



Learning Scoop

Juha Lahtinen

Learning Scoop

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← FUTURE

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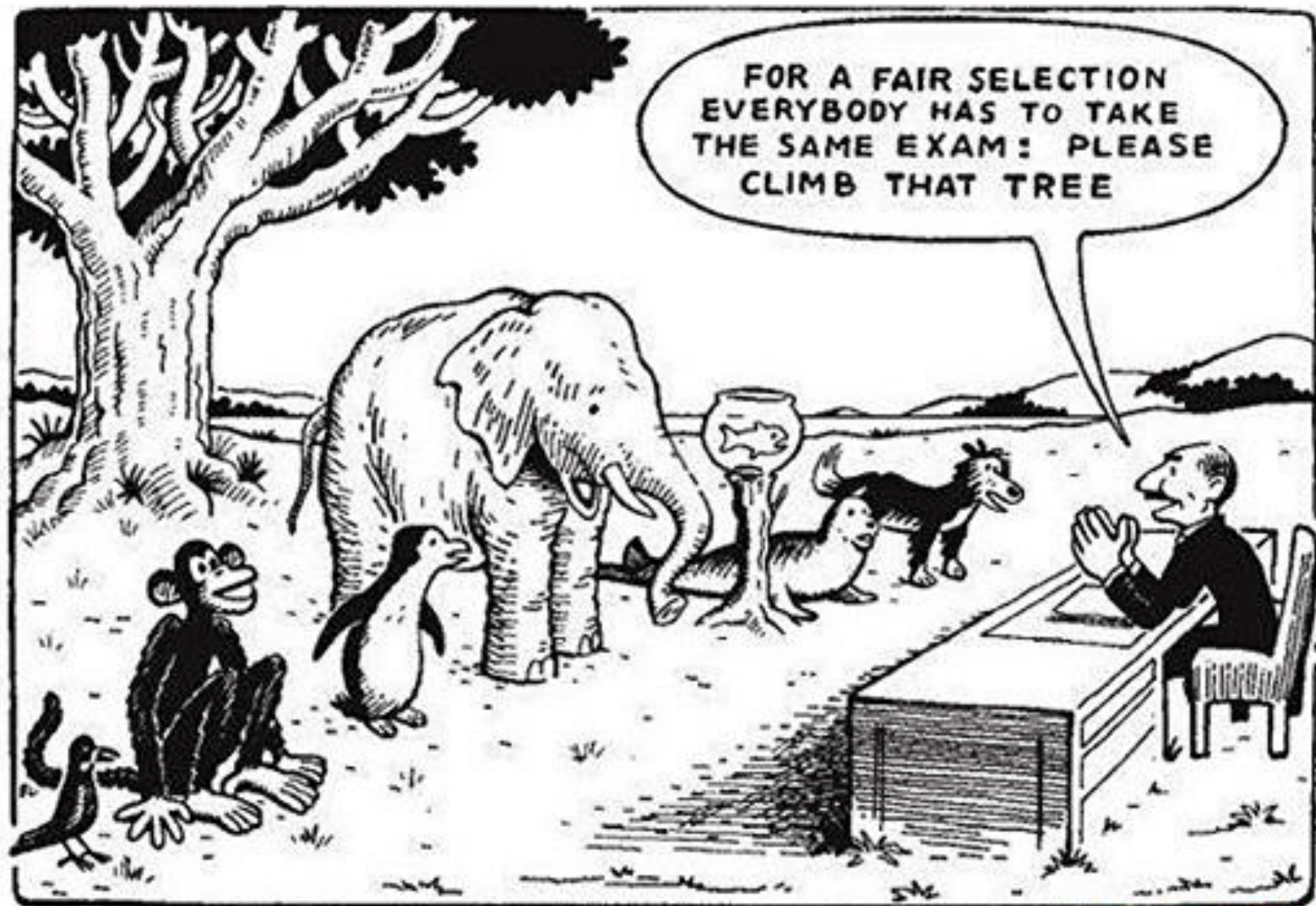
FUTURE →

