

Report by Sonja Censi

I.C. Senigallia Centro-Fagnani IT



Erasmus+ Project KA1 **Staff Mobility** Structured Training Course **Helsinki 23-26 April 2023**



First sight on a Saturday night: Helsinki Central Railway Station. It speaks about Helsinki and Finland



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Activity name

Education in Finland – Benchmarking school

Best Practices Benchmarking course

only for teachers of grades 1-9 (age 6-15 yrs.)

La scuola finlandese: valore di riferimento

Hosting Institution

Euneos Oy – Finland



Trainer

Petri Ilmonen Principal of
TRYCAMPS Language School





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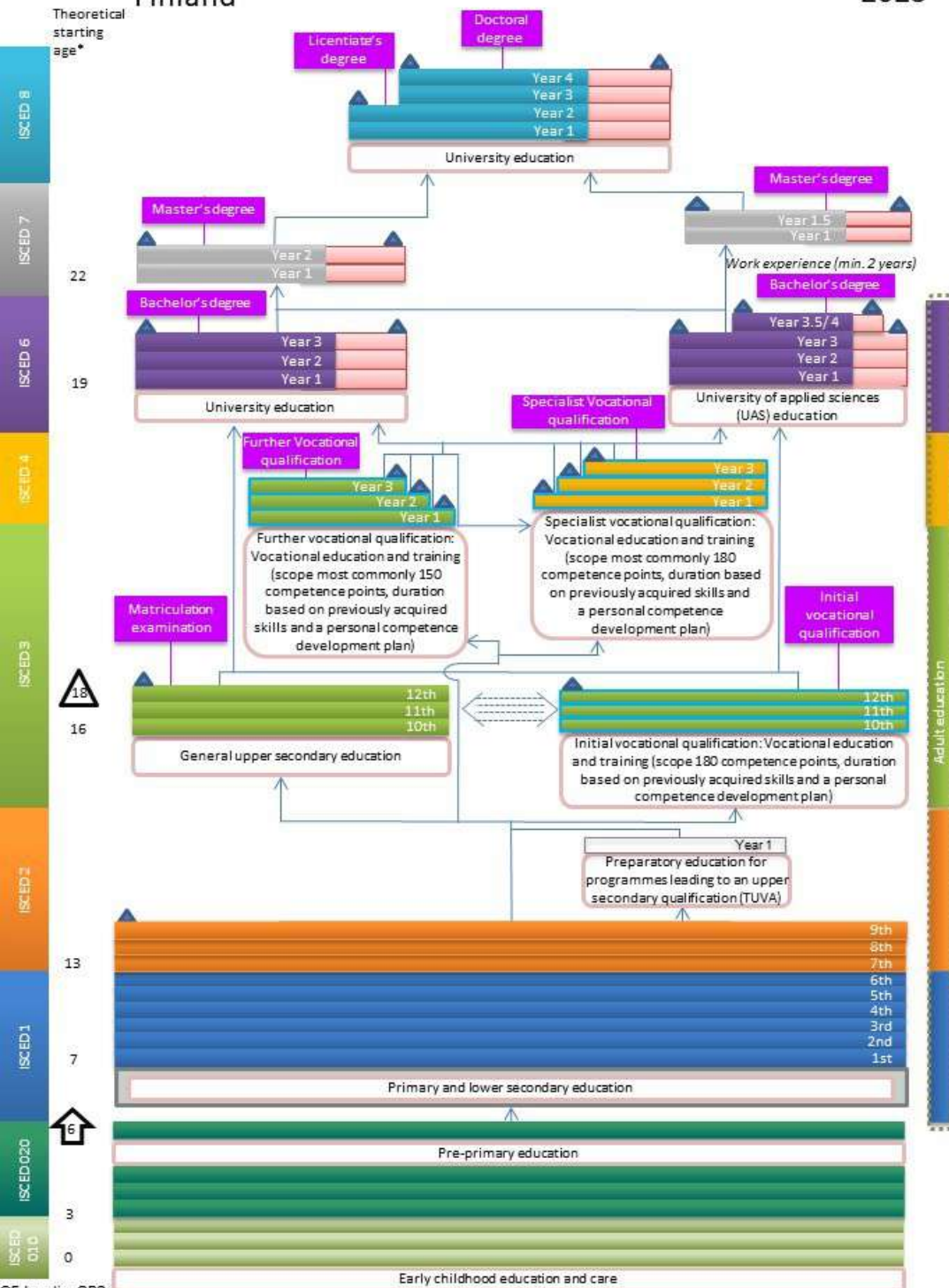


Aim of the course

A closer look at the successful Finnish school system and methodology

Sono una docente di scuola primaria e nella mia scuola è in adozione il M.O.F.: Modello Organizzativo Finlandese.

