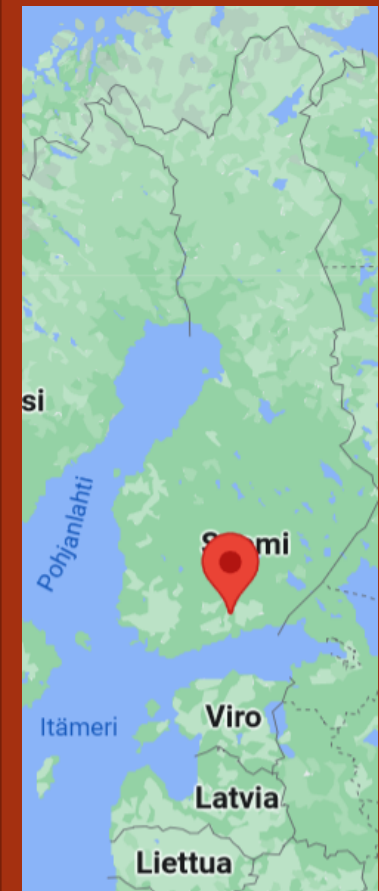


Jokivarsi  
School  
Orimattila  
Finland





# Jokivarren koulu, Orimattila

## Comprehensive school / Basic education

- Grades 0–9 (age 6–7)
  - Primary and lower secondary education
- Pupils 550 (100 pupils with special needs)
  - 34 classes
  - 75 pupils on 9 special classes
    - 3 classes for children with some kind of grave developmental disabilities (“Life skills education” instead of subject based education)
  - Less than 40 pupils have other mother tongue than Finnish
    - Estonian, Kurdish, Spanish, Swedish, Chinese, Arabic, Russian, Sami, French, Twi, Dari, Turkish, Urdu, English, Ukrainian

# Staff

➤ Teachers	48
➤ Class teachers	15
➤ Special class teachers	9
➤ Subject teachers	16
➤ Part-time teachers	2
➤ Guidance counsellor	1
➤ Special teachers	5
➤ Special needs assistants	23
➤ Secretary	1

