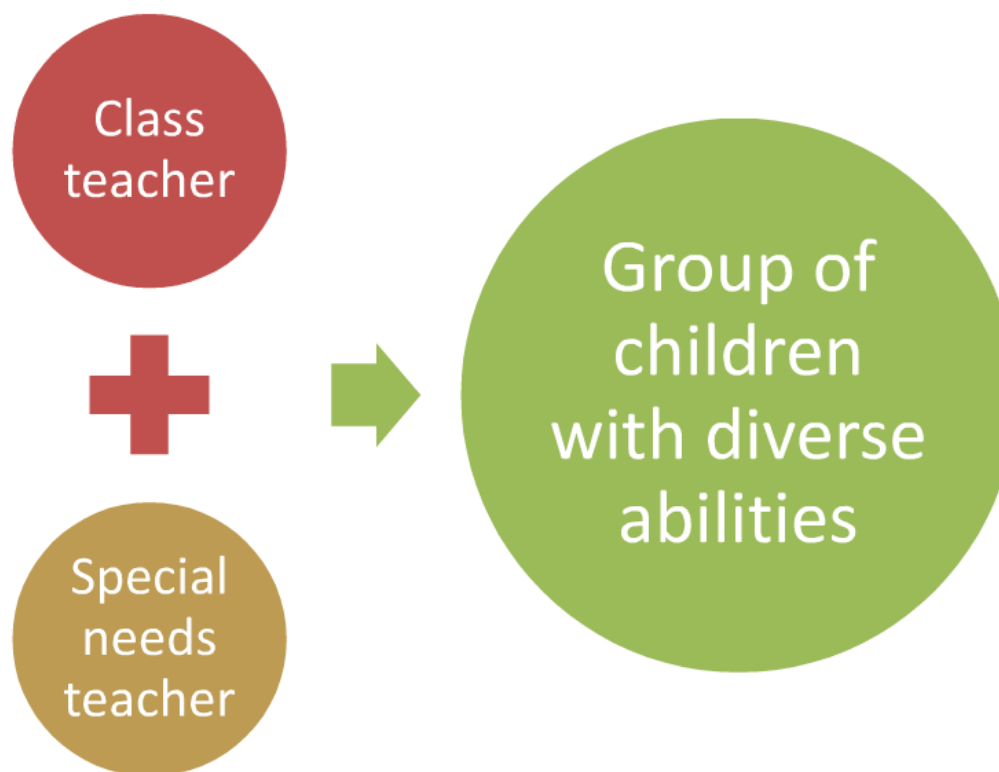
- General and special educators offer unique skill sets and perspectives in the development of collaborative plans and practices
- Students with and without disabilities can learn important lessons about shared responsibilities, creative problem solving and cooperation



https://www.google.fi/search?q=two+teachers+in+one+room&biw=1296&bih=767&source=lnms&tbn=isch&sa=X&ved=0ahUKewie0OerqbHKAhWknnIKHZE8BkcQ_AUIBigB#q=co-teaching&tbn=isch&tbas=0&imgsrc=9a2Mpl77rPRqBM%3A

> Team teaching

- Two or more classes work together
- Flexible grouping and support



3. Individualized learning paths

Individualized learning paths

- Learning is based on skill/knowledge development of an individual student (mastery learning by Bloom)
- Student proceeds to the next level when the former level is learnt
- All forms of teaching and learning methods can be used f.ex. blended learning and peer instruction
- Alternative ways of evaluation
- Cooperation and sharing between teachers all over Finland

The image shows two pages from a Finnish curriculum document. The left page is titled 'LUKEMINEN' (Reading) and the right page is titled 'KIRJOITTAMINEN' (Writing). Both pages feature a list of learning objectives with corresponding progress indicators (dots) showing the level of completion for each objective. The 'LUKEMINEN' page includes objectives such as 'Luetaan omia tekstejä', 'Osaat lukea kielen älyllisesti', and 'Läydät lukemistasi tarvitsemasi tiedot'. The 'KIRJOITTAMINEN' page includes objectives such as 'Kirjoitat itsestäsi', 'Osaat kirjoittaa toimivien tekstien tekstejä', and 'Kirjoitat selkeitä ja ymmärrettäviä tekstejä'. At the bottom of both pages, there are logos for the Ministry of Education and Culture of Finland and the CONFERENCE DE COMPARAISONS INTERNATIONALES.



