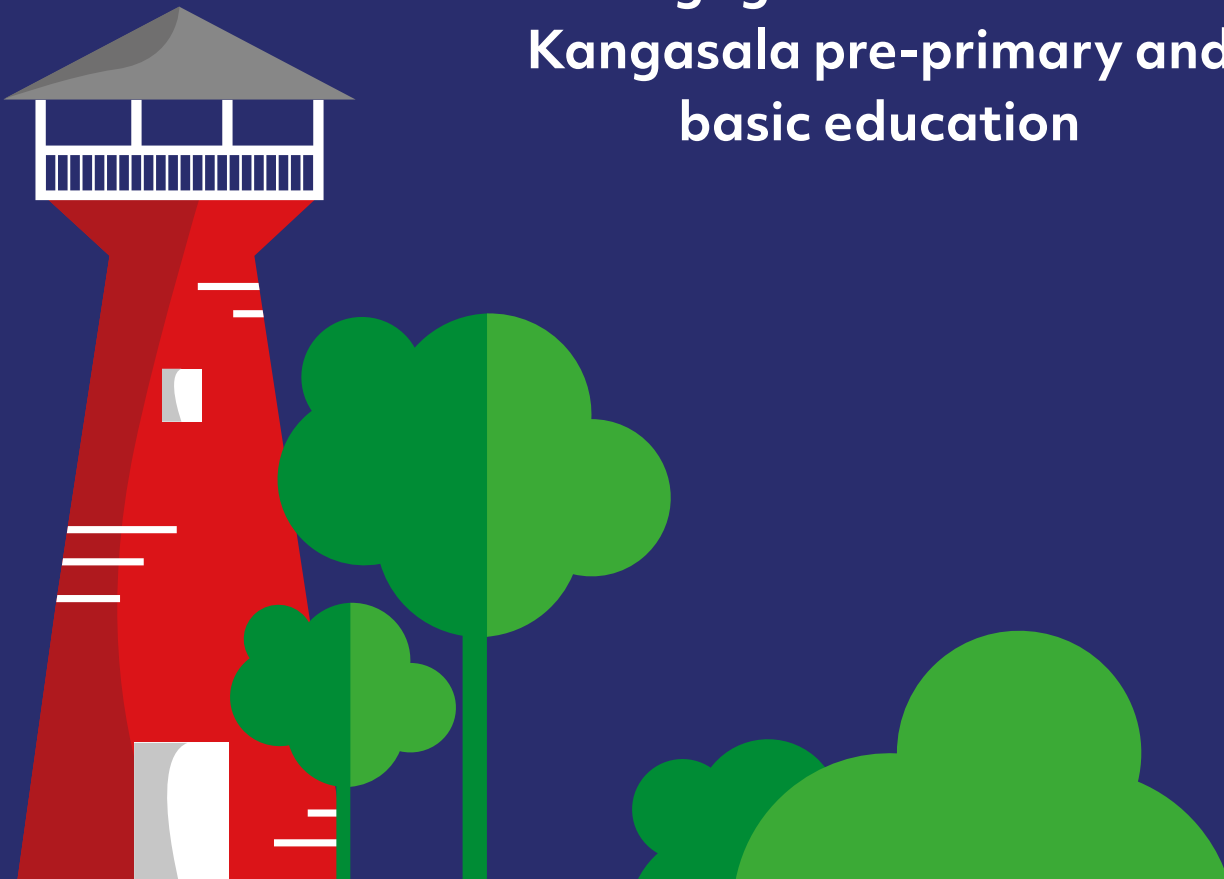


Kangasala

ON THE HIGHEST TREE TOP

Pedagogical handbook for
Kangasala pre-primary and
basic education



respect
 cultural education
 sustainable lifestyle
 community
 interaction
 international
 goal orientation
 social emotional competence
 presence
 equity and equality
 justice
 creativity
 welfare
 participation
 positive attitude
 safety



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1. High-quality education in a nutshell

- Well planned and flexible
- Noticing the good
 - thank
 - praise
 - encourage
- Positive encounters
- Yes-principle - seeing the possibilities, always positive
- Child and pupil participation
- Feeling good and relaxed
- School community and collaboration
- Enhancing positive self-image
- Safety

2. Values

- **Uniqueness of each pupil and right to a good education**
- **Humanity, general knowledge and ability, equality and democracy**
- **Cultural diversity as richness**
- **Necessity of a sustainable way of life**

We notice the good and cherish the atmosphere of mutual respect in all our units.