← FUTURE

Some Words of Inclusive Education in Finland



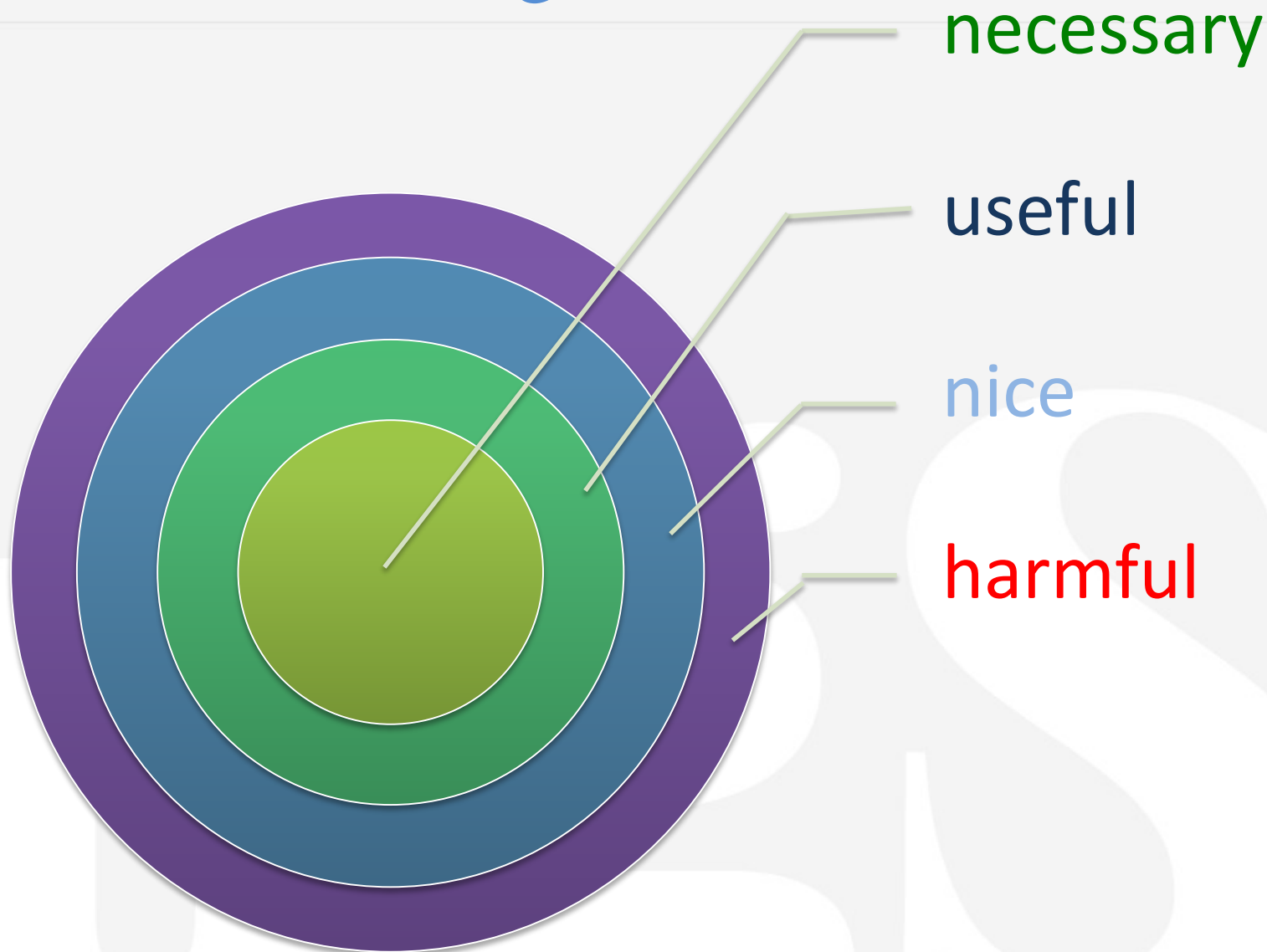
FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



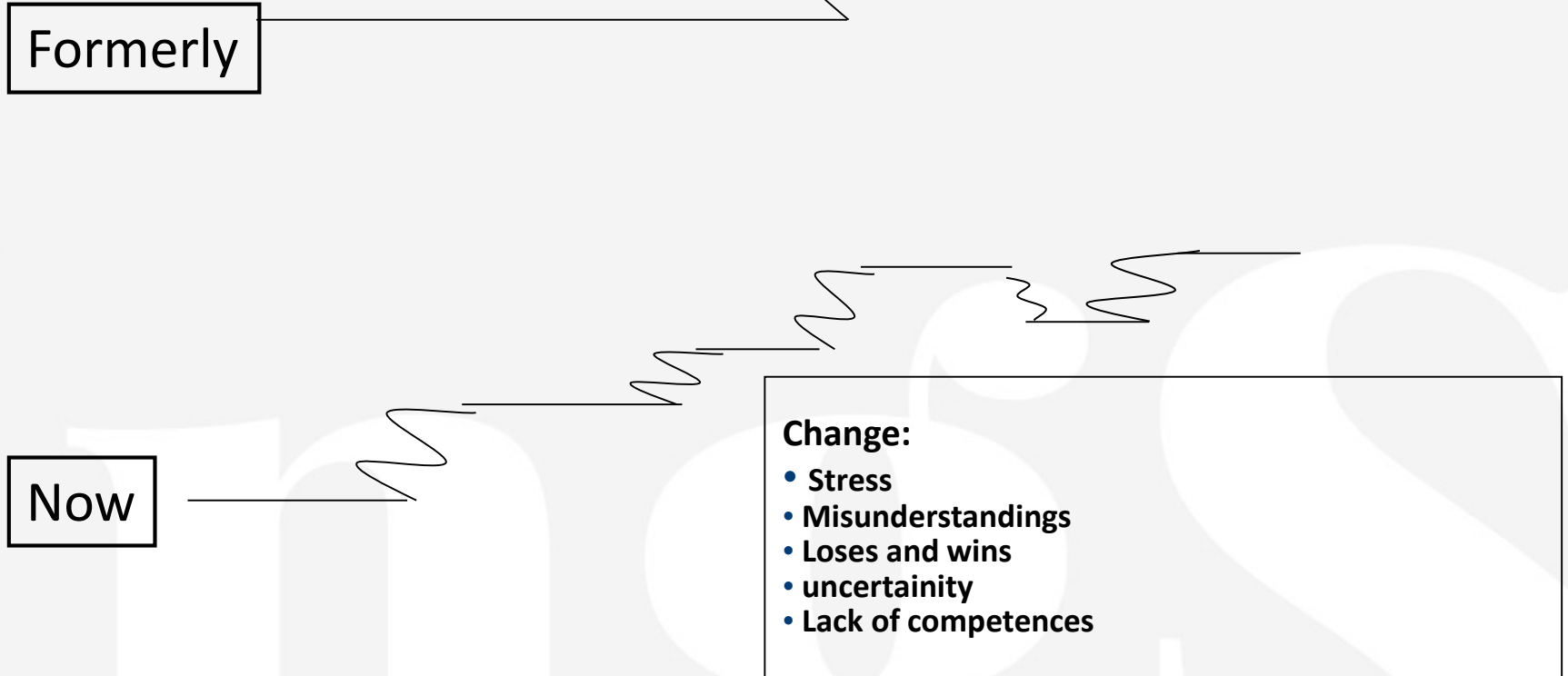
”Real winners don’t compete” – We believe that what children learn to do together today, they can do alone tomorrow.



