

Cooperation and joint support systems in Finland

Johanna Turunen



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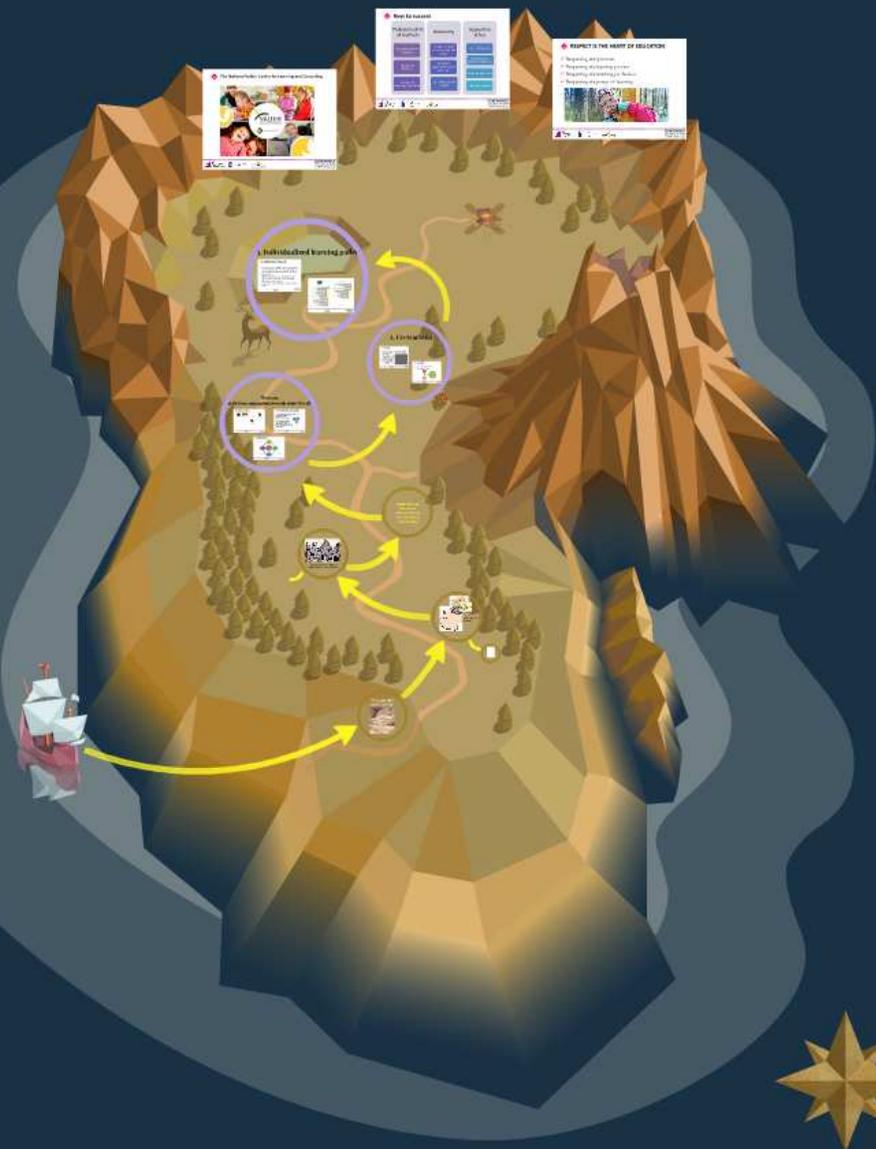
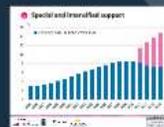
GENERAL PRINCIPLES OF THE FINNISH EDUCATION POLICY

