



Support for learning and school attendance

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Kontiolahti




This schoolyear 2021-2022

Now we have one basic school for 7-9 levels and ten schools teaching 1-6 levels.




SELKIE



JAKOKOSKI




KULHO



AHOKKALA



KONTIONIEMI




VARPARANTA



ONTTOLA



KIRKONKYLÄ



KYLMÄÖJÄ



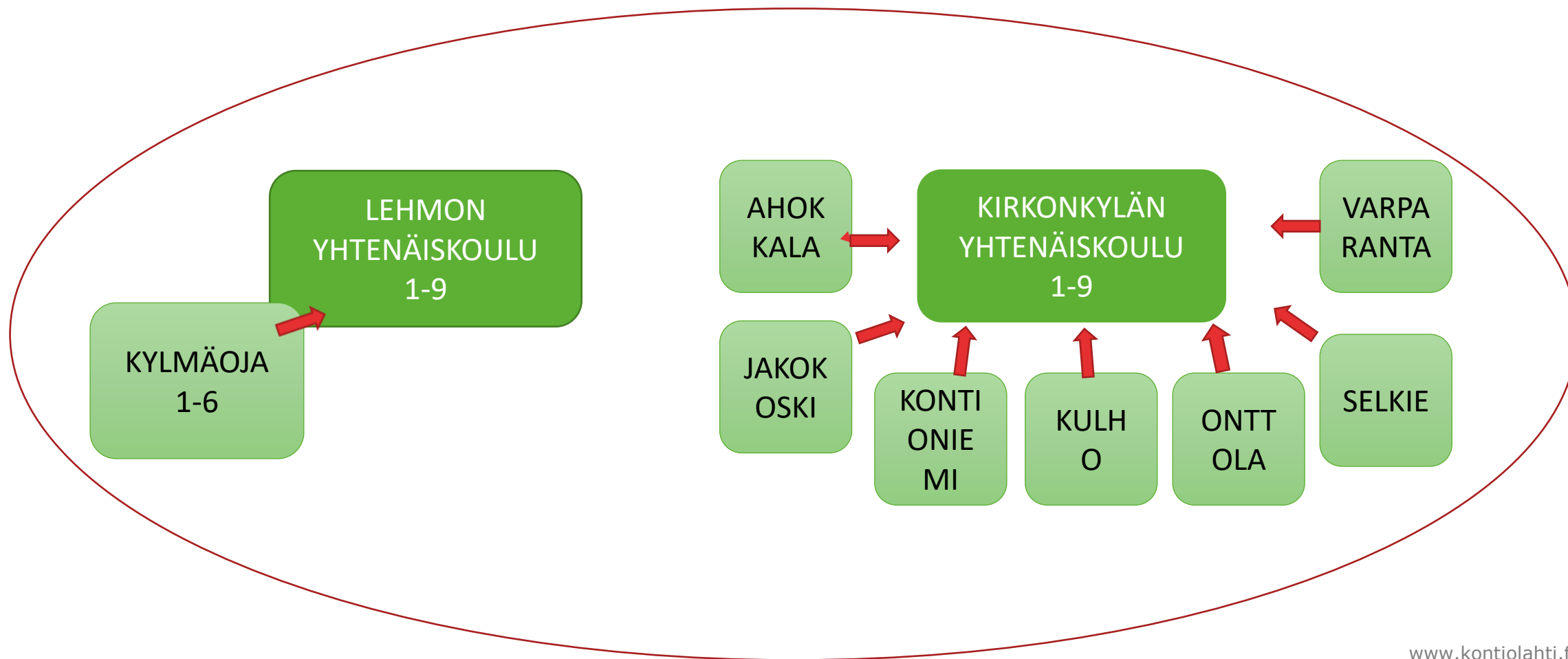
LEHMO



KONTIOLAHDEN
KOULU

Schoolyear 2023-2024

We have two schools, which have classes 1-9 and eight schools teaching classes 1-6



