# ROVANIEMI

### Education at local level

Jussi Kainulainen

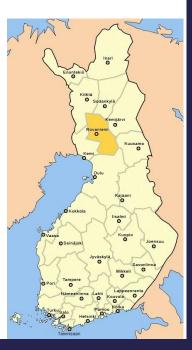
Pedagogical Director, City of Rovaniemi

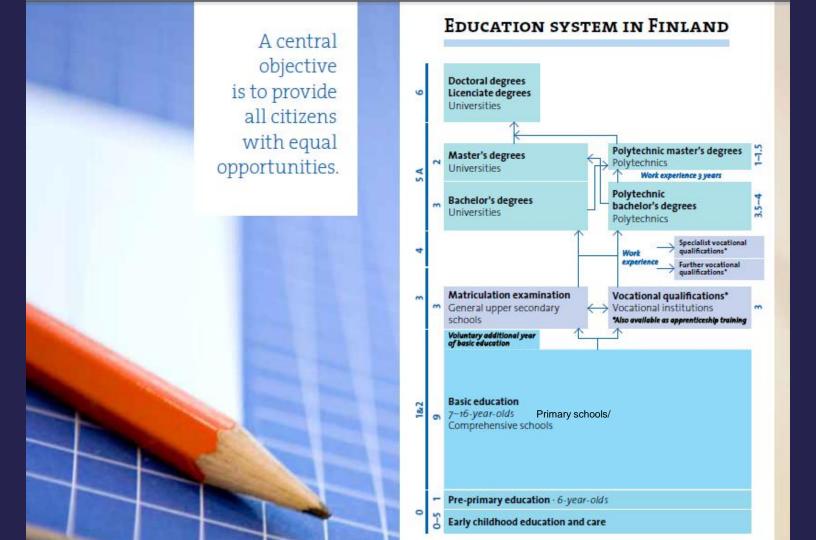
# City of Rovaniemi

- Arctic capital of Lapland
- Est. 1929, became a city 1960
- 63 528 inhabitants (17th largest in Finland)
- 8017 km<sup>2</sup> largest city in Europe by area
- Home of Santa Claus









# Central steering and Local decisions in Finnish Education System

### **Central steering (MEC, FNAE):**

- Educational priorities
- Minimum time allocation
- National core curricula
- Size of state subsidies

### Local decisions (cities, municipalities):

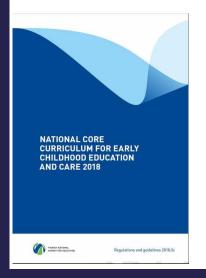
- Educational priorities
- Local curricula
- Allocation of subsidies
- Class size
- Recruitment
- Teacher "evaluation"
- Quality assurance

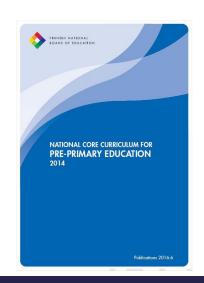


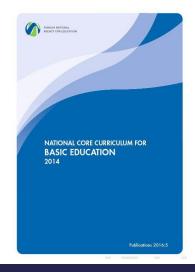


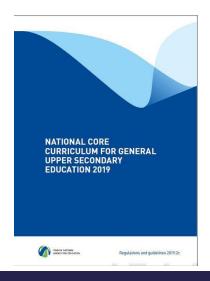
# **National core curricula**

Education path from early chilhood to higher education









# Rethinking competences

National Goals for Basic Education and Transversal Competences

- knowledge
- skills
- values
- attitudes
- ➢ will



# **Compulsory Education in Rovaniemi**

- 23 schools, 4 school districts
  - 14 primary schools (grades 1-6)
  - 8 combined schools (grades 1-9)
  - 1 secondary school (grades 7-9)
- 6 570 students (2021)
  - migrant background 5 %
  - under SEN education 9 %