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Cooperation systems

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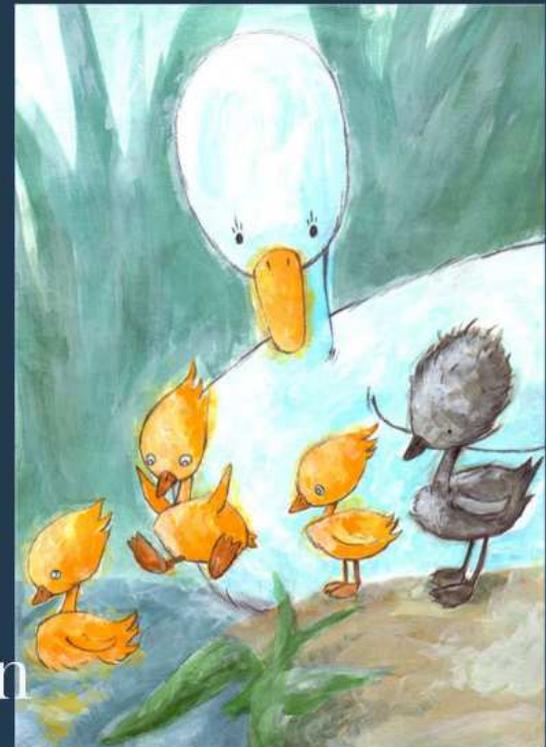
Cooperation and joint support systems in Finland