Emphases for implementation of the core values are decided and set out in an annual plan, and monitored and evaluated.

3. Vision

Forerunners in education

We are educating and supporting our children and youth to understand their roots, have a healthy self-esteem and to be future-oriented.

We aim to develop respectful global citizens with solid foundations of general knowledge and ability.

We are building multi-professionalism based on mutual respect, motivation, a desire for community learning, coaching leadership culture and joint assessment.

We respect the children's and youths' own views and their experiences.

4. The concept of learning



The children and young people seen as active participants

- Positive emotional experiences and meaningfulness of learning
- Learning through interaction
- Self-regulation and responsibility
- Participation and feeling of being heard
- Learning-to-learn skills
- The principle of lifelong learning

5. Future skills

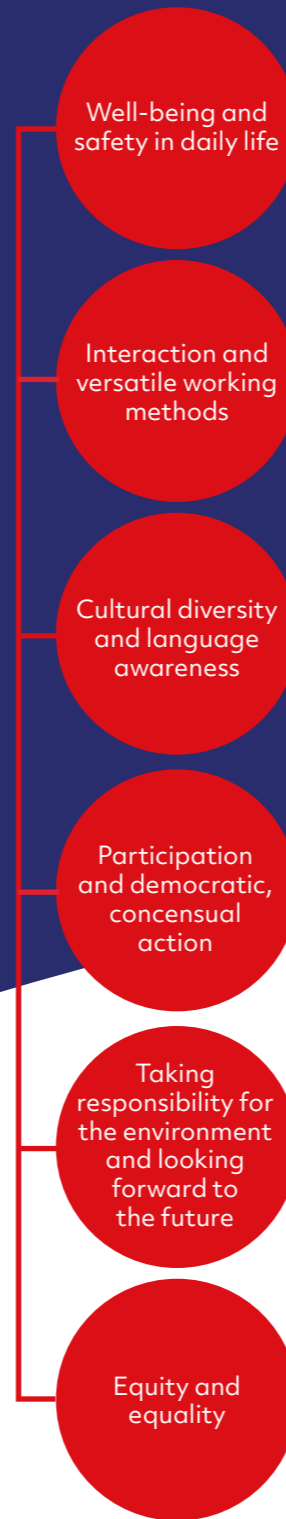
- **Approach to thinking**
 - Self-knowledge
 - Creativity and innovativeness
 - Critical thinking, problem solving and decision making skills
 - Continuous learning and metacognitive skills
 - Understanding entities
 - Trust in one's own skills
- **Approach to working**
 - Collaboration and team work
 - Active engagement and genuine involvement
 - Ability to apply knowledge and skills
 - Social emotional skills
 - Networking
- **Foundational literacies**
 - Multiliteracy skills and critical media literacy skills
 - Skills to use constantly changing technology
- **World citizenship**
 - Entrepreneurial skills
 - Sustainable way of living
 - Cultural awareness and social responsibility
 - Adaptability to changing situations and environments

6. Guiding principles

Our learning community is a school-wide community of pupils, teachers and key support staff. We emphasize the active role of a pupil.

Our pedagogy is based on team teaching, cross-curricular cooperation, holistic approaches and diverse learning environments.

For early stages of learning we have OKSA classes where children's individual needs are met in different areas of both learning and social development.



7. School culture

- We use versatile teaching methods, working approaches, learning environments and flexible grouping to support pupils to learn.
- We support the flexible transition from pre-primary to primary school to meet individual learning needs (OKSA-classes at early stages 0-2).
- We use teachers' collaborative planning time for pedagogical development work.
- We encourage teachers to experiment with and develop new solutions. We foster innovation.
- We make use of empirical research in the field of Education.
- We cooperate closely with homes and families.



7.1. Characteristics of high-quality education

- Excellent knowledge of the curriculum
- Pedagogical sensitivity (genuine encounters, participation, positive interaction).
We want repeat customers.
- Building trust-based cooperative relationships between carers, pupils and school staff
- Ability to plan, monitor, evaluate and develop teaching methodologies.
- Driven by the principle that great teaching is only proven by great learning outcomes
- Forming and assessing practises for individual classes and groups
- Using multi-professional teams to drive pedagogy
- Using flexible groupings and team teaching and to support pedagogical developments
- Ability to persevere and operate with tenacity, a catalyst for continuous learning, and adaptability in all areas of life
- Ability to utilize versatile teaching methods and learning environment
- Knowledge of the educational world and scientific thinking skills guide towards acknowledging and questioning issues and phenomena in the field
- Systematic and resolute methods of assessment, which are used to plan and develop teaching and support the welfare, growth and learning of each individual child's and young person.