Dialogue tank



The pace of the changes



Focus is now living in change instead of facing the change

Who needs support?



Guiding principles to provision of support

The starting points for provision of teaching and support are the strengths and learning and development needs of both the **teaching group and each individual pupil**. Support for learning and schooling means **solutions based on community spirit and the learning environment, as well as meeting pupils individual needs**. When planning instruction and support, it is imperative to bear in mind that support needs may vary from **temporary to continuous**, from minor to major, or from one to several forms of support.



“Spray & Pray is not the Way”



Every pupil must be given an **opportunity to succeed in learning**, develop as a learner and grow and refine him- or herself as a person on his or her own terms. Diverse learners, different learning styles and starting points for learning as well as pupil's cultural backgrounds must be taken into account in schoolwork. Pupils should be **encouraged** to take initiative and responsibility, they should be **offered challenges for development** and also provided with **guidance and support** to promote success. Special attention must be focused on **early identification** of learning barriers and difficulties. It is necessary to recognize factors relating both to individual pupils and to the **school and its operating environment**.

General support (for everyone)

Every pupil has a right to high-quality education as well as an opportunity to receive guidance and support for learning and schooling on all school days. All pupils' abilities and needs must be taken into account in schoolwork. Schools are to develop their procedures and operational culture so as to make it possible to make use of cooperation and learning together and to deal with the diversity of pupils as well as possible. Caring, concern and a good atmosphere in a school community promote pupils' development and support good learning.

INTENSIFIED SUPPORT (support needed)

Pupils in need of regular support for their learning or schooling or in need of several forms of support at the same time must be provided with intensified support that is based on a pedagogical assessment in accordance with a learning plan prepared for them

Intensified support is provided when general support is not sufficient.

Pedagogical assessment for intensified support (obligatory)

Intensified support measures are initiated on the basis of a pedagogical assessment, which describes:

- the status of the pupil's learning and schooling as a whole
- general support provided for the pupil and an assessment of its effects
- the pupil's learning abilities and special needs relating to learning and schooling
- an assessment of the types of pedagogical, learning environment, pupil welfare or other arrangements to be made in order to support the pupil.

SPECIAL SUPPORT (For pupil's with special needs)

Special support is provided for pupils who cannot adequately achieve their growth, development or learning objectives through other support measures. Special support may be provided as part of either general or extended compulsory education. Special support consists of special-needs education based on a decision on special support and of other forms of support available in basic Education. The whole range of support measures available in basic education can be used.

Pedagogical statement for special support

Prior to making a decision on special support, the education provider must consult the pupil and his or her parents, guardians or legal representatives and prepare a pedagogical statement on the pupil

For the purposes of drawing up a pedagogical statement, a body, an official or an employee appointed by the education provider will obtain

- A statement on the pupil`s progress with their learning from the teachers responsible for teaching the pupil
- A statement on the intensified support measures provided for the pupil and the pupil`s overall situation prepared in multidisciplinary pupil welfare cooperation, such as by the pupil welfare team.

Based on the statements, the education provider makes an assessment of the pupil`s special support needs. The combination of these two statements and the subsequent assessment is known as a "pedagogical statement".

A written pedagogical statement outlines

- the status of the pupil's learning and schooling as a whole
- intensified support provided for the pupil and an assessment of its effects
- the pupils learning abilities and special needs relating to learning and schooling
- an assessment of the types of pedagogical, learning environment, pupil welfare or other arrangements to be made in order to support the pupil
- a justified assessment of whether the pupil needs an individualized syllabus in one or more subjects.

Motto?

”If children have interest, then education happens.”

Arthur C. Clarke



Excercise. Four person groups, formuled by cards

Discussion about these themes:

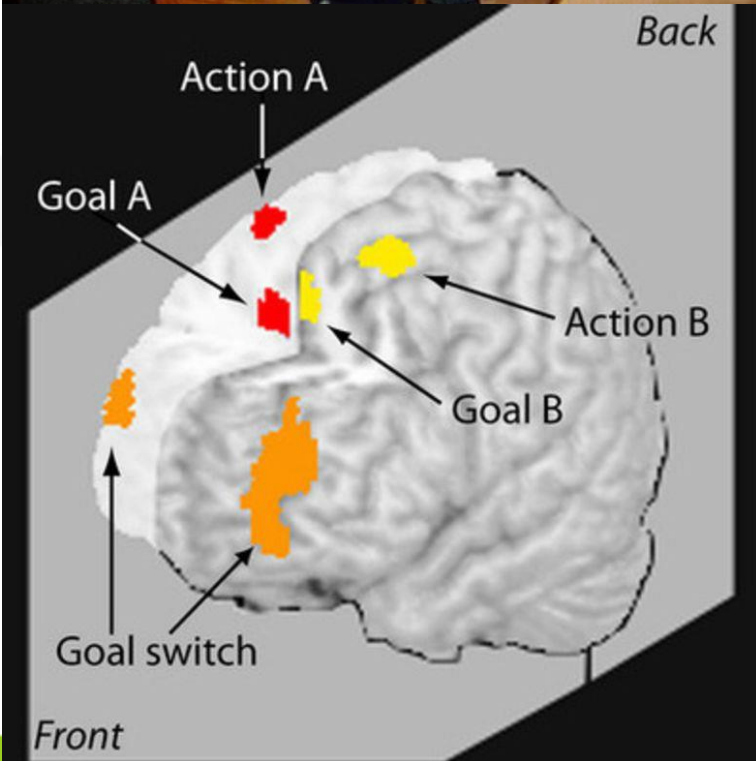
1. Pupils are able to do good choices 5 min
2. Teachers know the competences of future working-life 5 min
3. The co-operation between scool stuff is working well 5 min