3 private or governmental schools on Rovaniemi with 738 students

# Upper secondary, Vocational Education and Training, Higher Education in Rovaniemi

- 2 upper secondary schools, 1440 students (City of Rovaniemi)
  - incl. IB, Sports Academy and VET / Upper secondary combined studies
- Art School, Music and Dance Academy (City of Rovaniemi)
- Vocational Education and Training (VET) by REDU
- Lapland University of Applied Sciences
- University of Lapland





## **Education staff in Rovaniemi**

- Teachers and principals, c. 570
- School assitants, c. 90
- School secretaries, 13
- Department of Education, 9
- -> impelmentation of anonymous recruitment and video interview process



# Something specific to education landscape

- Hospital school and Mylläri school serving students for whole Lapland (severe SEN)
- Long distances and big differences between the schools
- Large population of Sami people, Finland's indegenious people
- International athmonphere (intl. students, workers and tourists)





Department of Education in Rovaniemi:

Student is always in the center



### **SOME GUIDING PRINCIPLES**



All students have an equal, safe and unbroken learning path through the comprehensive school

- Nearest school for everyone
- Inclusive education and teaching
- Co-operation between home and school
- 3-tire support system
- Safe school environment, social and psychological support and health care
- Ongoing professional development for all school staff



**EMPATIA** 

Opitaan toisten

ajatusten ja tunteiden

tunnistamista ja

niiden huomioimista.

### **KAVERITAIDOT JA RISTIRIITOJEN** RATKAISU

JONTAKAA

Vahvistetaan kaveritaitoja ja kykyä ristiriitatilanteiden ratkaisemiseen.

# TAMMIKUU

#### **MEDIA JA** HYVINVOINTI

Tarkastellaan median vaikutuksia hyvinvointiin.

### KATSE TULEVAISUUTEEN

Opitaan tavoitteiden asettamista, suunnitelmallisuutta ja tarkastellaan unelmien merkitystä elämässä.

LOKAKUU

#### **TUNNETAIDOT**

Opitaan omien tunteiden tunnistamista ja tunnetaitojen kehittymistä.

### Hyvinvoinnin vuosikello

#### RENTOUTUMINEN JA RAUHOITTUMINEN

MAALISKUU

Opitaan rentoutumisen ja rauhoittumisen taitoja arjessa.



MASKUU

#### **ITSETUNTEMUS**

Tuetaan itsetuntemuksen ja itseluottamuksen kehittymistä.

#### ARJEN SELVIYTYMISTAIDOT

Opitaan arjen haasteista ja huolista selviytymistä. Keskustellaan mm. ajanhallinnasta sekä unen ja ravinnon vaikutuksesta hyvintointiin.



Käsitellään luokan ilmapiiriä ja ryhmäytymistä.



#### ARVIOINTI

Arvoidaan vuosikelloa ja kulunutta lukuvuotta sekä opitaan mielen hyvinvoinnin taitojen arviointia.

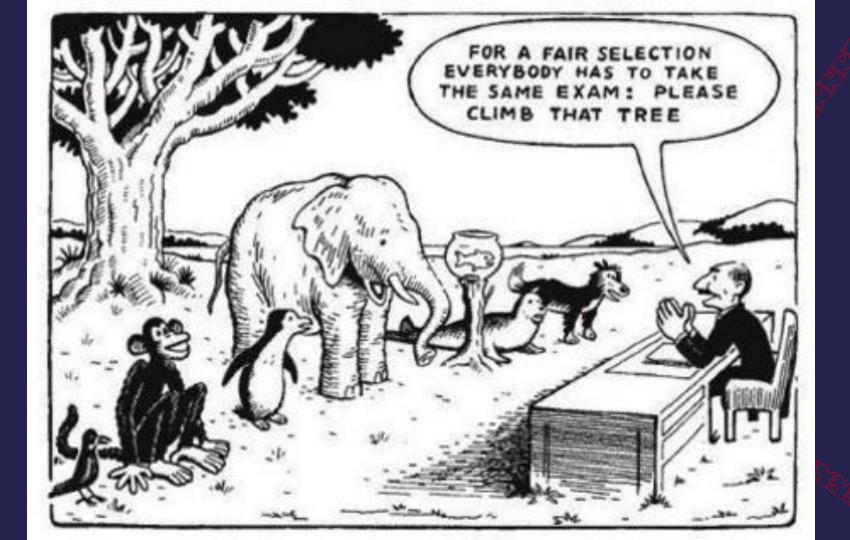














Adapted from Tomlinson & Maker (1982)