Johanna Juvonen

28 & 29 janvier 2016

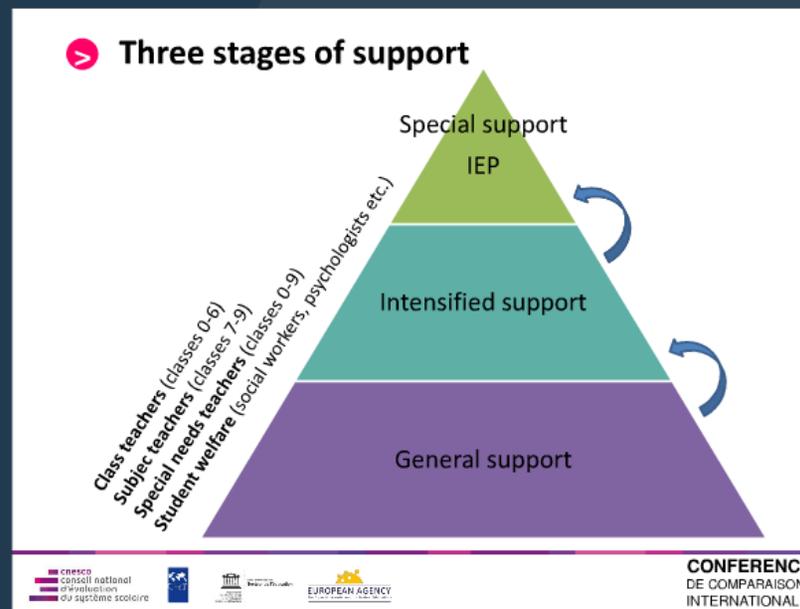
CENTRAL FEATURES OF THE FINNISH EDUCATION POLICY

- 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

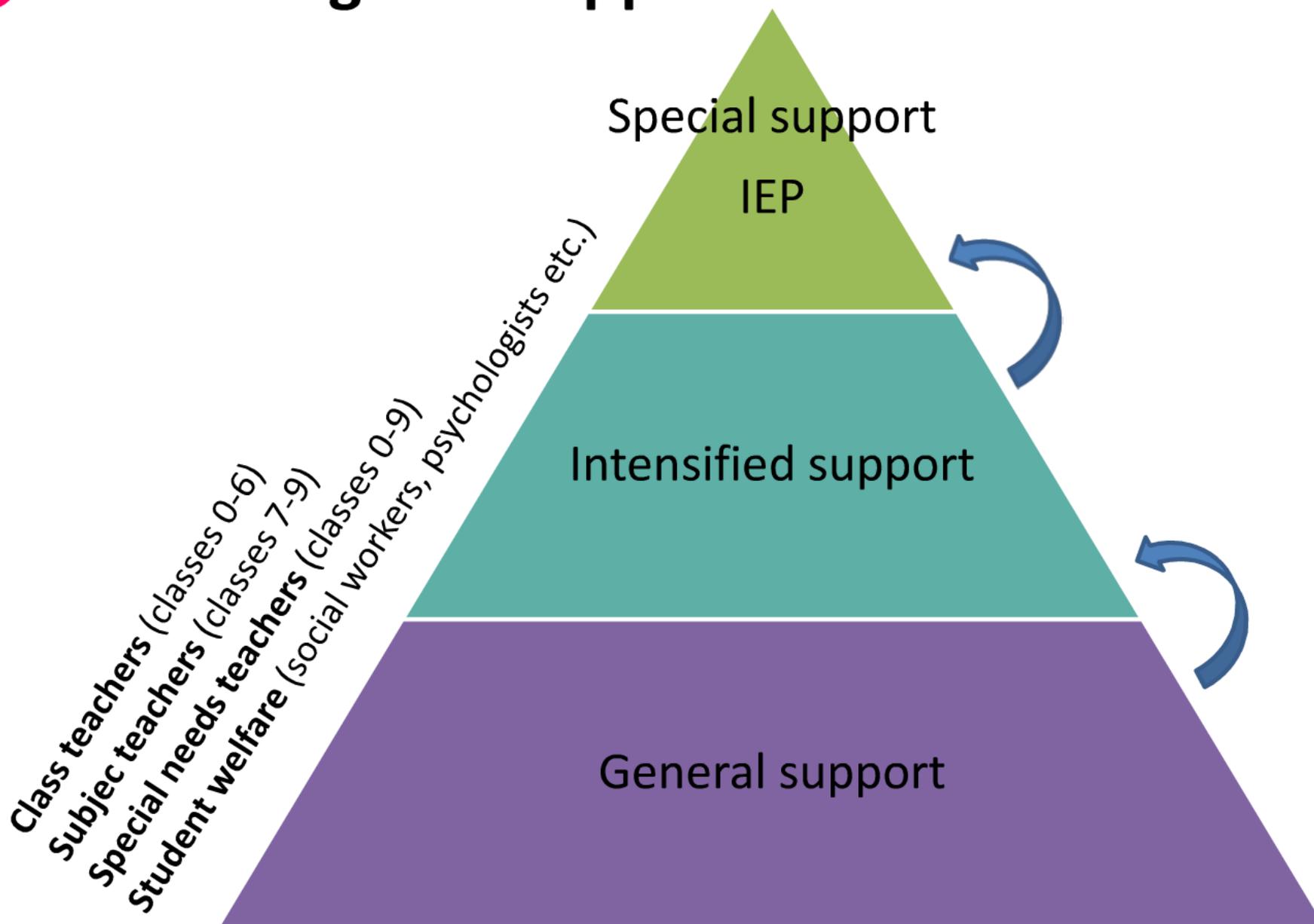


GOALS FOR INCLUSIVE EDUCATION

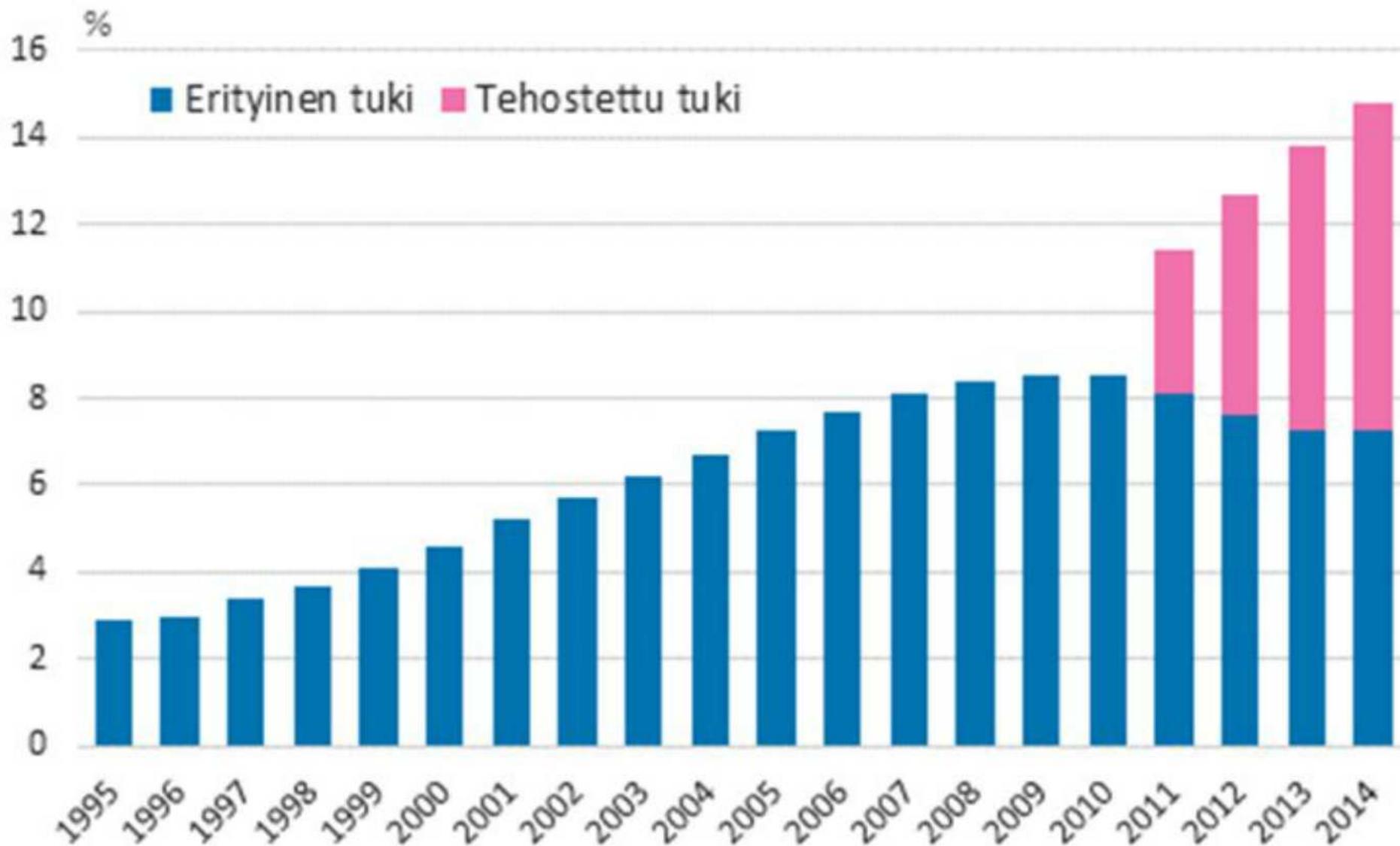
- minimizing low achievement and helping each and everyone to succeed
- building on early intervention and support
- improving the planning, perseverance and quality of support
- seeing pupil welfare as a prerequisite for good learning
- using cross administrative and multi-professional approach