7.2. Pupils' involvement and participation

- Pupil involvement and their experiences of being heard, form a foundation for education.
- Children and pupils gain positive experiences of cooperation and democratic action in their own teaching groups, the school and its local environment as well as, wider networks.
- The pupils' involvement in planning their own school work and the group's activities is a natural way of reinforcing participation.
- The pupils play an important role in the planning of multidisciplinary learning modules. Provide choices and pathways
- The pupils are encouraged to become involved in planning and developing activities of the school and the learning environment.
- The pupils must also have opportunities to take part in preparation of the curriculum and associated plans and agreeing school rules. They also take part in evaluating and developing cooperation. Create a Student Leadership Group elected by their peers.
- Pre-school education shall have a children's council.
- A school shall have a pupil council composed of pupils and an organized representative pupil council board working with the support of a teacher.
- The task of the pupil council is to promote joint action, involvement and participation of the pupils. It inspires pupils to put forward their opinions, be active and become involved in issues that concern them and their community.
- Pupil council offers pupils opportunities for practising democracy skills in real life.
- The guardians participate in planning, implementation and evaluation according to the curriculum.



7.3. Safety and welfare

According to the Finnish Basic Education Act, a pupil participating in education shall be entitled to a safe learning environment.

- A pre-primary pupil is entitled to complementary early childhood education services.
- The emphasis of pupil welfare is on preventative and multi-agency working. It enhances the wellbeing of early learning and school community and promotes health and safety, accessibility, participation, sense of community, and cooperation between homes and learning communities. Learning communities work in cooperation with authorities and other adults working in the field of child and youth welfare, health and safety.
- School welfare plans are part of the annual plans of schools and pre-primary units.
- Kangasala schools can use the regional Pirkanmaa basic education Safety Pack which provides model documents and texts for schools' safety plan design.
- Pre-primary classes which are operating at early education units follow their safety plans.

Physical, psychological and social welfare



Physical welfare

- Adequate and safe learning environments
- Sports-friendly lifestyle
- Pupils' right to physical integrity



Psychological welfare

- Positive learning atmosphere
- Sensitive relationships in early learning and school community
- Pupil participation
- Clear rules and terms of engagement
- Open and transparent communication