➤ Headmaster / Principal

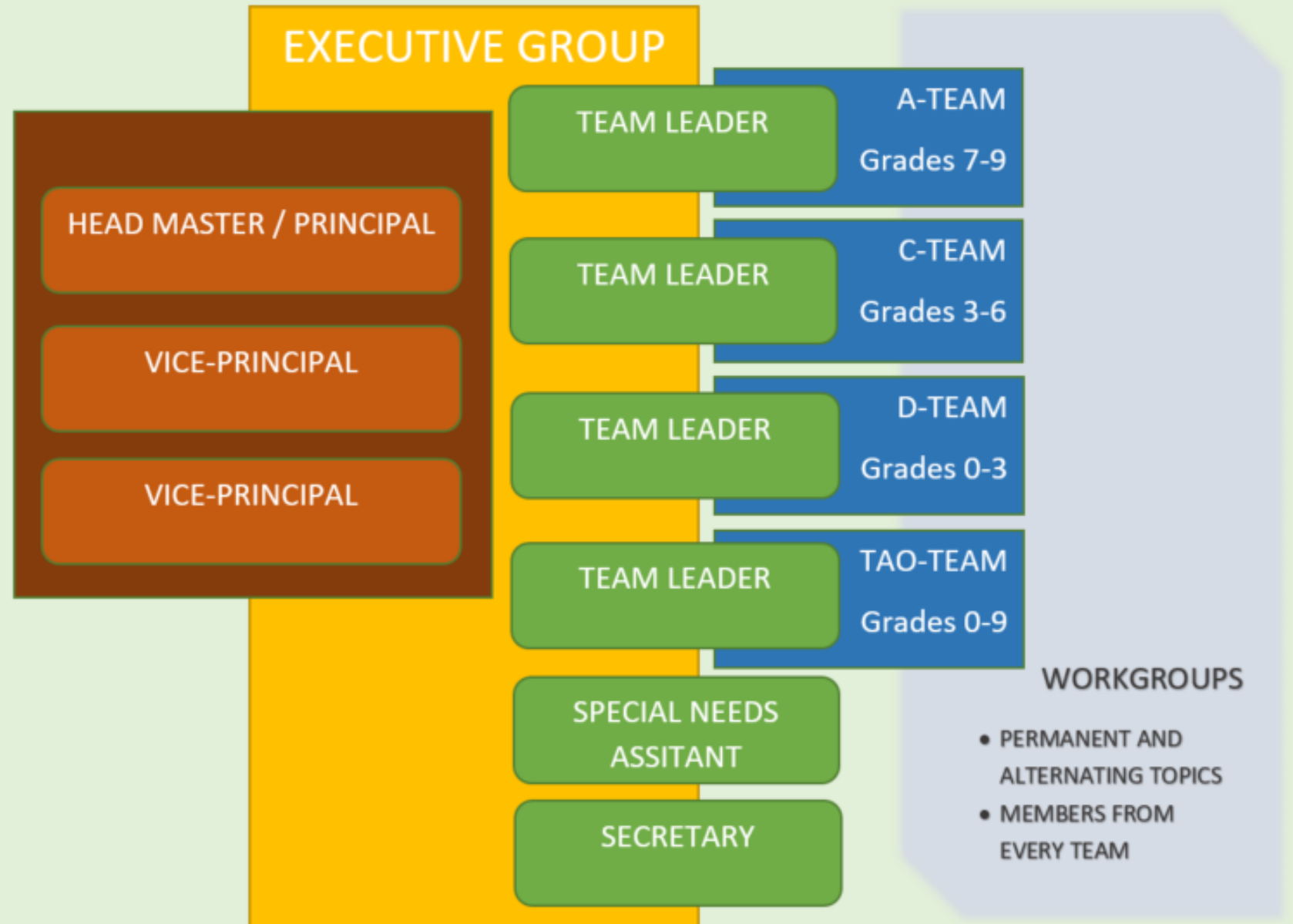
➤ Vice-principals 2

- Support in learning and school attendance, student welfare

## Other professionals

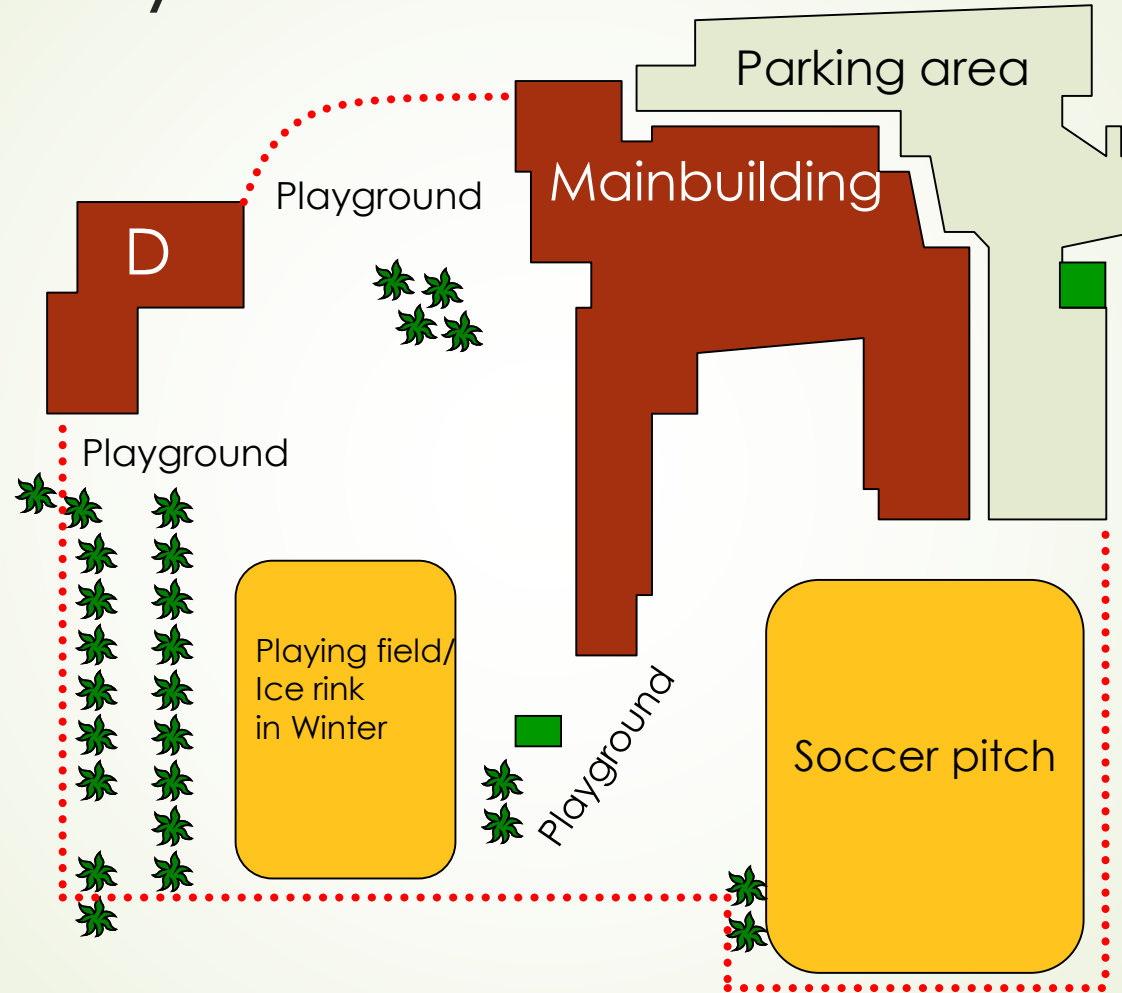
- School social worker (4 days a week)
- School psychologist (sometimes)
- School nurse (every day)
- Youth worker (4 days a week)
- Dentist and dental nurse (public service)
- Cooks
- Cleaners