> Three stages of support



> Special and intensified support

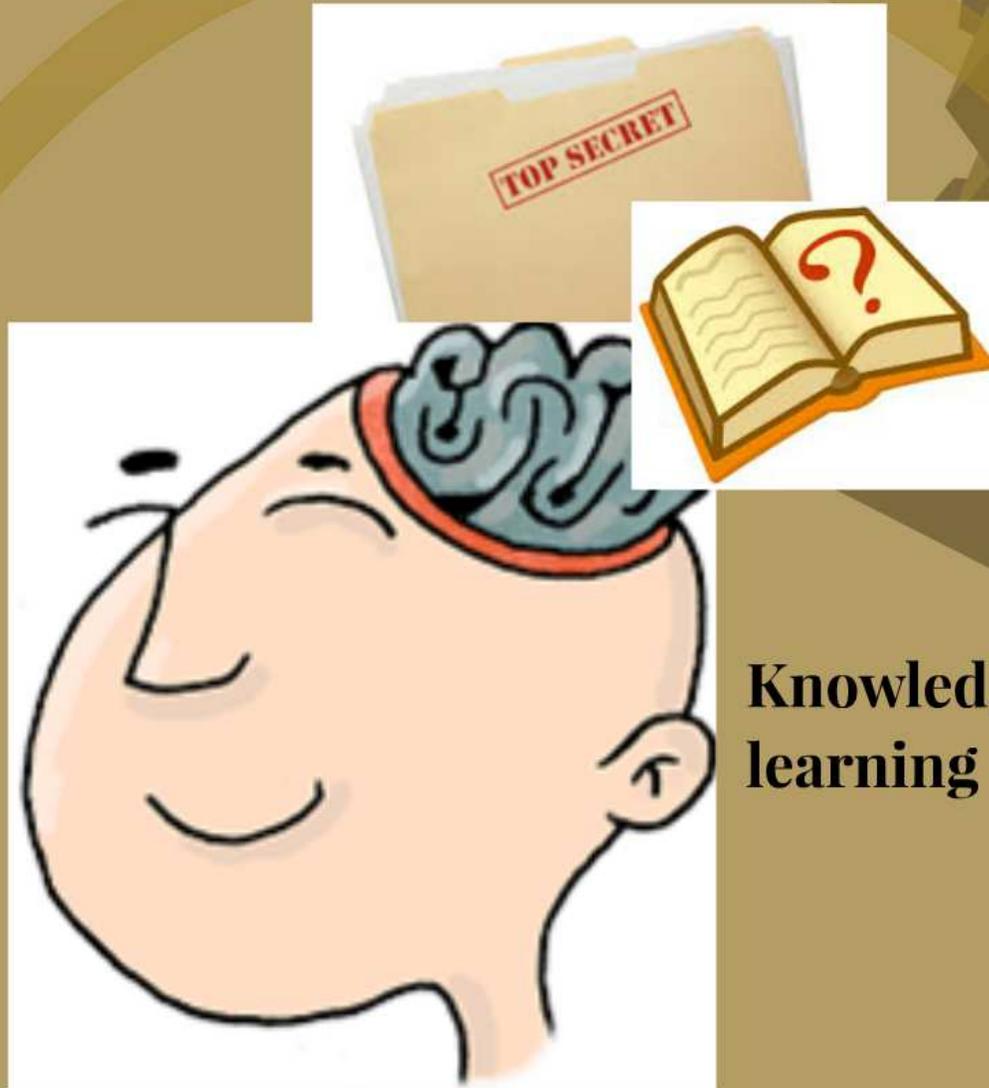


Curriculum reform 2016

- 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

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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

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Individualization

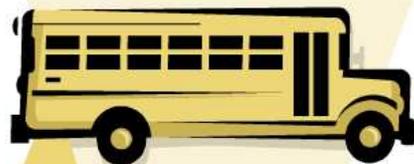
In-service training Co-teaching practises Digital technology

Individualized materials Assistants

Working with families Flexible grouping Student welfare

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> In the past 20 years...



