

OBJECTIVES AND ACTIONS

TO BUILD THE WORLD'S BEST COMPREHENSIVE SCHOOLS that offer equal educational opportunities for everyone, all stakeholders must aim at the same long-term objectives and foster a collaborative operational culture.

THE DECISIONS made at national level need to be in line with the students' everyday life and the schools' day-to-day activities.

HIGH-QUALITY learning and students' wellbeing are bound together.

SCHOOLS cannot do their work properly without support from the society.

THE COMPREHENSIVE SCHOOL FORUM has drawn up policies and guidelines to merge the national perspective, combining the goals of education providers, teachers, students and the community of growth.

ALL STAKEHOLDERS who took part in the work are committed to the common objectives and decide individually how to schedule, prioritise, allocate and implement the measures.

THE POLICIES AND GUIDELINES help carry out the national core curriculum, promote learning, and enhance wellbeing.

NATIONAL PERSPECTIVE

WHAT?
ALL COMPREHENSIVE SCHOOLS
MEET HIGH STANDARDS AND
OFFER EQUAL EDUCATIONAL
OPPORTUNITIES

WHY?
EVIDENCE OF
LEARNING AND
WELLBEING

HOW?
COHERENT AND
FLEXIBLE SUPPORT
FOR DEVELOPMENT

**SYSTEMATIC
DECISION-
MAKING,
GUIDANCE
AND
SUPPORT**

EDUCATION PROVIDER

WHAT?
LEARNING
COMMUNITIES DEVELOP
PROFESSIONALLY

WHY?
EFFECTIVENESS
OF EDUCATION

HOW?
SENSE OF COMMUNITY
AND ADAPTABLE LEARNING
ENVIRONMENTS

**COMPETENT
TEACHERS,
PRINCIPALS
AND OTHER
SCHOOL
STAFF**

SCHOOLS AND STUDENTS

WHAT?
STUDENTS FEEL GOOD
ABOUT THEMSELVES
AND ARE MOTIVATED
TO LEARN

WHY?
COMPETENCE-
AND INQUIRY-
BASED LEARNING

HOW?
SENSE OF COMMUNITY, EDU-
CATIONAL COOPERATION AND
PERSONALISED LEARNING
PATHS WITH TIMELY SUPPORT

**COMPETENT
AND SELF-
CONFIDENT
CHILDREN
AND YOUNG
PEOPLE**

COMMUNITY OF GROWTH

WHAT?
WELLBEING OF FAMILIES
AND RESPONSIBLE
PARENTHOOD

WHY?
TIMELY SUPPORT
BASED ON
FORESIGHT

HOW?
CHILD-, YOUTH- AND
FAMILY-CENTRED
APPROACH

**GOOD
EVERYDAY
LIFE TO
HELP
CHILDREN
LEARN**

FUTURE EDUCATION SYSTEM

NATIONAL PERSPECTIVE

Systematic decision-making, guidance and support

ALL COMPREHENSIVE SCHOOLS MEET HIGH STANDARDS AND OFFER EQUAL EDUCATIONAL OPPORTUNITIES

WE ENABLE a pedagogically single-structured basic education system.

WE MAKE sure that all schools are able to evolve and develop the school culture.

WE SUPPORT educational leadership throughout the education sector.

WE GUARANTEE equal learning opportunities for all by investing in early childhood education and care.

WE PROMOTE the principle that parents can rest assured that every neighbourhood school is of high quality.

EVIDENCE OF LEARNING AND WELLBEING

WE COORDINATE data and information collection on the education sector and apply it systematically in national-level guidance.

WE APPLY positive discrimination measures in challenging conditions and environments.

WE CREATE tools for knowledge-based leadership in education.

WE ENSURE a seamless personal learning path for everybody.

COHERENT AND FLEXIBLE SUPPORT FOR DEVELOPMENT

WE ENSURE that our education system is based on the long-term systematic education policy in place at any given time.

WE INVEST in giving effective support for implementing the national core curriculum.

WE CREATE tools and indicators to support evaluation, quality assessment and development at the local level.