# Jokivarren koulu is organised in three teams and several workgroups



# Buildings and the school yard

PALJOJKI



# Erasmus+ KA1 key areas and goals 2020-23

1. European identity of students – strengthening the European identity of staff as a staging post
2. A tolerant school community in which everyone has an equal chance to participate and to educate oneself
3. Preventing early school leaving by, e.g., working towards a more approving atmosphere and a more inclusive school culture

The training courses we wish to attend cover topics such as

- developing an inclusive school culture, building a more tolerant school community
- motivational strategies, prevention of early school leaving,
- outdoor education and different teaching methods,
- wellbeing and stress management, mindfulness, and
- strengthening the European identity.

Participating will improve the participants'

- language skills
- European connections that will further their professional development and benefit students
- multidimensional European and professional identity.

We welcome foreign visitors in our school.

We wish to educate the children and youth in Orimattila so that they grow up to be tolerant adults who are proud of their roots and education, and who have an open mind towards other people and cultures also by KA2-projects

# Promoting emotional and communicative skills

As a pilot school in a national, government program for promoting pupils commitment to school by promoting

- ▶ Emotional skills (e.g. empathy)
- ▶ Communication
- ▶ Self-esteem
- ▶ Membership & participating
- ▶ Feeling of to be safe in own class with all the other pupils and the adults

and by working on a territorial model how to response to school absence in early stage.

Besides of awareness all the time, we have

In primary classes (1–6)

- ▶ One separate lesson in a week
- ▶ School social worker / psychologist / school youth worker co-operate with the class teacher / special class teacher once a month

In secondary classes (7–9)

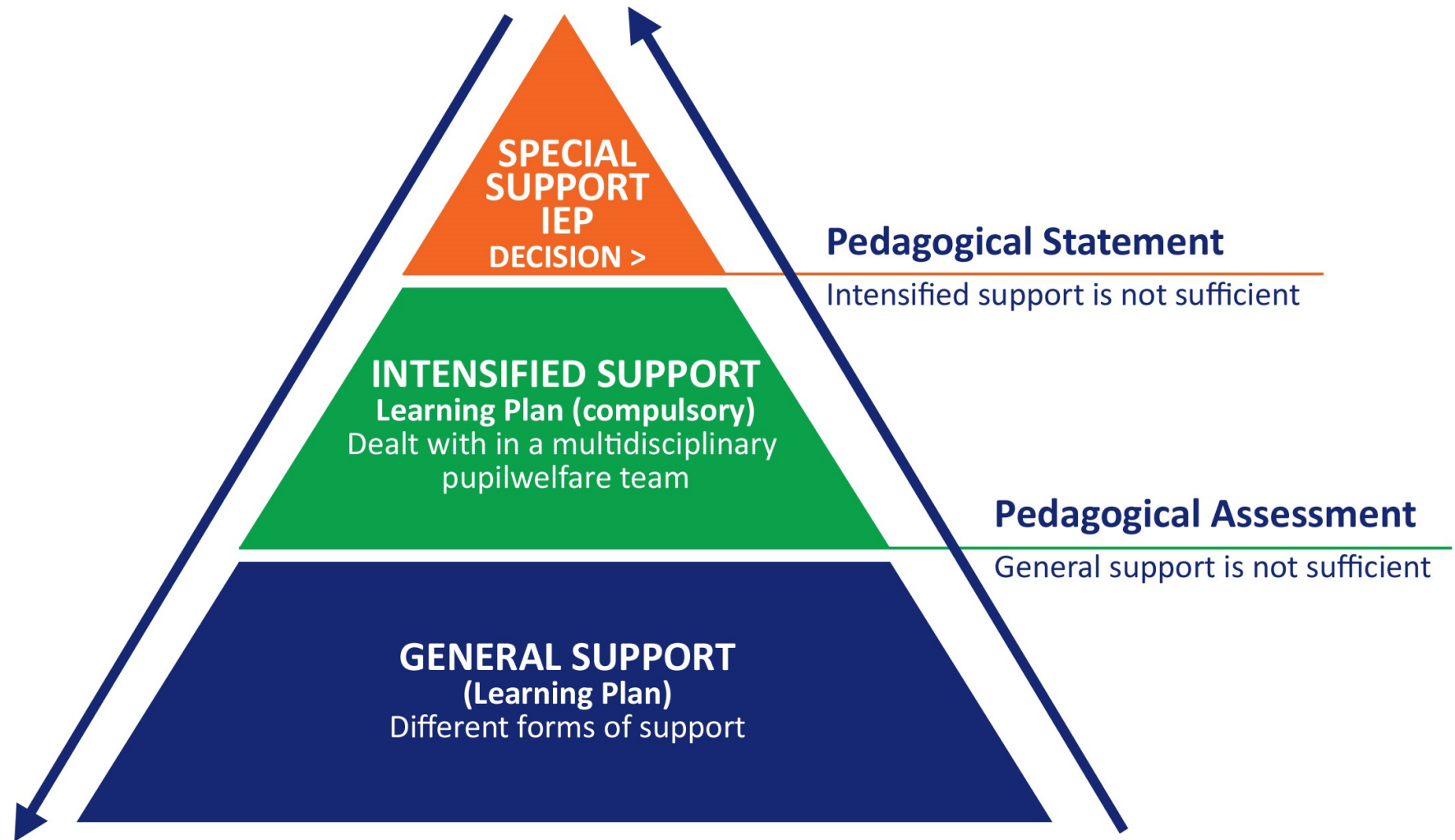
- ▶ One separate lesson in two weeks
- ▶ School social worker / school youth worker co-operate with the class teacher / special class teacher when needed