Social welfare

- Team building
- Accepting and valuing individual diversity



Equity and equality in action

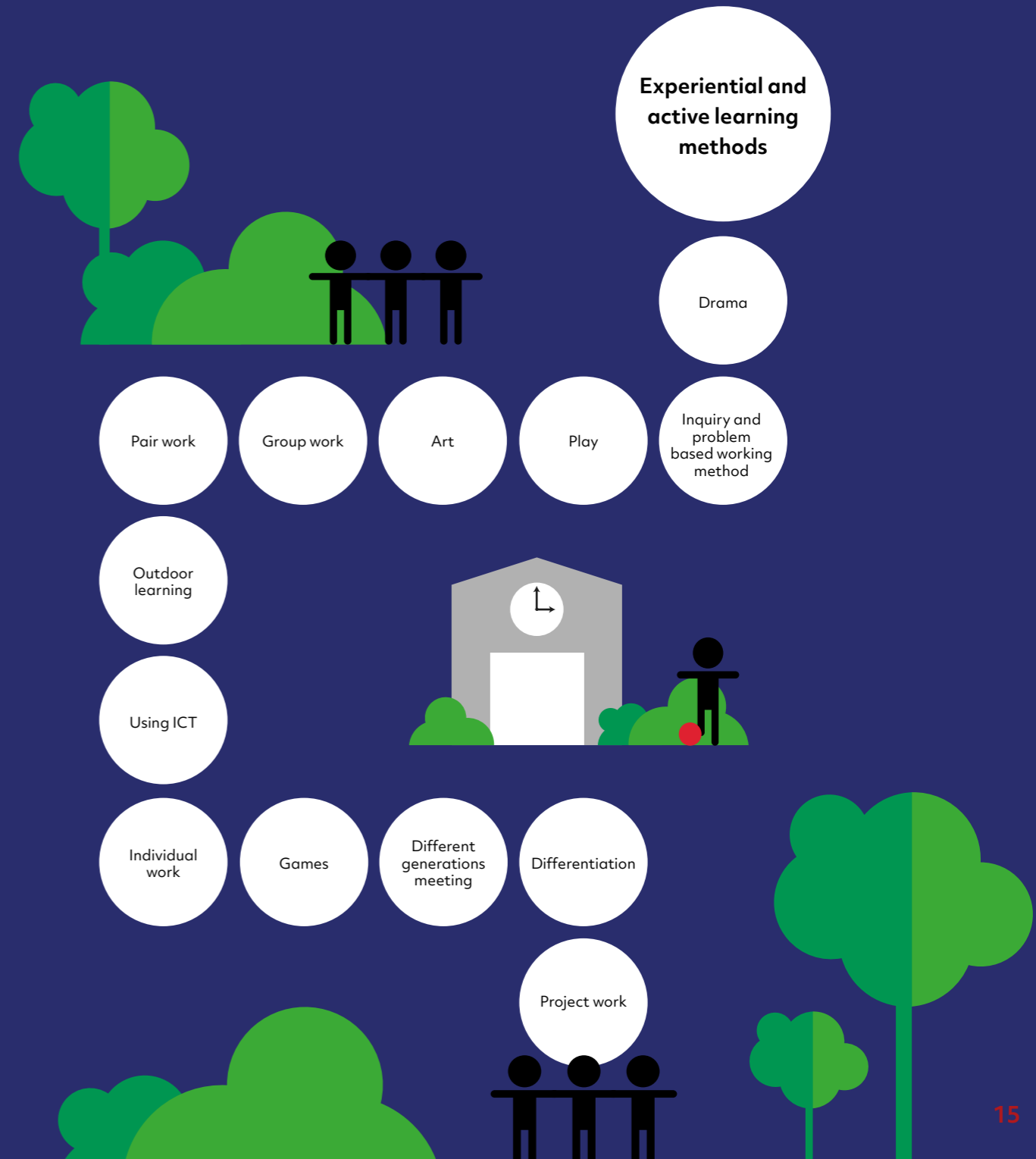
- Good interaction skills
- Noticing the good
- Common rules
- Systematic problem solving practises

7.4. Learning environments

- The structural and spatial design of the learning space should enhance learning and activity of learners of different ages.
- In the design of learning environments we take into account the principles of sustainable future: ergonomics, aesthetics, accessibility, acoustics, lightning, good indoor air quality,
- The learning environment is adabtable, flexible and efficiently used.
- We make use of the built environments, the surrounding nature and environments provided by cooperation partners.
- Children and young people can participate in the design of their learning environment.

7.5. Working methods

- We co-choose working methods with pupils. We guide children and young people in the use of new working methods and promote their self-directed learning skills.
- We take into account the learners' needs, abilities and interests, and use versatile working methods.



8. OPS – a summary



Goal of basic education:
TRANSVERSAL COMPETENCE

PRE-PRIMARY EDUCATION

- OKSALUOKAT- flexible pre-primary school and primary school education to meet children's individual needs at early stages 0-2

GRADE 1

- one or more multidisciplinary learning modules
- first steps in programming skills
- English as the first foreign language, A1

GRADE 2

- one or more multidisciplinary learning modules

GRADE 3

- one or more multidisciplinary learning modules

GRADE 4

- one or more multidisciplinary learning modules
- free-choice foreign language, A2 (German)
- first steps in social studies
- optional studies, 1 annual weekly lesson

GRADE 5

- one or more multidisciplinary learning modules
- MOVE! – monitoring system for physical functional capacity in PE, produces information that is combined with the extensive health check-ups performed for the Y5 pupils
- optional studies, 1 annual weekly lesson
- first steps in learning history

GRADE 6

- one or more multidisciplinary learning modules
- Swedish as a second language, B1
- optional studies, 1 annual weekly lesson

GRADE 7

- one or more multidisciplinary learning modules
- home economics starts
- physics, chemistry, biology, geography and health education start as separate subjects

GRADE 8

- one or more multidisciplinary learning modules
- MOVE! Testing in PE
- Optional subject chosen from artistic and practical subjects – 2 weekly lessons
- other optional subject – 2 annual weekly lessons