Helsinki, early in the morning



Compulsory Education Age 6-18

Main activities

Visiting schools:

24 April

Varia Vocational College, Tennistie in Vantaa
(age 16-18)

25 April am

Harjulan Kampus in Järvenpää
(1 pre-school year + Grades 1-6, age 6-12)

25 April pm

Havukoski Koulu in Vantaa
(Grades 6-9, age 12-15)



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Pillars of the Finnish school system, one of the best according to PISA records

FREE free education (university included)

INDEPENDENCY school autonomy & identity, freedom of pedagogical approach

TRUST planning responsibility and trust

INVESTMENT investing in equity and equality for every child

NATIONAL BOARD OF EDUCATION the people in the government agencies from national officials to local authorities, are educators

Gratuità, autonomia, fiducia, investimenti e stabilità del Consiglio nazionale istruzione

Mr Petri Ilmonen



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- teachers are learning in university 5 years and are highly trained
- special education teacher
- fairness in pays
- right for support
- national core curriculum and local curricula
- shared responsibility
- sharing management
- participation in decision making
- no examinations until 18 years old, necessary to enter university
- optional syllabus
- education based on trust and cooperation

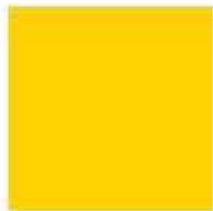
Mr Arto Martikainen, Principal of Havukoski Koulu



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Innovative learning spaces and culture



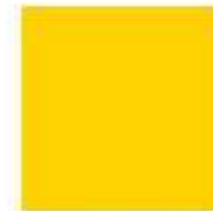
Physical learning environment

- * Evolution instead of revolution
- * Circle of trust
- * New types of learning spaces



Digital learning ecosystem

- * ICT is one of transversal competences
- * Google ecosystem, chromebooks
- * 1 device/1 student



School management supports new school culture

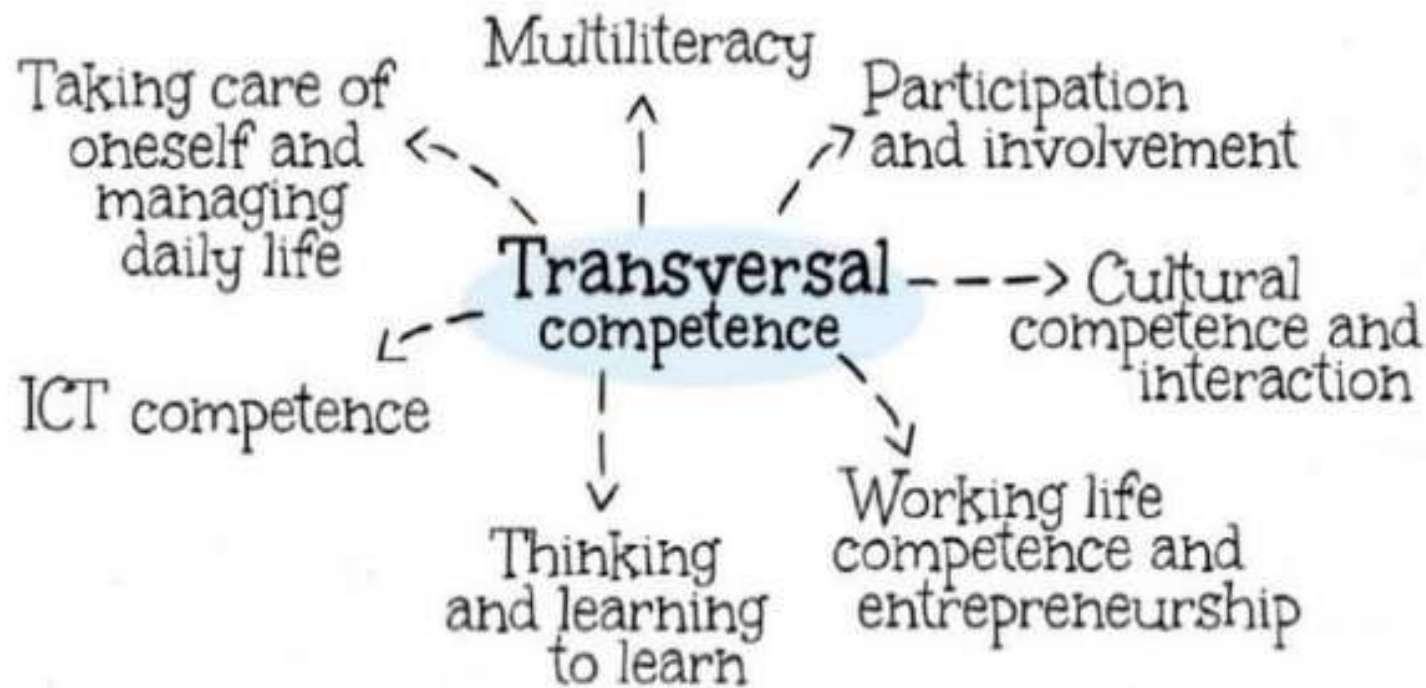
- * Trust on our teachers
- * Collaboration/team teaching