Curriculum reform in Finland

- [Joensuun seudun OPS2016 \(peda.net\)](#)





Support in basic education


- [Finland's Formula for School Success \(Education Everywhere Series\) | Edutopia](#)
- **If you look at the Finns who are leaving the basic school, most of them have been in special education throughout their schooling. Which means that special education is actually nothing special. Early intervention and sustained individual support for every student are keys to educating the whole child in Finnish schools.**

Support is students right

Under the Basic Education Act (§ 30), besides providing teaching within the framework of the curriculum, students have the right to receive guidance counselling and sufficient support for learning and school attendance throughout their comprehensive school years. Support must be given as soon as the need for it is detected.


Many of the factors that lead to learning difficulties can already be recognised in early childhood education and care or pre-primary education, well before the child starts school.



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- A blurred background image on the left side of the slide showing a group of students in a classroom setting. One student in a purple shirt is standing and looking down, while another student in a red shirt is leaning over a desk in the foreground.
- Difficulties related to learning and school attendance can also arise in comprehensive school.
 - The sooner the student receives support the easier it is to prevent an accumulation of problems



It is also important to make sure that support for children is seamlessly carried through when they move from early childhood education and care to pre-primary education and from pre-primary education to comprehensive school, as well as during the various stages of education.

A close-up photograph of a student's hands and arms. The student is wearing a dark blue jacket and a white long-sleeved shirt. They are sitting at a desk, and their hands are positioned as if they are working on a project or writing. The background is slightly blurred, showing a wooden desk and some papers.

To be able to detect the need for support as early as possible, each student's situation must be closely monitored, and support must be provided immediately when the need for it arises.

To identify the student's needs and to ensure successful planning and provision of support, it is important to cooperate with the student and the parents or guardians of the student.



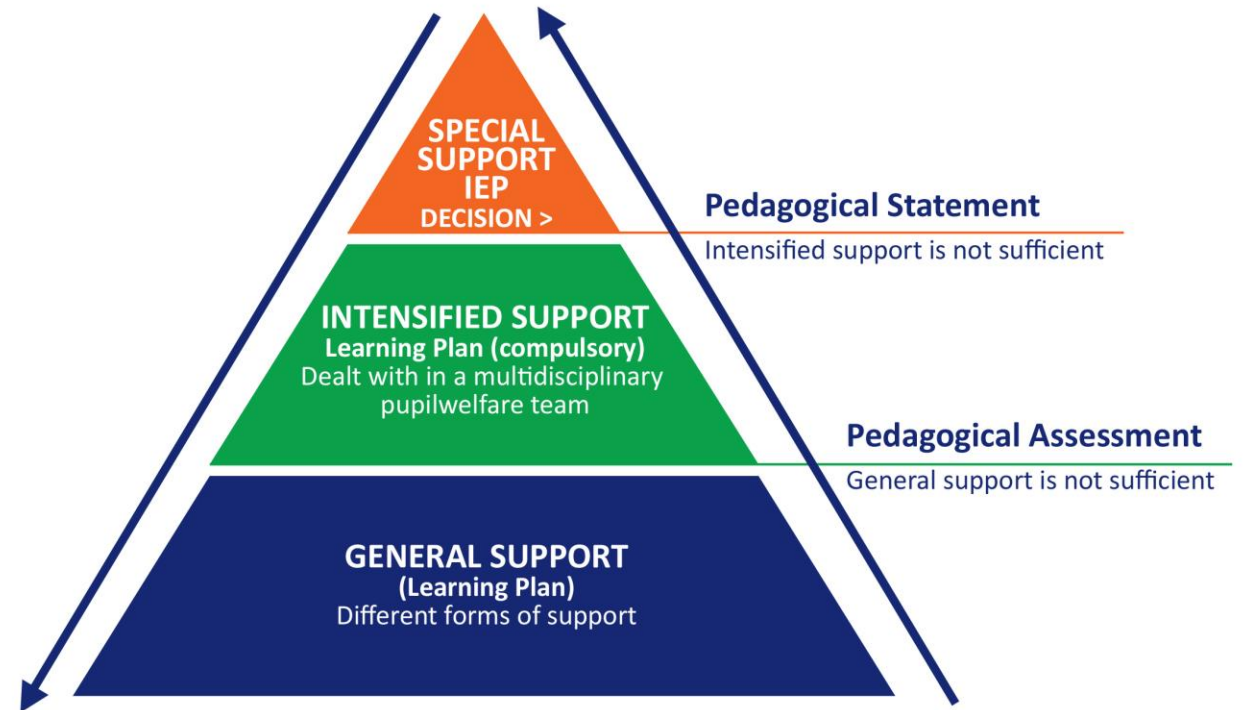
The support given to the student must be flexible, based on long-term planning, and adjustable when the student's need for support changes. Different forms of support are used both individually and to complement one another.