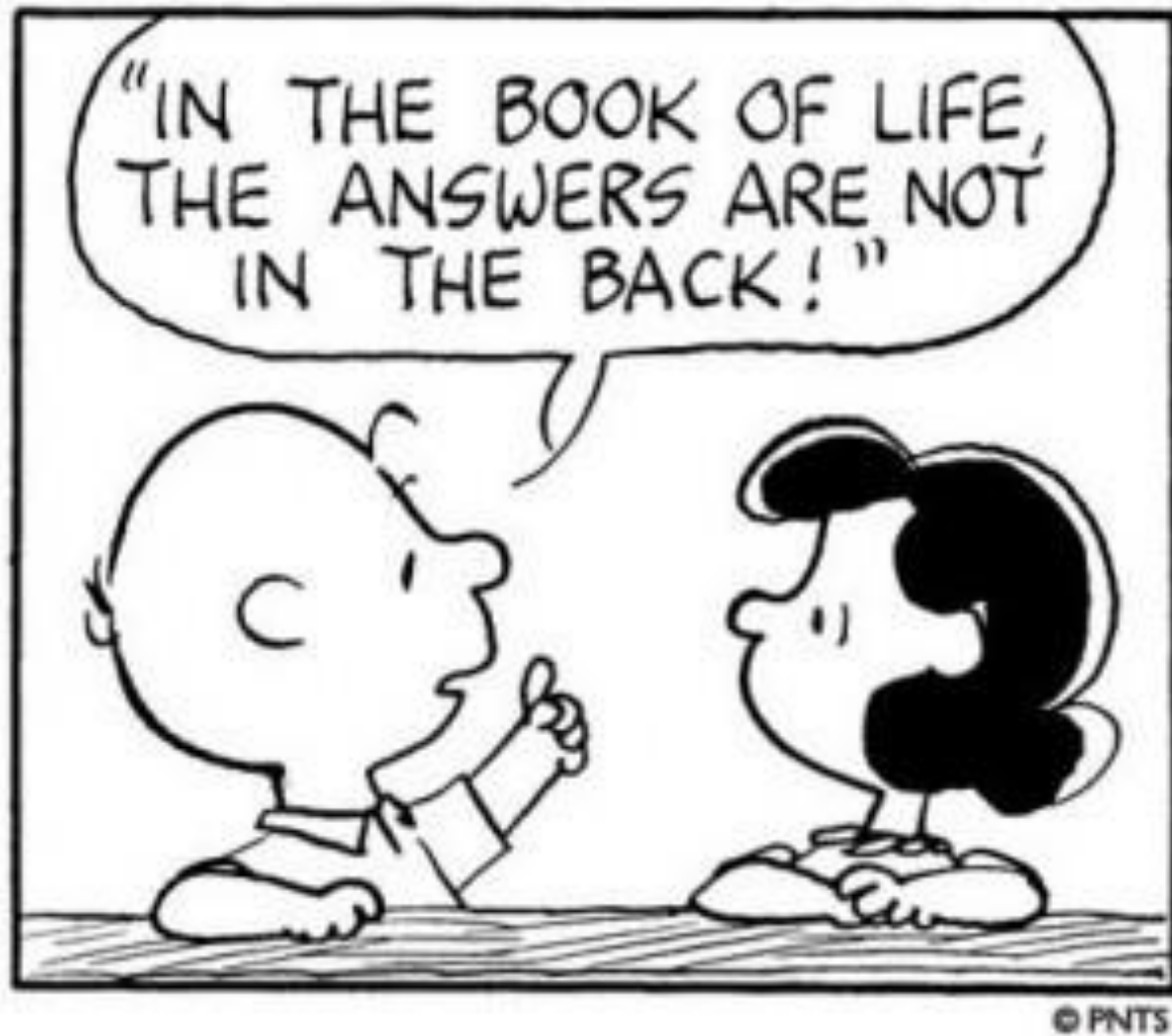


Broad-based competences in the core curriculum

- Thinking and learning
- Cultural competence, interaction and expression
- Looking after oneself, managing daily activities, safety
- Multiliteracy
- ICT competence
- Competence required for working life and entrepreneurship
- Participation, empowerment and responsibility.
(Curriculum 2016)







Core of the reforming curriculum



What?

The school will be developed both as a growth community and as a learning environment

How?



Why? What? How?

If you want to increase curiosity, allow questioning

If you want to develop problem-solving skills, link school knowledge to real-life problems and encourage pupils to work together to seek solutions

If you want to increase understanding, combine knowledge and skills from different subjects