WE ENSURE adequate basic funding and we work to amass national development funding.

WE UPDATE legislation to meet objectives at all levels.

A background image showing a group of school staff, including teachers and principals, in a meeting or collaborative learning environment. The image is overlaid with a teal color filter.

EDUCATION PROVIDER

Competent teachers, principals and other school staff

LEARNING COMMUNITIES DEVELOP PROFESSIONALLY

WE DRAW UP locally tailored development plans for the education sector.

WE ADVOCATE peer-learning, promote team teaching and encourage cooperation between schools and teachers.

WE ENHANCE continuous, long-term and collaborative professional development by applying personal development plans.

WE EXECUTE the national guidelines and recommendations of the Teacher Education Forum.

WE ENSURE proper pedagogical leadership conditions and opportunities for school principals and other senior officials in the education sector to develop professionally.

EFFECTIVENESS OF EDUCATION

WE APPLY knowledge-based leadership at all levels. Development work is based on research and evaluation data.

WE MAKE SURE that the fulfilling of objectives is thoroughly monitored and assessed.

WE APPLY positive discrimination in schools with challenging conditions.

WE COOPERATE and share expertise and know-how systematically with professionals in different fields.

SENSE OF COMMUNITY AND ADAPTABLE LEARNING ENVIRONMENTS

WE CREATE better opportunities for teachers to work together and mentor each other.

WE TAKE a community-based approach when navigating through changes in the school culture.

WE ENSURE wellbeing at work and offer professional guidance.

WE ENCOURAGE trying new ways and pursuing a culture of experimentation and a development-oriented approach.

WE IMPROVE the conditions for asylum seekers and immigrants to enhance their potential for learning.

SCHOOLS AND STUDENTS

*Competent and self-confident
children and young people*

STUDENTS FEEL GOOD ABOUT THEMSELVES AND ARE MOTIVATED TO LEARN

WE STRUCTURE the school day so that it promotes children's and students' wellbeing.

WE INTEGRATE different subjects and promote collaborative modes of studying.

WE MAKE SURE that the strengths and skills of students are embraced and made visible in the school environment.

WE ENSURE that every interactive situation is unhurried and that children and young people are respected.

WE GUIDE students so that they become aware of their own learning potential and learning process.

COMPETENCE- AND INQUIRY-BASED LEARNING

WE PROMOTE a pedagogical approach that boosts students' learning-to-learn-skills and self-management skills.

WE ENABLE experiential learning and activating learning methods.

WE PROMOTE learning methods and environments that advance collaborative learning and enable the participation of students.

WE ENSURE that teaching practices and students' learning skills and progress in studies are consistent.

SENSE OF COMMUNITY, EDUCATIONAL COOPERATION AND PERSONALISED LEARNING PATHS WITH TIMELY SUPPORT

WE ENSURE that the surrounding community truly participates in the planning and implementation of everyday activities in schools.

WE INTRODUCE language-aware learning methods in all school subjects.

WE PROMOTE intercultural understanding and constructive interaction and collaboration.

WE TAKE students' personal skills and knowledge into account in teaching and studying.

WE GIVE timely support for growth and learning for every child and young person.

WE CREATE a safe learning environment that helps students focus on learning and that shows respect for each other's work.



COMMUNITY OF GROWTH

Good everyday life to help children learn

WELLBEING OF FAMILIES AND RESPONSIBLE PARENTHOOD

WE COOPERATE systematically with the surrounding community and society.

WE ENCOURAGE parents to adopt positive attitudes towards education and support their children to learn.

WE HIGHLIGHT the positive activities at schools.

WE PLAN the school day in collaboration with different professionals to support wellbeing.

TIMELY SUPPORT BASED ON FORESIGHT

WE GIVE parents information and advice on education and learning.

WE REINFORCE appropriate patterns and models of behaviour.

WE PROMOTE the participation and engagement of children and young people in municipal and community planning.

WE MAKE SURE that children, young people and families engage in development work locally.

CHILD-, YOUTH- AND FAMILY-CENTRED APPROACH

WE TAKE the conditions and life situations of children and young people into account comprehensively.