Support is made available for as long as necessary and to the extent that the student needs

Three categories for support

- The three levels of support for learning and school attendance are **general, enhanced and special needs support**.

[Systems of support and specialist provision | European Agency for Special Needs and Inclusive Education \(european-agency.org\)](https://european-agency.org/systems-of-support-and-specialist-provision)





Focus on the strengths

- The starting points for provision of teaching and support are the strengths, learning needs and development needs of both the whole teaching group and each individual pupil.
- Learning and school attendance require support 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.

Opportunity

Every pupil must be given an opportunity to succeed in learning, develop as a learner and grow and refine themselves as a person on their own terms.

Diverse learners, different learning styles and starting points for learning, as well as learners' cultural backgrounds, must be taken into account.

Special attention must be given to early identification of learning barriers and difficulties.



General support



General support is the first form of support for responding to a student's need for support.

This means individual pedagogical solutions as well as guidance and early intervention support measures provided as part of daily school life.

General support is provided as soon as the need for support is detected, and no special tests or decisions are needed for it.

If the need of support grows, the student must be offered enhanced support.

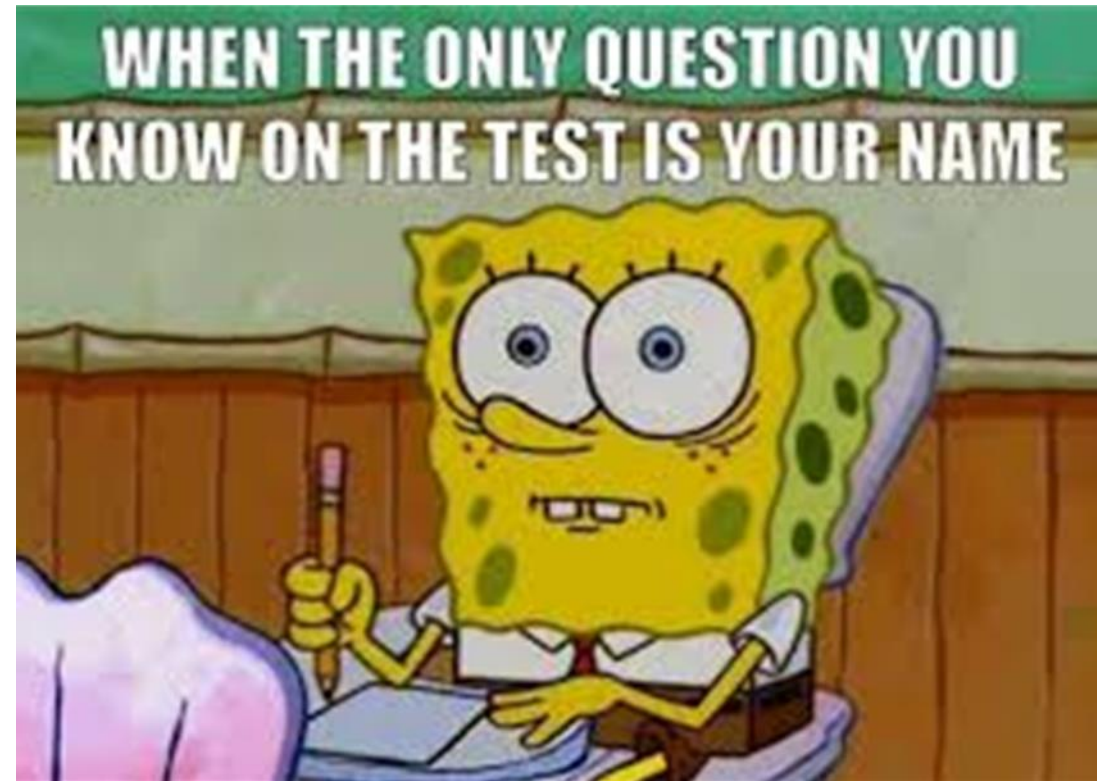


Intensified (Enhanced) support

- Enhanced support takes on a more robust and systematic form of personalised support for the student in learning and school attendance. In such cases, the student may require several forms of support.
- Enhanced support is initiated and organised on the basis of a pedagogical assessment drawn up as a multi-professional collaborative effort with student welfare professionals, and when necessary, the step back to general support is handled in the same way.
- Enhanced support is given to students based on a personalised plan for learning drawn up individually for each student in need of enhanced support. To succeed, cooperation and a systematic approach are essential elements in enhanced support.

Intensified support

If the enhanced support given to a student is not sufficient to help the student cope with schoolwork, an administrative decision is made, based on a pedagogical assessment, to provide special needs support. An individualised educational plan (IEP) is drawn up for the student, which must detail the provision of teaching and other support specified in the decision on the provision of special needs support.





Special support

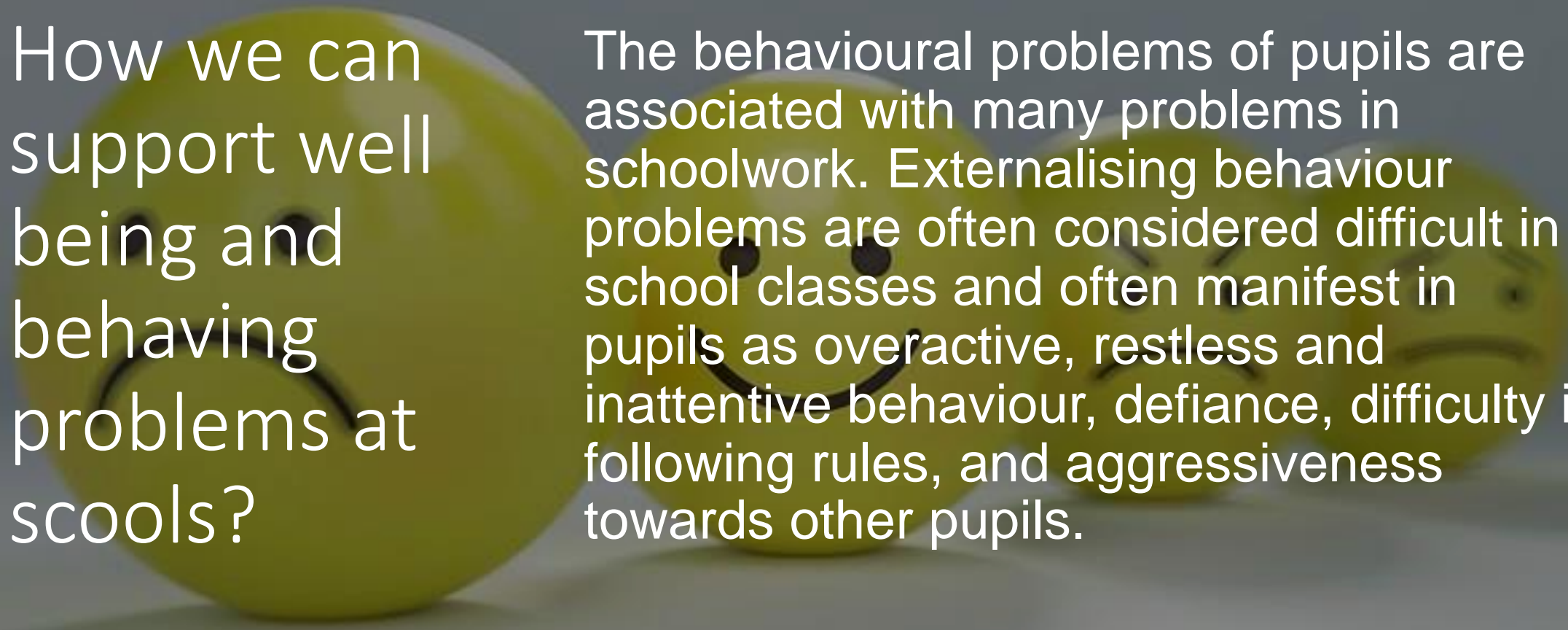
Special needs support consists of special needs education and other support needed by the student as referred to in the Basic Education Act.