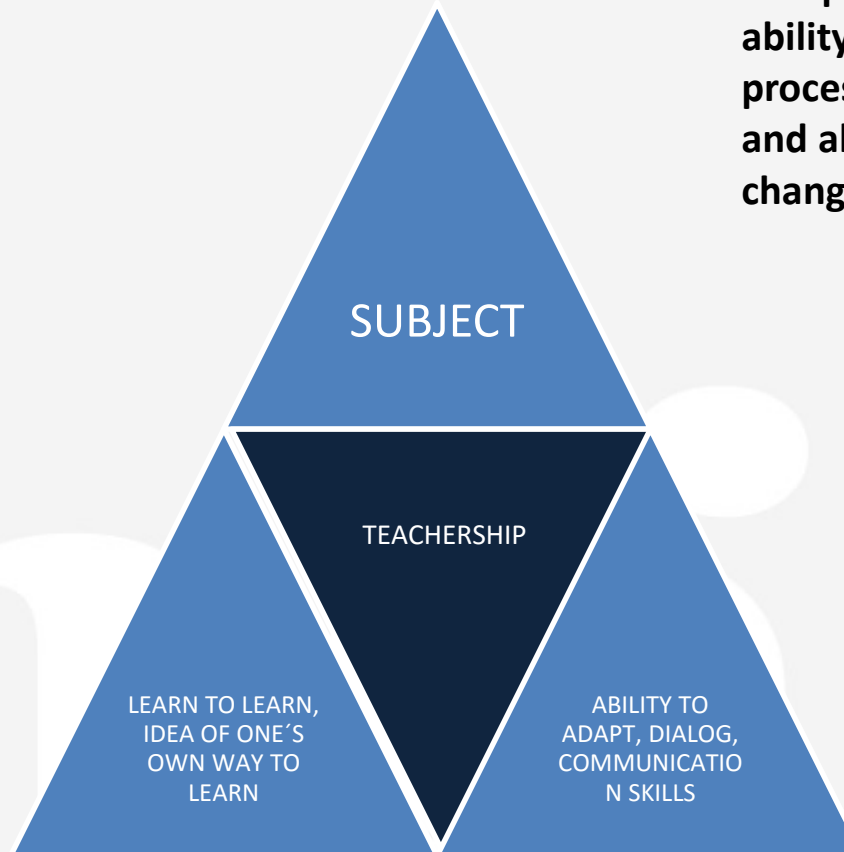
If you want to raise citizens who will develop society, promote inclusiveness and participation, give opportunities to make a difference, and facilitate positive – not negative - critical thinking

If you want to strengthen learners' self-confidence and learning motivation, give constructive and honest feedback. Never humiliate or put down a learner.

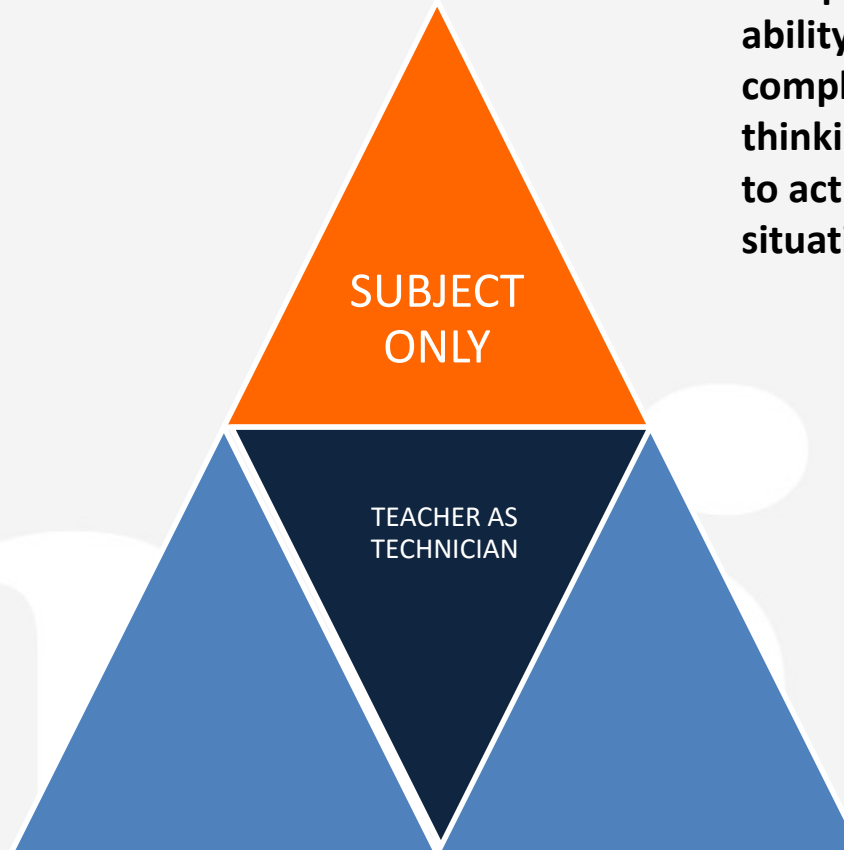
• IT IS ABOUT DEVELOPING THE ORGANISATIONAL CULTURE AND PEDAGOGICS

COMPETENCES AND ITS'S DIMENSIONS

Competence = skills and ability to manage complicate processes in thinking level and ability to act right in changed situations