# The Finnish education system

- ▶ early childhood education and care for children before the compulsory education begins, (at the age of 7 normally)
  - ▶ 100% inclusive
- ▶ pre-primary education for children in the year preceding the beginning of compulsory education
  - ▶ Near by 100% inclusive
- ▶ nine-year of primary and lower secondary education (comprehensive school), which is compulsory
  - ▶ Inclusive / Integrated / Segregated
- ▶ upper secondary education, either general upper secondary (gymnasium) education or vocational education and training
  - ▶ Inclusive / Integrated / Segregated
- ▶ higher education provided by universities and universities of applied sciences.
  - ▶ <https://okm.fi/en/education-system>



# Support for learning and schoolwork






# Three steps support since 2011

- Support for learning and schoolwork is divided into general, intensified and special support.
- City-, school- and individual plans for support
- Support measures, such as
  - remedial teaching,
  - part-time special needs education, (“support t.”)
  - assistant services,
  - special aids and interpretationmay be used at all support levels either individually or simultaneously.



# Intensified support

- is provided for a pupil who needs regular support or several types of support simultaneously in their schoolwork.
  - Intensified support is provided on the basis of a pedagogical evaluation (multidisciplinary + pupil + parents).
  - A pupil receiving intensified support will study according to an individual learning plan. (Complete or minimum objectives)
  - Mainstream class.
- 

# Special support

- If intensified support proves to be insufficient.
- The pupil's need for support is significant and long-term and school subjects may need to be individualised.
- Special support is based on a pedagogical investigation (multidisciplinary + pupil + parents), and, if necessary, a specialist statement.
- An official decision on basis of investigation (Some official, e.g. headmaster or head of education)
- The pupil will have an individual education plan (IEP). (Complete, minimum or individualized objectives, or “life skills education”)
- Special support is organized in the pupil's own local school in a mainstream class, in a special needs class or in a special needs school.

# "Life Skills Education"

For children with serious disabilities who can't get benefits of subject based education.

- Motoric skills
- Communication skills
- Social skills
- Cognitive skills
- Every day skills

Maximum 8 pupils in a class. Special class teacher and special needs assistant(s).

# Staff qualifications

All the teachers (and headmasters) in primary and secondary schools have

- Masters degree
  - In pedagogics for class teachers and special class teachers
  - In some of subjects for subject teachers
- At least 1600 hours studies in pedagogics (including in masters or after masters examine)

Special teachers and special class teachers have

- At least 1600 hours studies in special pedagogics (including in masters or after masters examine)
- Subject teacher + studies in special ped. => special teacher (support)
- Class teacher + studies in special ped. => special class teacher & special teacher

The special need assistants have

- One year studies and training or
- Some vocational examine in social / health care / pedagogics