KIRJOITTAMINEN

- Luet ääneen omia tekstejäsi ●
- Osaat lukea ääneen eläytyen ●
- Osaat tehdä johtopäätöksiä lukemastasi ●
- Löydät lukemastasi tarvittavia tietoja ●
- Hahmotat tarinan rakenteen ●
- Luet sujuvasti ääneen ●
- Luet ja ymmärrät tietotekstejä ●
- Luet itsenäisesti kokonaisia kirjoja ●
- Luet ja ymmärrät lyhyitä juonellisia tarinoita ●
- Ymmärrät ja muistat lukemasi ●
- Luet lyhyitä lauseita ●
- Tunnet vierasperäiset kirjaimet ja äänteet ●
- Osaat tavuttaa sanoja ●
- Luet pitkiä sanoja ●
- Luet lyhyitä sanoja ●
- Luet äänteet tavuiksi ●
- Osaat yhdistää kaksi äännettä toisiinsa ●
- Osaat nimetä kuulemasi sanan loppuäänteen ●
- Osaat nimetä kuulemasi sanan alkuaänteen ●
- Osaat nimetä pienaakkoset ●
- Tunnistat pienaakkoset ●
- Osaat kirjain-ääne -vastaavuuden ●
- Osaat nimetä suuraakkoset ●
- Tunnistat suuraakkoset ●

- Kirjoitat itsenäisesti ●
- Osaat kirjoittaa tarkoituksenmukaisia tekstejä ●
- Kirjoitat selkeästi tyypikirjaimilla ●
- Osaat kirjoittaa yhdyssanoja ●
- Osaat äng-äänteen ●
- Kirjoitat selkeitä lauseita ja lauseiden rakenne on sujuvaa ●
- Käytät lauseessa isoa alkukirjainta ja sopivaa loppumerkkiä ●
- Kirjoitat tietokoneella ●
- Kirjoitat selkeästi pienaakkosilla ●
- Osaat kirjoittaa pienen juonellisen tarinan ●
- Kirjoitat oikein konsonantin lännon ●
- Kirjoitat oikein vokaalin lännon ●
- Kirjoitat lyhyitä lauseita ●
- Kirjoitat pitkiä sanoja luettavasti ●
- Kirjoitat tavuja ja lyhyitä sanoja ●
- Osaat äänne-kirjainvastaavuuden ●
- Harjoittelet kirjainmuotoja ●
- Kirjoitat irtokirjaimilla ●

Individualized learning paths

- Learning is based on skill/knowledge development of an individual student (mastery learning by Bloom)
- Student proceeds to the next level when the former level is learnt
- All forms of teaching and learning methods can be used f.ex. blended learning and peer instruction
- Alternative ways of evaluation
- Cooperation and sharing between teachers all over Finland



The National Valteri Centre for Learning and Consulting





Keys to success

Professionalism of teachers

High quality teacher education

High quality teachers

High quality teaching/instruction

Autonomy

Empowerment of municipalities and schools

Interactive, cooperative way of working

Spirit of trust and support

Supportive ethos

Early intervention

Relaxed teacher-student relationship

Students active role

Individual support

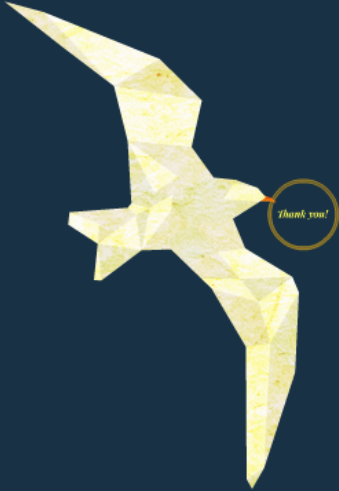
RESPECT IS THE HEART OF EDUCATION

- ✓ Respecting every learner
- ✓ Respecting the learning process
- ✓ Respecting the teaching profession
- ✓ Respecting the power of learning



Cooperation and joint support systems in Finland

Johanna Juvonen



CONFERENCE DE COMPARAISONS INTERNATIONALES
#CCI_Handicap

ÉCOLE INCLUSIVE POUR LES ÉLÈVES EN SITUATION DE HANDICAP

Cooperation and joint support systems in Finland

Johanna Juvonen

20.6.2018 - 22.6.2018

CONFERENCE DE COMPARAISONS INTERNATIONALES
#CCI_Handicap

ÉCOLE INCLUSIVE POUR LES ÉLÈVES EN SITUATION DE HANDICAP

Johanna Juvonen

Counselling teacher

20.6.2018 - 22.6.2018

GENERAL FEATURES OF THE FINNISH EDUCATION SYSTEM

Public and private schools
Free of charge (tuition)
Free of charge (textbooks)
Free of charge (lunch)
Free of charge (transportation)
Free of charge (health services)
Free of charge (counselling services)

VALUES IN THE EDUCATION SYSTEM

Respect for individual differences
Equality
Cooperation
Participation
Transparency
Trust

COMPETENCE SYSTEM

Basic competences
Subject-specific competences
Personal, social and learning competences
Entrepreneurial competences
Cultural competences
Digital competences





Thank you!

CONFÉRENCE DE COMPARAISONS INTERNATIONALES

#CCI_Handicap

ÉCOLE INCLUSIVE POUR LES ÉLÈVES EN SITUATION DE HANDICAP

Johanna Juvonen

Counselling teacher

28 & 29 janvier 2016