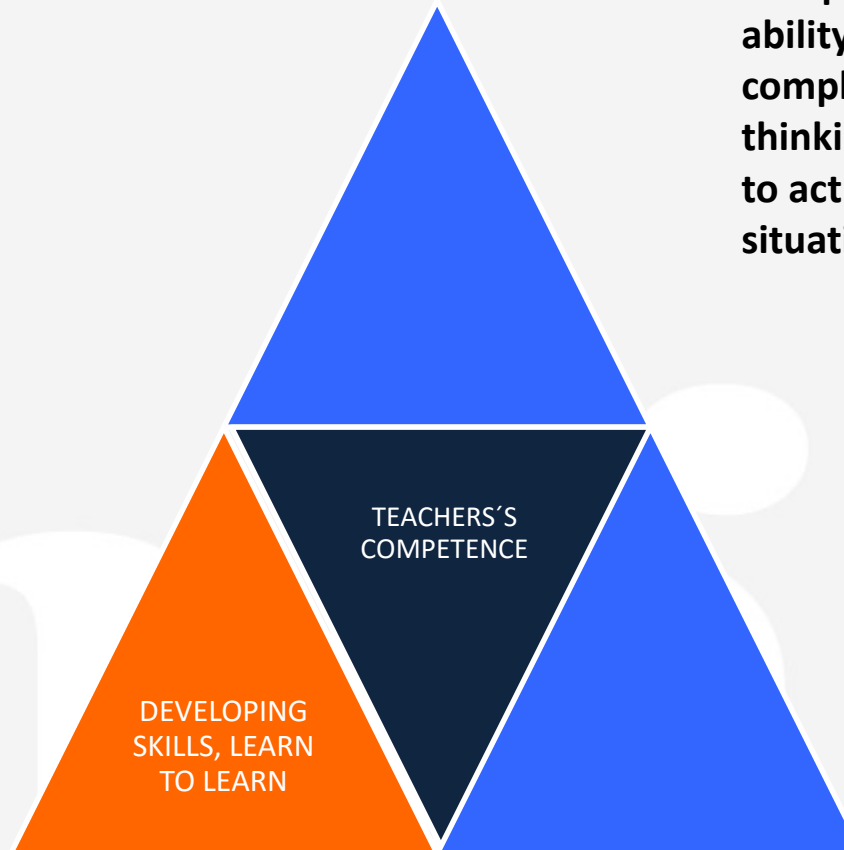


Helakorpi/Lilleberg



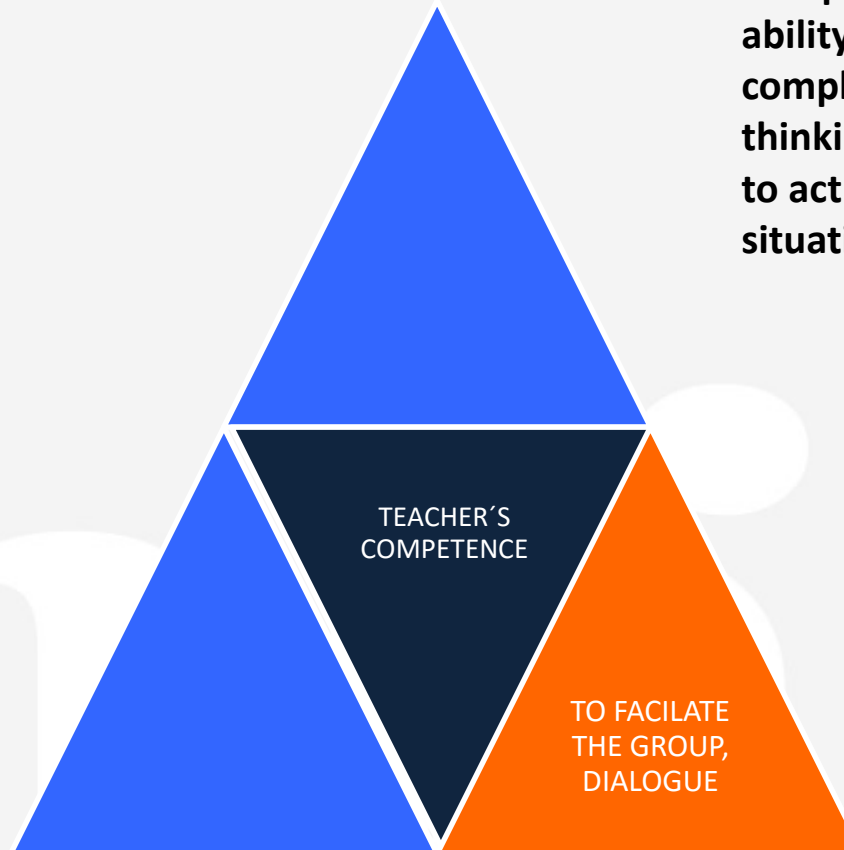
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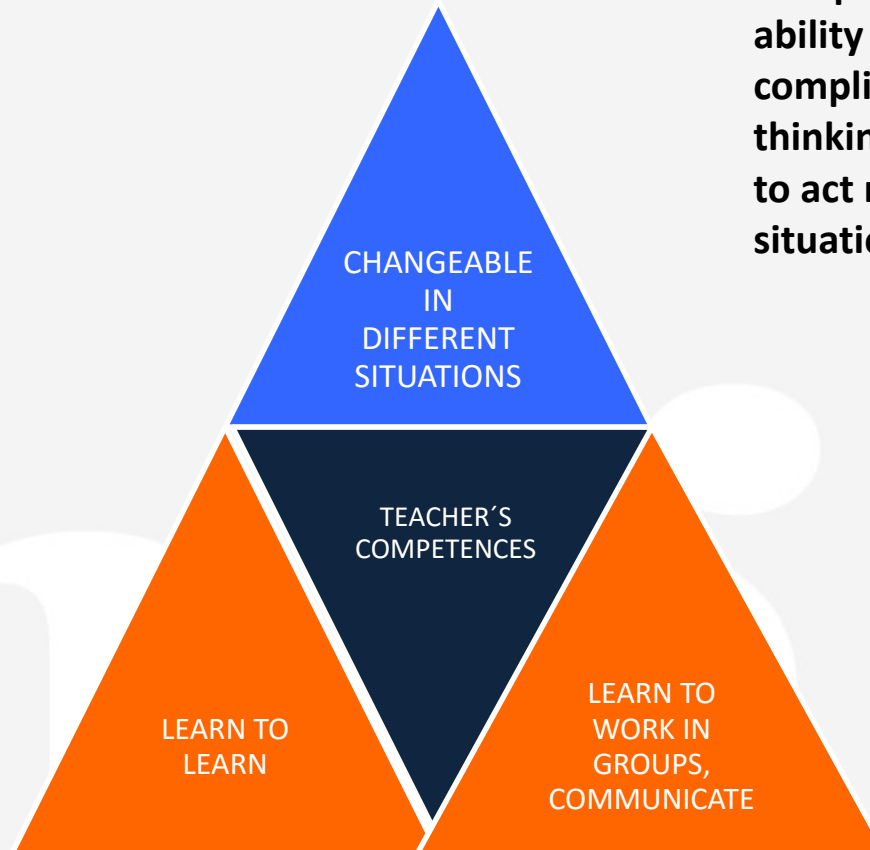
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