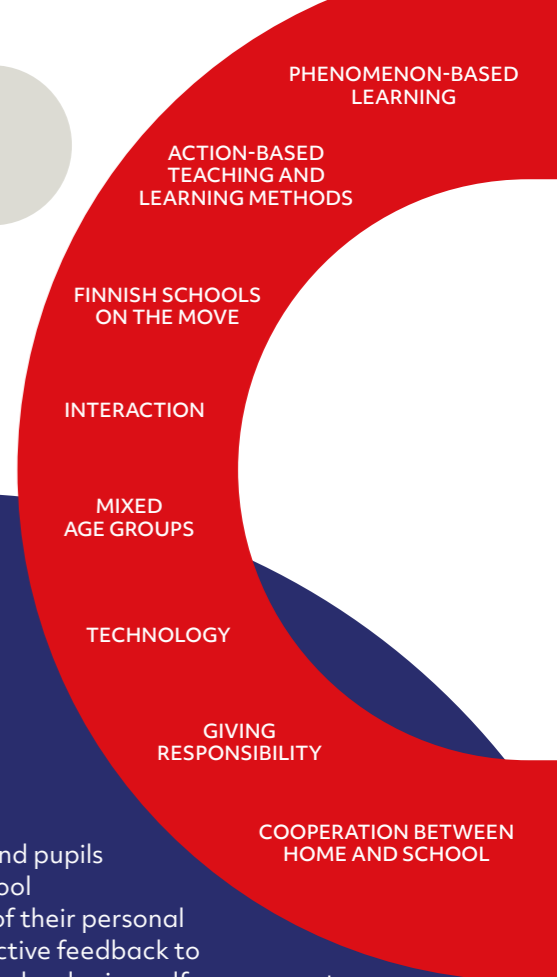
GRADE 9

- one or more multidisciplinary learning modules
- optional subject chosen from artistic and practical subjects – 2 annual weekly lessons
- other optional subjects – 2+2 annual weekly lessons
- period of working life experience

- L1 THINKING AND LEARNING TO LEARN
- L2 CULTURAL COMPETENCE, INTERACTION AND SELF-EXPRESSION
- L3 TAKING CARE OF ONESELF AND MANAGING DAILY LIFE
- L4 MULTILITERACY
- L5 ICT COMPETENCE
- L6 WORKING LIFE COMPETENCE AND ENTREPRENEURSHIP
- L7 PARTICIPATION, INVOLVEMENT AND BUILDING A SUSTAINABLE FUTURE

ASSESSMENT

- **Versatile assessment during the studies:**
 - In interaction between the teacher and pupils
 - Cooperation between home and school
 - Pupils guided to make observations of their personal and shared work and to give constructive feedback to each other and the teachers (= pupils developing self-assessment and peer assessment skills)
 - Teachers giving guiding and encouraging feedback
 - Pupils receiving information about their progress and achievements
 - Pupils and their guardians informed at sufficiently frequent intervals of the pupils' progress, working skills and behaviour.
- **General principles of assessment:**
 - Assessment of a pupil's learning, working skills and behaviour and the provision of feedback to a pupil must always be based on the objectives set in the curriculum.
 - Versatile assessment methods shall be used.
 - The pupils and their achievements are not compared to those of other pupils, and the assessment shall not focus on the pupil's personality, temperament or other personal characteristics.
 - The teachers ensure that the pupils are aware of the objectives and the assessment criteria.



9. Transversal competencies

The term “transversal competence” refers to a combination of attributes that consists of knowledge, skills, values, attitudes, and will.

L1

Thinking And Learning To Learn (L1)

- Learning community
- Critical and creative thinking
- Working individually and in collaboration with others
- Problem solving and inquiry skills
- Active working methods and different forms of art
- Motivation and life-long learning
- Trust in one’s own abilities

L2

Cultural Competence, Interaction And Self-Expression (L2)

- Based on Human Rights
- Positive relationship with environment and positive cultural identity
- Respectful interactions and good manners
- Opportunities to experience and interpret art, culture and cultural heritage
- Development of self-expression, performing and communication skills
- Respect and trust in others
- Ability to listen, recognise and understand different views.

