

Assignment for course KTKP020 Sustainable Education and Society (University of Jyväskylä)

“Perusopetus on opetuksen ja kasvatuksen kokonaisuus, jossa eri osa-alueiden tavoitteet ja sisällöt liittyvät yhteen ja muodostavat opetuksen ja toimintakulttuurin perustan. Tämän vuoksi opetussuunnitelman perusteet sisältävät tavoitteita ja sisältöjä koskevien määräysten lisäksi niiden ymmärtämistä avaavaa tekstiä. Perusteasiakirja sisältää tarpeellisilta osin myös viittauksia lainsäädäntöön, johon perusteissa määrättävät asiat perustuvat. Paikallinen opetussuunnitelma on tärkeä osa ohjausjärjestelmää. Sillä on keskeinen merkitys sekä valtakunnallisten tavoitteiden että paikallisesti tärkeänä pidettyjen tavoitteiden ja tehtävien ilmentämisessä ja toteuttamisessa. Paikallinen opetussuunnitelma luo yhteisen perustan ja suunnan päivittäiselle koulutyölle. Se on strateginen ja pedagoginen työkalu, joka linjaa opetuksen järjestäjän toimintaa sekä koulujen työtä. Opetussuunnitelma liittyy koulujen toiminnan muuhun paikalliseen toimintaan lasten ja nuorten hyvinvoinnin ja oppimisen edistämiseksi.”

Finnish national core curriculum for basic education, 2014

Part A: Presentation

Your task on this course is to understand the school setting from different points of view that all contribute to why schools are the way we see them - e.g. a social environment, a cultural manifestation, or a result of political decisions. A group of student-teachers from India will collaborate with you to understand the schooling and curricular experiences in an Indian school, so that you can compare and contrast your experiences. As a representative group of the schooling experience that you had, and in light of the statement by FNCBE above, please prepare a presentation in a small group to highlight the following:

What does a day in the life of a student in such a school look like?

To answer this question, you can include creative ideas that reflect:

- Aims/vision of education in the school
- School processes such as timetable and routines, assembly,
- School practices

What all your presentations should include:

- A representative school day that captures things that students and teachers normally do (both during lessons and breaks)
- Anecdotes of actual events, not made up
- Gather photos to share about how things look: the school yard, the hallways, the shoes you wear (or don't) to class, what lunch is like, ... (You can share current photos from the Internet/ newspapers/ magazines but please remember copyrights and if you decide to take

pictures from the practice school, please remember that they shouldn't have pupils in them or you have to ask permission for this) or from your own school days

Please, make your presentation in a format you can share during the Spring term, so that your partners can return to it when doing their assignment B.

Before the presentation session with your Indian collaborators, please think for a while about what you expect to hear from your partners

- Write down a few ideas, draw, or collect photos that describe your expectations
- Prepare 1-2 questions for your Indian collaborators based on these expectations

When you meet to present your respective school days, please ask questions – wonder aloud, ask for clarifications, or explore something interesting further together. You can also ask and answer questions afterwards via e-mail.

Part B: Reflective Essay or other product e.g. podcast (length 2-4 pages or 15-20 minutes)

Using your experiences preparing your presentation and your new knowledge regarding a typical school day in a different curriculum and culture you received when listening to your collaborators' presentation, please explore any similarities and/or differences you noticed and how they affected your ideas of what school can be.

In your work, please explore the phenomenon of how these different curricula are expressed or how school should be like in your opinion, in light of at least two points of view: educational sociology and educational policy (see <https://edumap.jyu.fi/kasvatustieteidenOsaAlueet.html> for guidance). You may also include other points of view.

(We have educational sociology and educational policy as main themes as Antikainen, A., Rinne, R. & Koski, L. (2021). Kasvatussosiologia. Jyväskylä: PS-kustannus. 6.painos is the course book for this course).