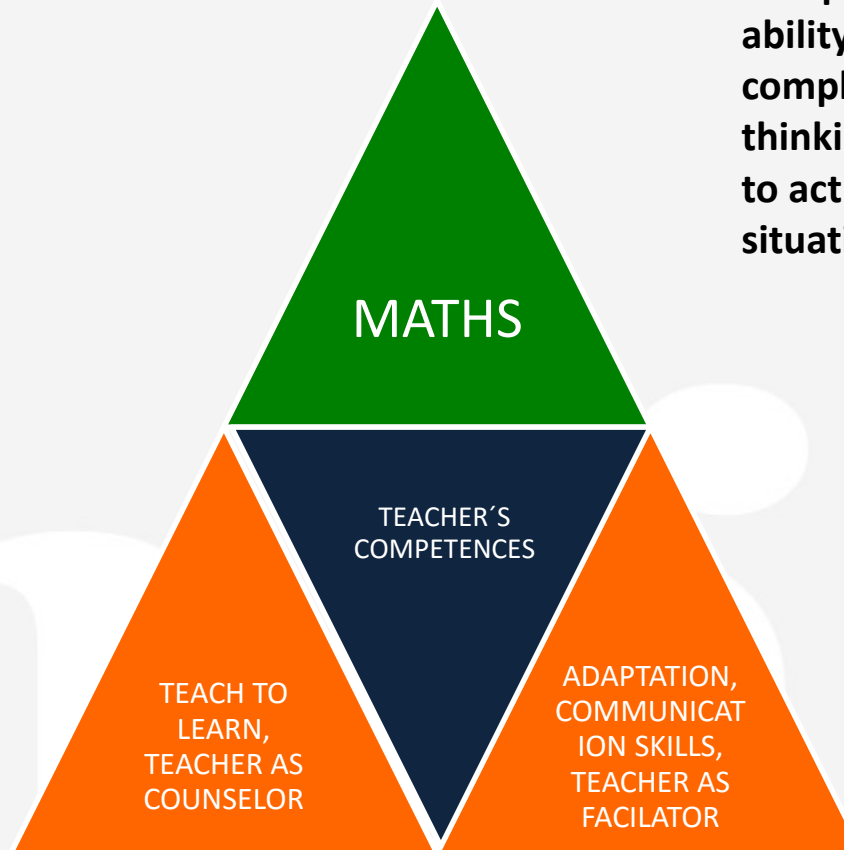
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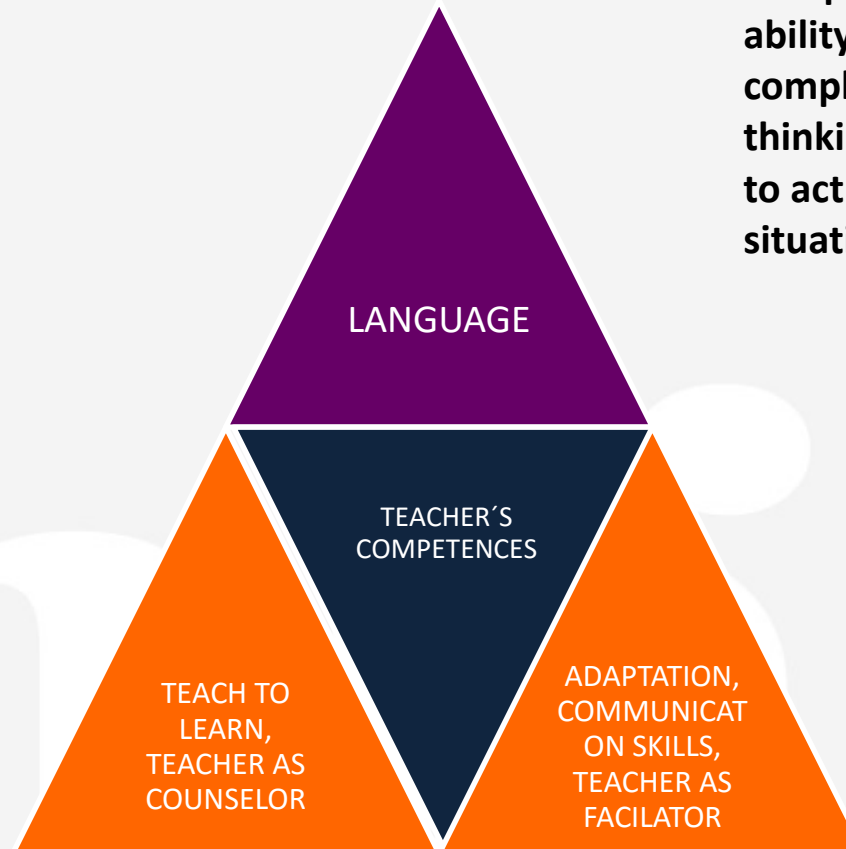
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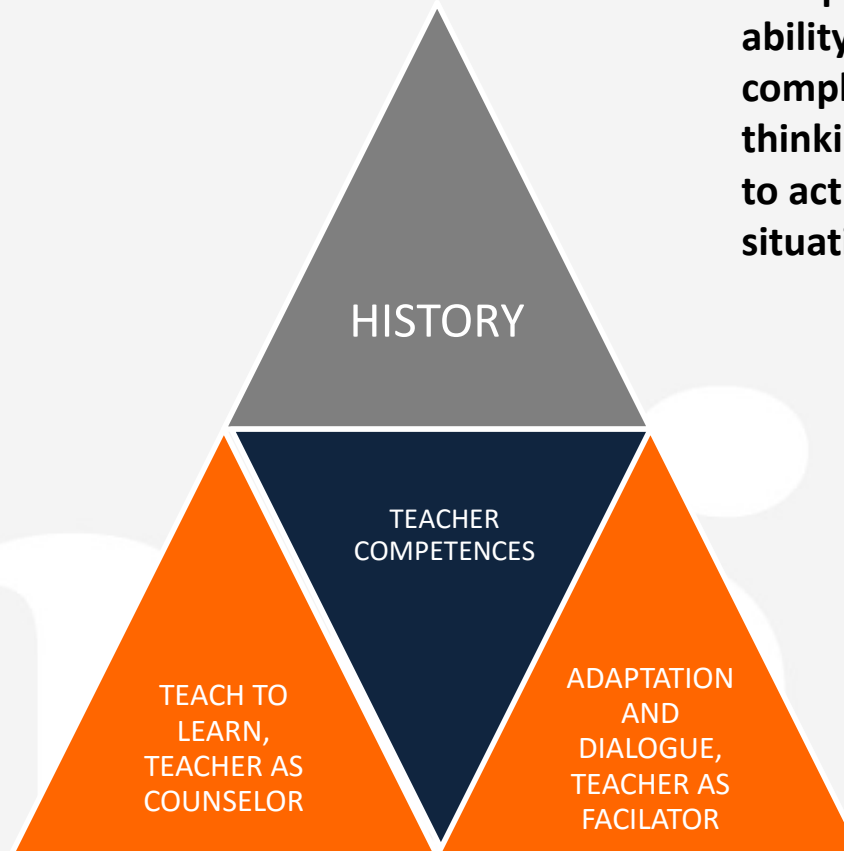