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Development on Vantaa digital learning ecosystem



structure

everyday life without hurry

real and caring presence

peace, community spirit

CHILD CANNOT
LEARN WITHOUT
WELFARE ->LET'S
START BUILDING
SMALLER GROUPS
HELPS WITH.....



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- short schooldays
- warm food every day
- school like home
- school near home
- rooms shared use and multipurpose
- adaptable learning environments: acoustic room, functional spaces, interactive spaces, group work spaces, differentiating spaces, fast walls and doors
- outdoor learning and yard
- no standardised testing & school ranking
- little or no homework
- small schools in a big one
- same teachers over the years
- two/three teachers in the same class

Ms Tarja Edry, Headmaster of Harjulan Kampus



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Multidisciplinary Learning Modules and Phenomenon Based Learning at Harjulan Kampus

<https://finlandeducationshop.fi/what-is-phenomenon-based-learning/>

<https://edusoftlearning.com/phenomenon-based-learning/>

Best practices with Otter

<https://otter-project.eu/blog/post/15/the-labs>

L'apprendimento
basato sui fenomeni
supera l'insegnamento
per singole discipline e
diventa più significativo

Phenomenon based learning means taking a multidisciplinary, collaborative, investigative and learner-centred approach to world phenomena. These phenomena put learners in charge of their own learning and enable them to study multifaceted and multidisciplinary subject groupings in depth.

Phenomenon based learning emphasises **community spirit**, cooperation skills, the application of data, and creative and critical thinking. It will help us get to the heart of the **new kind of learning**.

The multifaceted nature and challenging aspects of phenomena in the world require increasing levels of expertise, an investigative and multidisciplinary approach, and keeping abreast of topical issues. **Phenomenon-based learning challenges teachers to cooperate** across subject boundaries, and to share their expertise. Cooperation also takes place with experts outside the school; this could mean researchers, parents or representatives of various organisations.



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About Finnish school system

Saku Tuominen, director of this HundrEd project, says parents in Finland don't really want longer hours in school.

He says there is a "holistic" approach to education, with parents wanting a family-friendly approach.

This raises the question as to whether school systems, rather than shaping the next generation, simply mirror the society that's already there.

And in the case of Finland, Mr Tuominen says the Finnish school system is inseparable from the culture which it serves.

He says it's a "socially cohesive", equitable and efficient society, and it gets a consistently reliable school system to match.

<https://www.bbc.com/news/education-37716005>

Che ruolo riveste il nostro sistema scolastico?



Adaptable furniture for dynamic learning spaces



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Learning environment
Ambiente di apprendimento





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Spaces and furniture for:

- self organisation
- active learning
- peer work
- autonomous work
- laboratories
- self evaluation