Special school

Special class



Local school

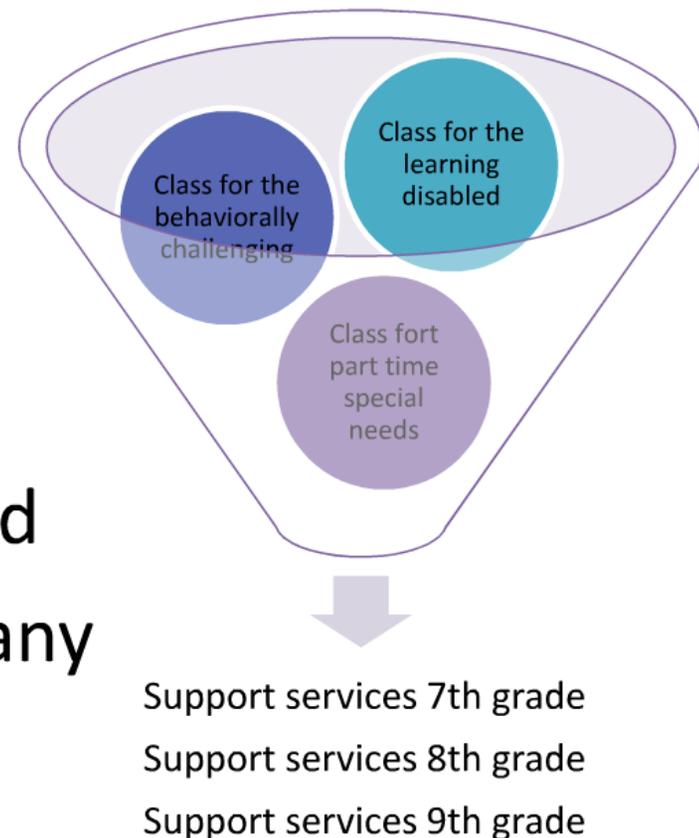
Special class



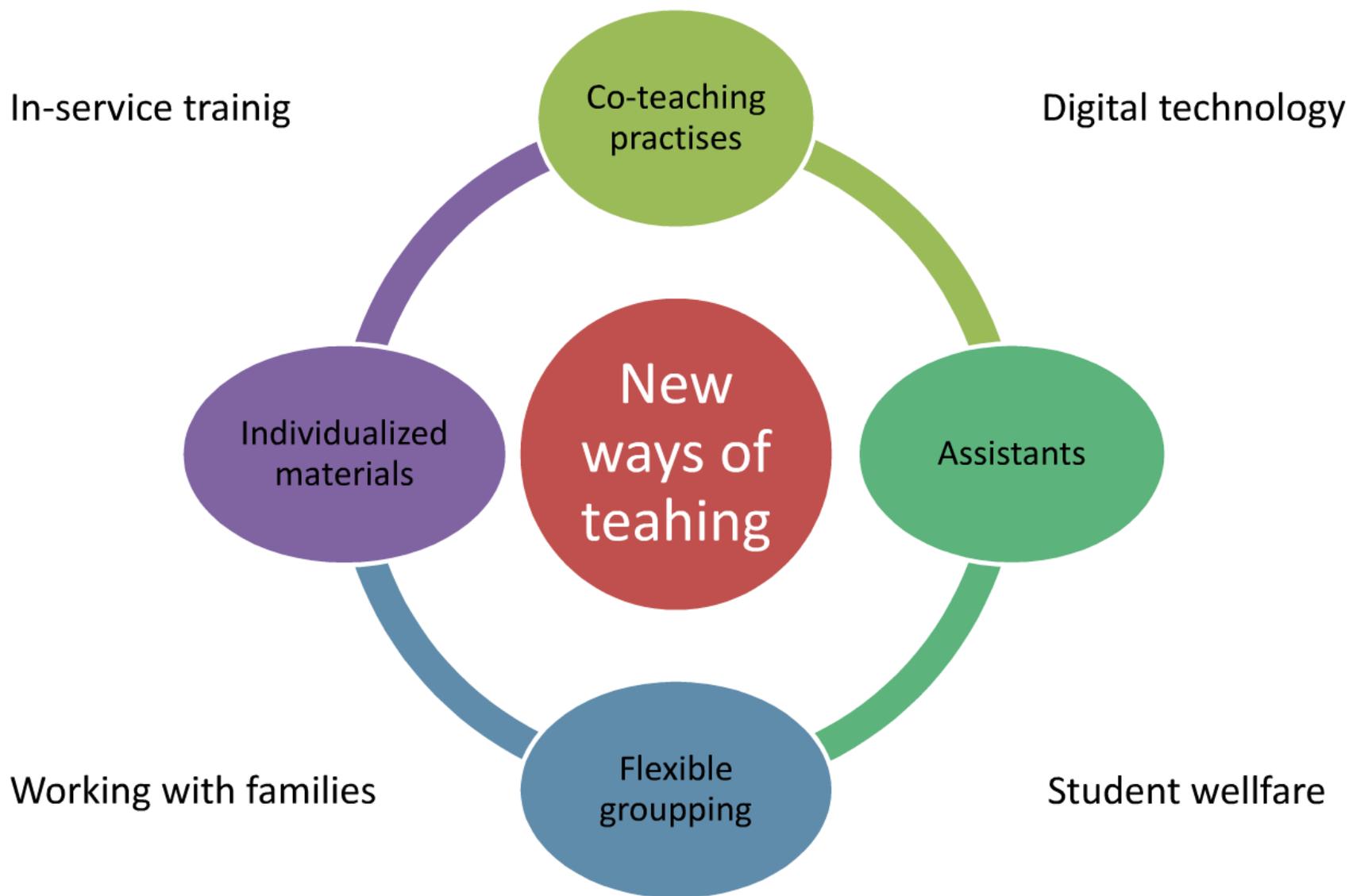
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> Individualization