Special needs education and other support received by the student form a functional and systematic entity, where the support of the child's parents or guardians as well as multi-professional cooperation and individual guidance are all important.

Dear teacher,

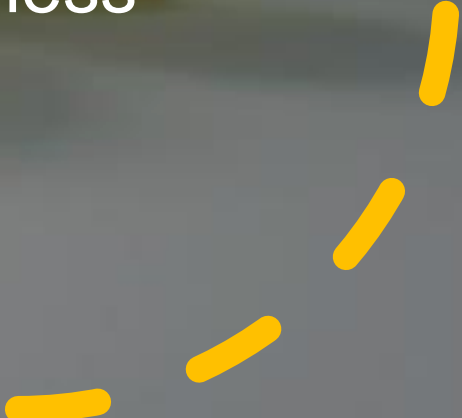


**I talk to everyone;
Moving my seat will not
help you**



How we can support well being and behaving problems at schools?

The behavioural problems of pupils are associated with many problems in schoolwork. Externalising behaviour problems are often considered difficult in school classes and often manifest in pupils as overactive, restless and inattentive behaviour, defiance, difficulty in following rules, and aggressiveness towards other pupils.



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What is PBIS?

If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we... teach? ...punish?

Why can't we finish the last sentence as automatically as we do the others?

(Tom Herner, NASDE president 1998)

PBIS= Positive Behavior Interventions and Supports

[What is PBIS? The BEST Intro Video! By Author & Coach Dina Hidiq Zebib - YouTube](#)



PRO-koulu in Kontiolahti

- PRO-koulu is the PBIS- system in our schools
- Then municipality of Kontiolahti have PRO-koulu –program in every school



Kontioniemen koulun PRO-koulu matriisi

	TOISTEN HUOMIOIMINEN	VASTUULLISUUS	TURVALLISUUS
OPPITUNNIT	Annan työrauhan. Kuuntelen.	Viittaan ja osallistun. Huolehdin tavaroistani.	Hyväksyn aikuisten asettamat rajat. Hillitsen itseni.
SIIRTYMÄT	Annan tilaa toiselle. Käytän ääntä hillitysti. Annan työrauhan.	Toimin aikuisen ohjeen mukaisesti. Ajattelen ennen kuin toimin.	Liikun kävellen. Toimin rauhallisesti.
RUOKALA	Annan ruokarauhan toisille. Käytän ruokailuvälineitä.	Otan ruokaa monipuolisesti ja syön mitä otan. Lajittelen jätteeni ja siistin jälkeni.	Toimin rauhallisesti ja keskityn ruokailuun.

Some examples about sustainability from Kontiolahti

- [Kontiolahti-lehti - kontiolahti.fi](https://www.kontiolahti-lehti.fi)

SUSTAINABLE DEVELOPMENT GOALS