L3

Taking Care Of Oneself And Managing Daily Life (L3)

- Sustainable way of living
- Trust in future
- Taking responsibility of oneself and others
- Social emotional skills
- Time management
- Safety
- Responsible use of technology
- Consumer skills

L4

Multiliteracy (L4)

- Refers to text in written, spoken, printed, audiovisual or digital form
- Abilities to obtain, combine, modify, produce, present and evaluate information in different modes, in different contexts and situations, and by using various tools
- Supports the development of critical thinking and learning skills
- Progressing from everyday language to mastering the language and presentational modes of different ways of knowing

L5

Ict Competence (L5)

- Both an object and a tool of learning
- Experiencing the joy of doing things together and making discoveries
- Learning to assess the impact of ICT from the perspective of sustainable development
- Developing ICT competence in four main areas:
 1. The principles of using ICT and its operating principles and key concepts, and using practical competence in producing own work
 2. Using ICT responsibly, safely and ergonomically
 3. Using information and communication technology in information management and in exploratory and creative work
 4. Using ICT in interaction and networking

L6

Working Life Competence And Entrepreneurship (L6)

- Positive attitude against work and working life
- Pupils accumulating knowledge of working life and learning entrepreneurial methods
- Pupils understanding the significance of competence acquired in school and in leisure time for their future careers
- Learning the special features of businesses and industries and key sectors in the local area
- In functional learning situations pupils are
 - practising estimating the time required for a task and other preconditions of work
 - finding new solutions as circumstances change
 - learning to anticipate difficulties and face failure
 - encouraged to show tenacity in bringing their work to conclusion and appreciate work and its results
- Learning to take initiative
- Making reasoned choices regarding further studies

L7

Participation, Involvement And Building A Sustainable Future (L7)

- Reinforcing the participation of each pupil
- Pupils taking part in planning, implementing, assessing and evaluating their own learning, joint school work and the learning environment
- Understanding the significance of protecting the environment
- Learning the impacts of media
- Practising negotiation skills, arbitration and conflict resolution
- Considering the links between the past, the present and the future and reflecting on various alternative futures
- Understanding the significance of one's choices
- Developing capabilities for contributing to a sustainable future

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Implementation

- Transversal competencies are integrated into all subjects and all school activities.
- At least once a school year, every school and every grade level must have a multidisciplinary learning module that explores a selected theme from the viewpoint of different subjects.
- Pupils are engaged in planning integrated multidisciplinary learning modules and other events in which transversal competence can be learned.

10. Assessment

General principles of assessment:

- Assessment of a pupil's learning, working skills and behaviour and the provision of feedback to a pupil must always be based on the objectives set in the curriculum.
- Versatile assessment methods shall be used.
- The pupils and their achievements are not compared to those of other pupils, and the assessment shall not focus on the pupil's personality, temperament or other personal characteristics.
- The teachers ensure that the pupils are aware of the objectives and the assessment criteria.
- Pupils receiving information about their progress and achievements
- Pupils and their guardians informed at sufficiently frequent intervals of the pupils' progress, working skills and behaviour

11. Educational support

In Kangasala children and young people learn in an environment that embraces diversity and respects the learner.

Early identification of need for support is a starting point for educational support in pre-primary and basic education. The purpose of support is to strengthen each individual child's and youth's learning potential.

Both in pre-primary and basic education support for studies and pupil welfare falls into three categories: general support, intensified support and special support.

The form of support is based on pupils' individual needs in terms of quality and quantity. Special needs education is generally provided in conjunction with mainstream education. Support is organised by teachers and other professionals in cooperation with guardians. The choice of school or pre-primary unit is decided based on the needs for support.

Part-time special needs education

For learning difficulties, for difficulties in social-emotional skills

- General support, no pedagogical statement needed or
- Intensified support, need for regular support or several forms of support at the same time, individual learning plan **Special needs education is small group/class**
- Special support needed in various subjects and/or in social-emotional skills
- Pedagogical statement needed (decision in writing)
- Individual learning plan, integration into mainstream groups according to abilities when purposeful
 - Studies arranged by subjects and/or by activity areas (motor skills, language and communication, social skills, skills in activities of daily living and cognitive skills)
 - If the pupil's studies are arranged by subjects, he or she studies these subjects according to either general syllabus or an individualised syllabus.
- Special needs teachers
- Flexible group sizes, possible multi-grade class, centralised special support offered by some schools

Examples:

- SILTA-classes (multi-grade), 8-10 pupils/group
- POP-classes for extended compulsory education (11 years), 6-8 pupils/group
- Rehabilitative classes

Support in pre-primary education

- Group sizes and compilations agreed on every year according to children's needs. The form of structural support can be either a smaller group size or an assistant.
- Support from early education special needs teacher

Modestly
the best caring



Kangasala