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

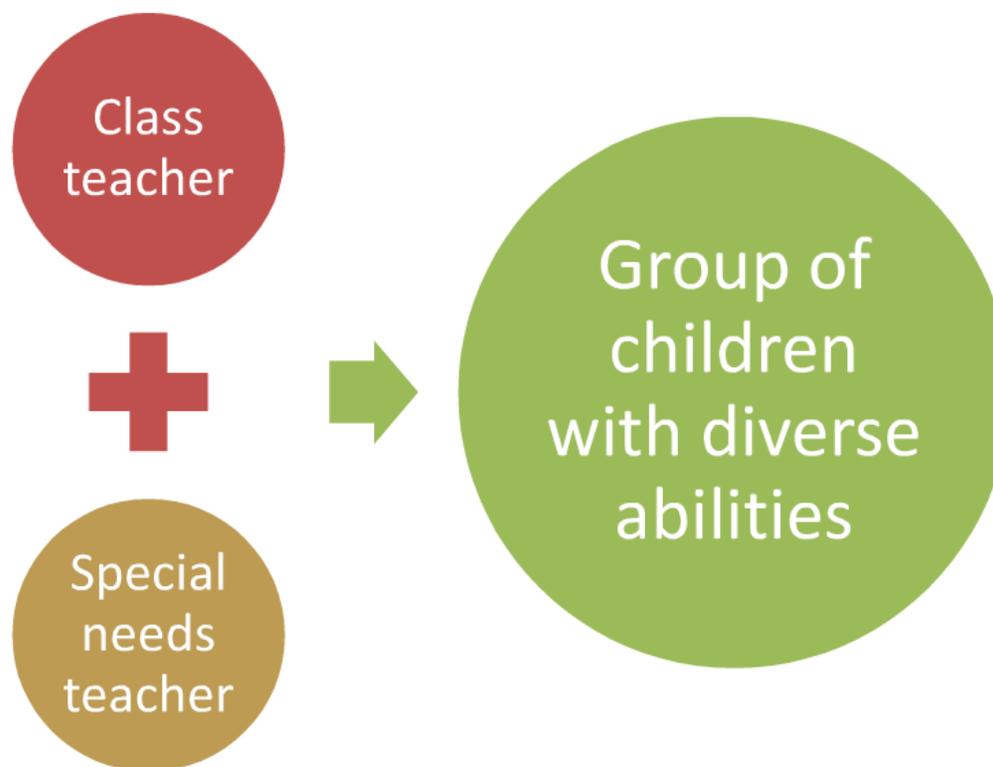
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https://www.google.fi/search?q=two+teachers+in+one+room&biw=1296&bih=767&source=lnms&tbn=isch&sa=X&ved=0ahUKEwie0OerqbHKAhWknnIKHZE8BkcQ_AUIBigB#q=co-teaching&tbn=isch&tbas=0&imgrc=9a2Mpl77rPRqBM%3A

> 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 educational document, likely a curriculum or assessment tool, detailing individualized learning paths. 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 student's current level of mastery.

LUKEMINEN

- Luett äänne omaa tehtävää
- Osaat lukea äänen alkuperä
- Osaat tehdä jaksopöytäkirja lukuaineesta
- Lytät lukuaineesta tarvittavia tietoja
- Hahmotat tarinan rakenteen
- Luett osavälit äänne
- Luett ja ymmärrät tekstitekstiä
- Luett itsestäsi tekstinä kirjoita
- Luett ja ymmärrät lyhyt luonnollisessa tarinassa
- Ymmärrät ja muistat lukuaine
- Luett lyhyt tekstiä
- Tunnat väitteenomaiset tekstit ja osat
- Osaat tunnistaa sanon
- Luett pitkä tekstiä
- Luett lyhyt tekstiä
- Luett äänne tekstiä
- Osaat yhdistää tekstiä äänne tekstiä
- Osaat nimetä kuullessasi sanon kirjoittamalla
- Osaat nimetä kuullessasi sanon kirjoittamalla
- Osaat nimetä pienoisluonnos
- Tunnat pienoisluonnos
- Osaat kirjoittaa äänne -muunnos
- Osaat nimetä suoraan
- Tunnat suoraan

KIRJOITTAMINEN

- Kirjoitat äänne
- Osaat kirjoittaa äänne-äänne-äänne-äänne-äänne
- Kirjoitat lyhyt tekstiä
- Osaat kirjoittaa pöytäkirja
- Kirjoitat lyhyt tekstiä ja tarinassa on äänne
- Kirjoitat tekstiä nyt edustavasti ja selkeästi luettavasti
- Kirjoitat tekstiä
- Kirjoitat lyhyt pienoisluonnos
- Osaat kirjoittaa pienin suoraan tarinassa
- Kirjoitat väitteenomaiset tekstiä
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- Kirjoitat lyhyt tekstiä
- Kirjoitat lyhyt tekstiä
- Kirjoitat väitteenomaiset tekstiä
- Osaat kirjoittaa väitteenomaiset tekstiä
- Kirjoitat väitteenomaiset tekstiä
- Kirjoitat väitteenomaiset tekstiä