### What can be individualized?

# Individualizing the learning environment













### **Pedagogical Statement**

Intensified support is not sufficient

### **INTENSIFIED SUPPORT**

Learning Plan (compulsory)
Dealt with in a multidisciplinary
pupilwelfare team

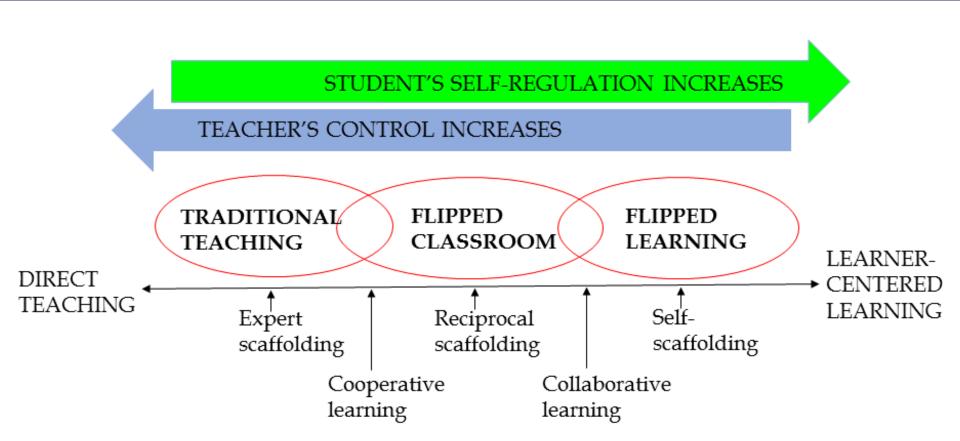
### **Pedagogical Assessment**

General support is not sufficient

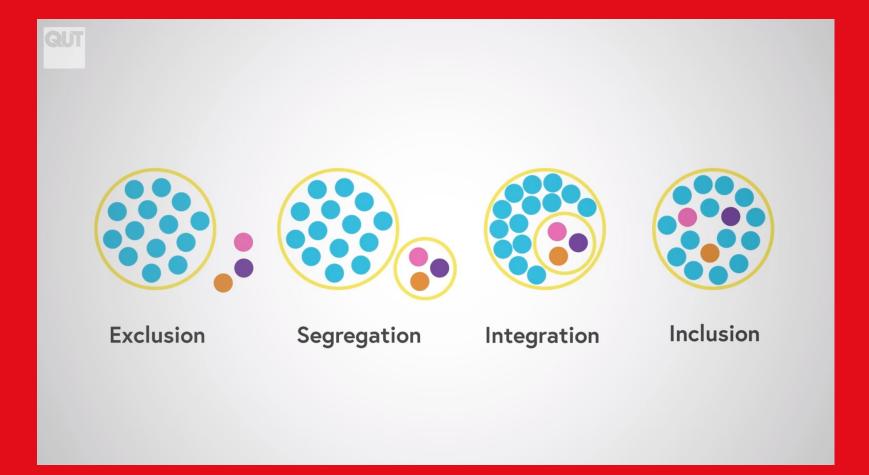
### **GENERAL SUPPORT**

(Learning Plan)
Different forms of support

### Flipped classroom (FC) and flipped learning (FL)



### Inclusive education and teaching



### Latest development in Rovaniemi:

Continuing to enhance inclusive and individual education

Bilingual education pilot

**Extended compulsory education** 

New literacy skills that aims to further strengthen media literacy, ICT and programming skills