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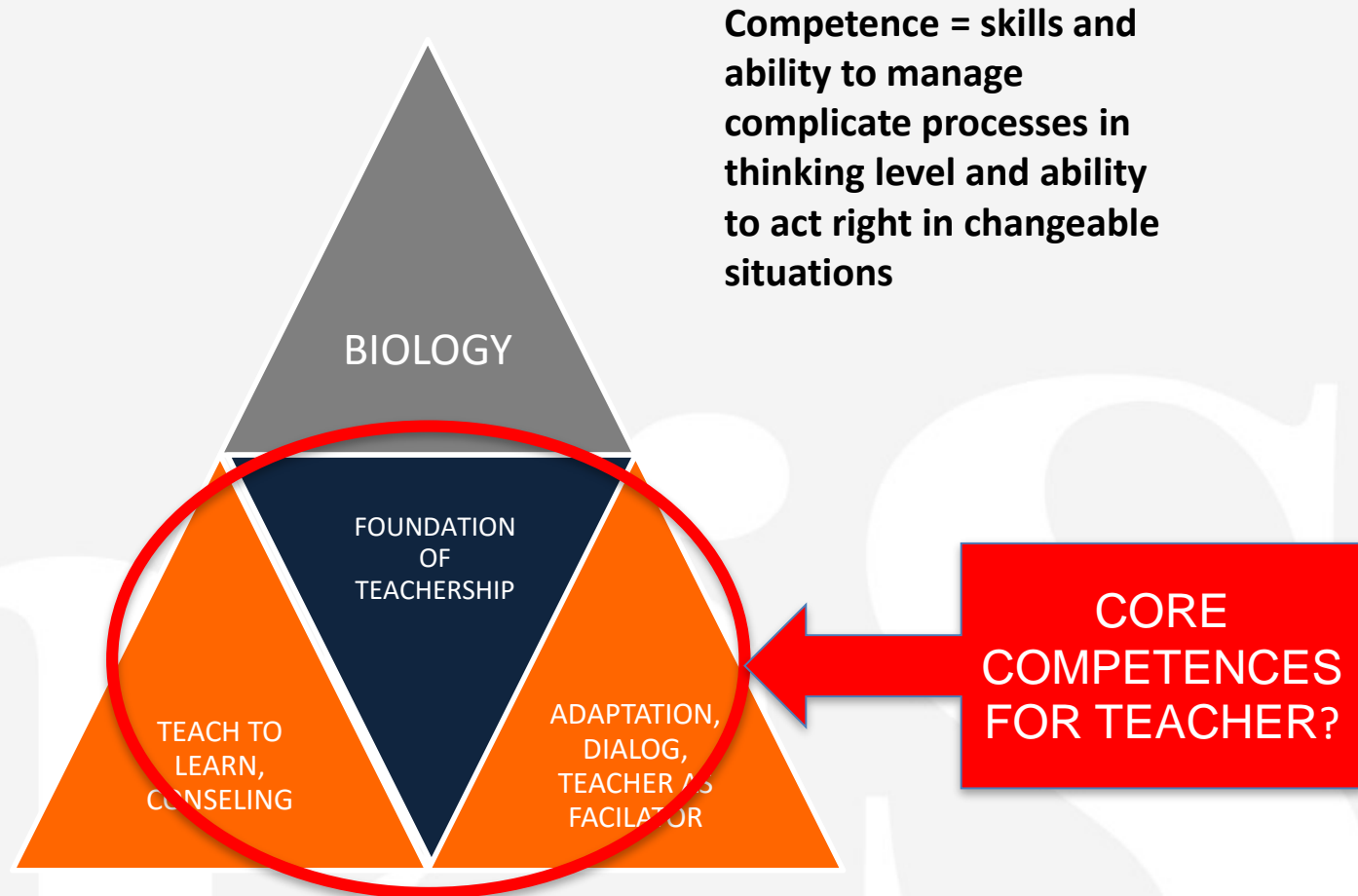
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Discussion by the open fire





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