KIRJOITTAMINEN

- 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

- 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 tietotehtäviä
- 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 alkuäänteen
- Osaat nimetä pienaakkoset
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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



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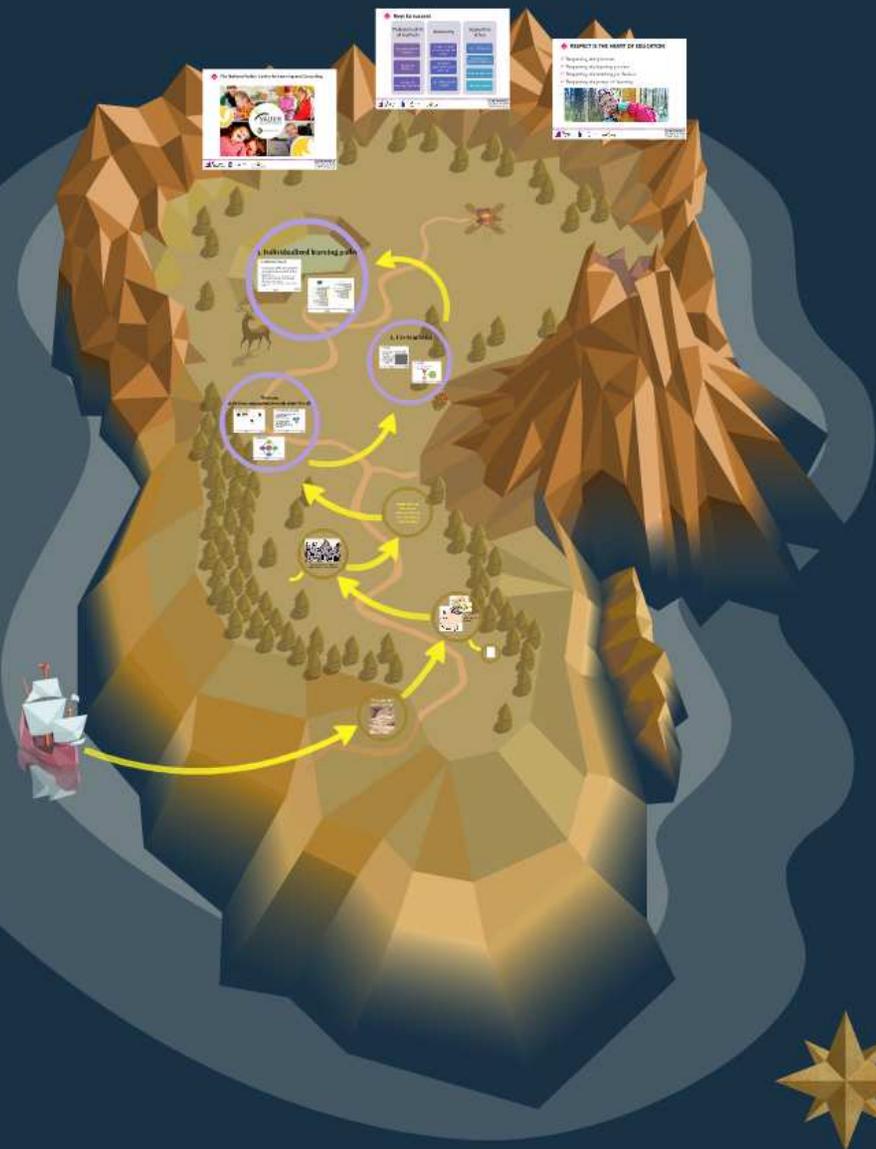
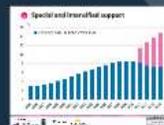
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COOPERATION SYSTEM

The cooperation system is a key element of the Finnish education system. It involves the collaboration between different stakeholders, including teachers, parents, and community organizations, to provide the best possible education for every child and young person.





Thank you!

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Johanna Juvonen

Counselling teacher

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