WE DEVELOP common modes of operation together with various stakeholders using a child-, youth- and family-centred approach.

WE ENCOURAGE all families to interact, to work together and be involved.

WE ADVOCATE that all children and young people are able to engage in hobbies and other leisure activities.

Main priorities

drawn up by researchers and experts

1/10 • CLEAR VALUE BASIS AS A STARTING POINT FOR DEVELOPING THE BASIC EDUCATION SYSTEM

The value system of comprehensive schools should be thoroughly examined and its structure will be honed to cater to future needs.

2 • COLLABORATIVE SCHOOL CULTURE

The collaborative school culture and positive atmosphere should be strengthened.
All students and teachers should be able to participate
in common interests and activities.

Main priorities drawn up by researchers and experts

3 • SUPPORT FOR TEACHERS IN A CHANGING ENVIRONMENT AND COLLABORATION

Teachers should be supported when changes take place in their work and in the school community. Development plans for teachers and schools make it possible to shape schools in a goal-oriented and systematic way. Collaboration between educational experts that supports learning should be streamlined and strengthened both in schools and in the municipalities.

4 • PERSONALISED LEARNING PATHS

The personality and individual needs of students should be taken into account in schools. This ensures equality and helps prevent discrimination. Basic education system must secure equity and treat all students fairly so that they can reach their full potential as they learn and work towards the common goals. No one gets left behind.

Main priorities drawn up by researchers and experts

5 • STRONG BASIC SKILLS PAVE THE WAY TO FUTURE COMPETENCIES

Quality basic education ensures good thinking, literacy and numeracy skills. Strong basic skills are a solid building block for lifelong learning and for acquiring new skills and knowledge.

6 • WELLBEING IN SCHOOL

Schools play an important part in supporting and promoting the wellbeing of students and the school community. A positive and encouraging approach helps generate motivation and wellbeing in schools. Wellbeing is also a requirement for effective cognitive learning. Every school has zero tolerance for bullying and discrimination.

7 • GOOD LEADERSHIP

Competent school management and leadership ensure high-quality teaching and a school community focused on learning.

Main priorities drawn up by researchers and experts

8 • RESEARCH-BASED DEVELOPMENT

All changes and developmental work in schools should be based on research. This enhances the quality of teaching. The results of experiments and pilot projects should be research-based and analysed carefully.

9 • EVALUATION AND ASSESSMENT SUPPORTING EQUITY

Equal treatment of students should be guaranteed by applying diverse, ethically sound and commensurate assessment and feedback practices. Students should be allowed to demonstrate their skills and knowledge in different ways.

10 • SUFFICIENT RESOURCES FOR BASIC EDUCATION

By making sure that all comprehensive schools have sufficient resources, all students will be given equitable learning opportunities on all levels. The allocation of resources for additional support for special needs students and students with an immigrant background should be taken into consideration.

COMPREHENSIVE SCHOOL FORUM

What will comprehensive schools be like in the future and what is their promise over the next four decades?

What kind of comprehensive school provides the best opportunities and tools for students to learn and acquire life skills and live up to their full potential?

THE MINISTRY OF EDUCATION AND CULTURE

appointed a Comprehensive School Forum in 2016 to develop and reform the Finnish comprehensive school system. The Forum was active throughout the 2017 centenary celebration year of independence, and brought together all stakeholders in the basic education system to formulate a vision for the future of comprehensive schools.

TEACHERS, school principals, students, parents, researchers and experts, municipalities, teacher unions, decision-makers, companies and other stakeholders were all invited to take part.

THE FORUM worked collaboratively and actively to set up common goals and objectives for the future of comprehensive schools.

CLEAR MEANS AND MEASURES for achieving these objectives were also drawn up.

THE COMPREHENSIVE SCHOOL FORUM is a part of the Government's key project implementation involving the comprehensive school system reform and of the New Comprehensive School Action Plan.

Together

we are building the world's best comprehensive schools



Ministry of
Education
and Culture



FINNISH NATIONAL
AGENCY FOR EDUCATION