Work spaces out
of the classroom



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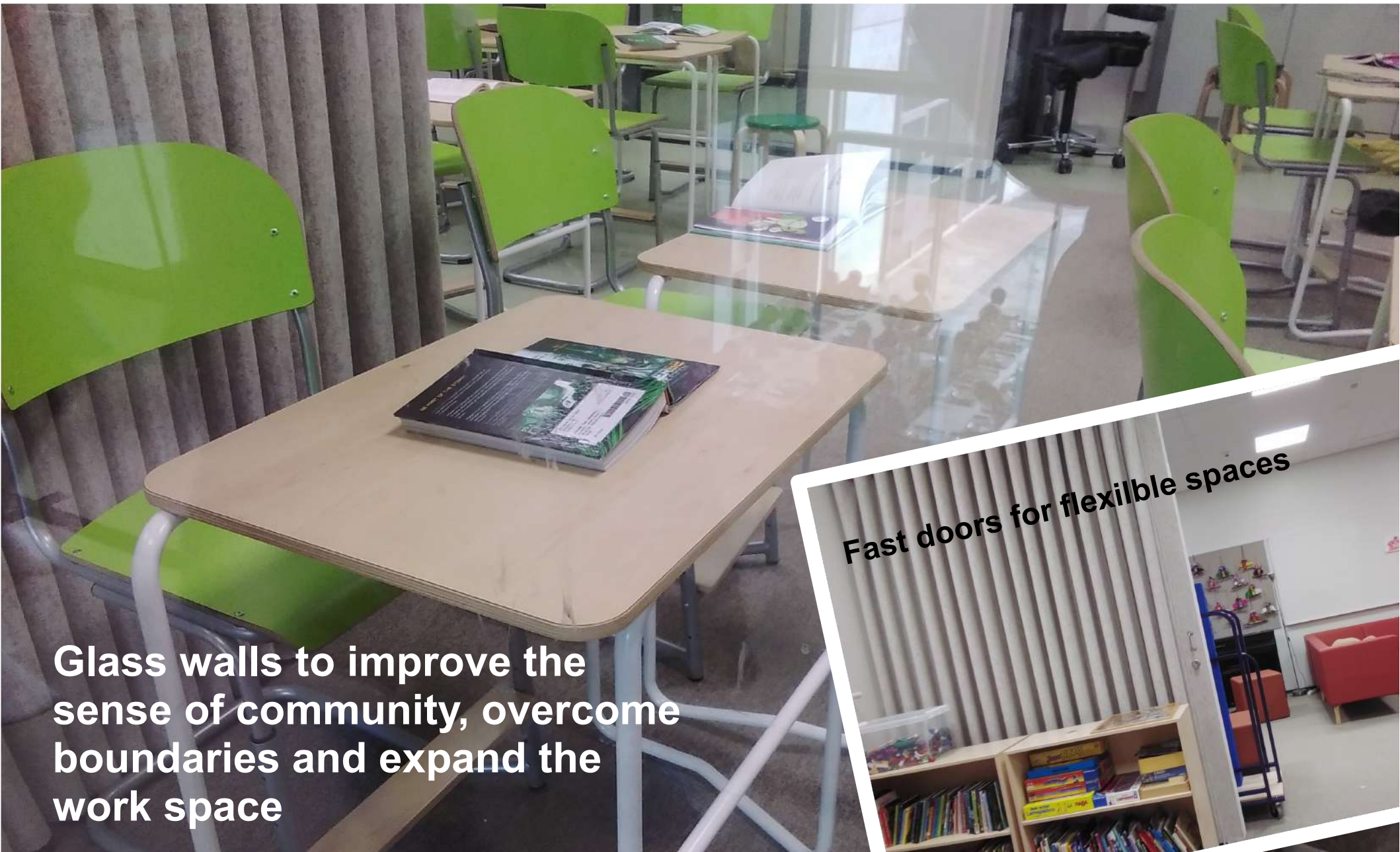


Importance given to technologies

Parte del curriculum è dedicato ai laboratori di arte, artigianato e nuove tecnologie



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Glass walls to improve the sense of community, overcome boundaries and expand the work space

Fast doors for flexible spaces





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Outdoor spaces in Harjulan Kampus

Outdoor breaks in all seasons: 15' every 45' of work or 30' every 90'. **Outdoor learning** in nature, close to the school.

L'attività didattica all'esterno rafforza il legame con l'ambiente naturale e favorisce un approccio interdisciplinare



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Novel elements, aiming to enrich the traditional discipline- based structure of basic education

The 21st century skills, the transversal competencies, and the integrative instruction in the form of Multidisciplinary Learning Modules (MLM) or Phenomena Based Learning (PHBL) aim at reinforcing the meaningfulness of learning for the students, to integrate teaching in basic subjects, and to change the culture of schooling.

*Nuovi approcci per un
apprendimento profondo e per una
formazione che guarda alla persona
nella società*



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Work less, learn more

Less homework more free time

Less testing more learning

Less teaching more peer learning

Less competition more cooperation

Less control more trust

Less study more playtime

Less writing more art and craft

Less school hours more free time

Less pressure more concentration

Less indoor more outdoor

Less subjects more phenomena

Less sitting more movement

*Il motto che guida la scuola in Finlandia
è "lavorare meno, imparare di più"*

Helsinki



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Per saperne di più sul sistema scolastico finlandese

1

<https://www.ccefinland.org/finedu>

2

<https://www.youtube.com/watch?v=7xCe2m0kiSg>

3

[Eurydice-school systems-Finland](#)

Link per vedere il supplemento foto e video delle scuole e della città di Helsinki

<https://youtu.be/oyXIBTzwHws>

Harjulan Kampus: children go to school by bike



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Building networks

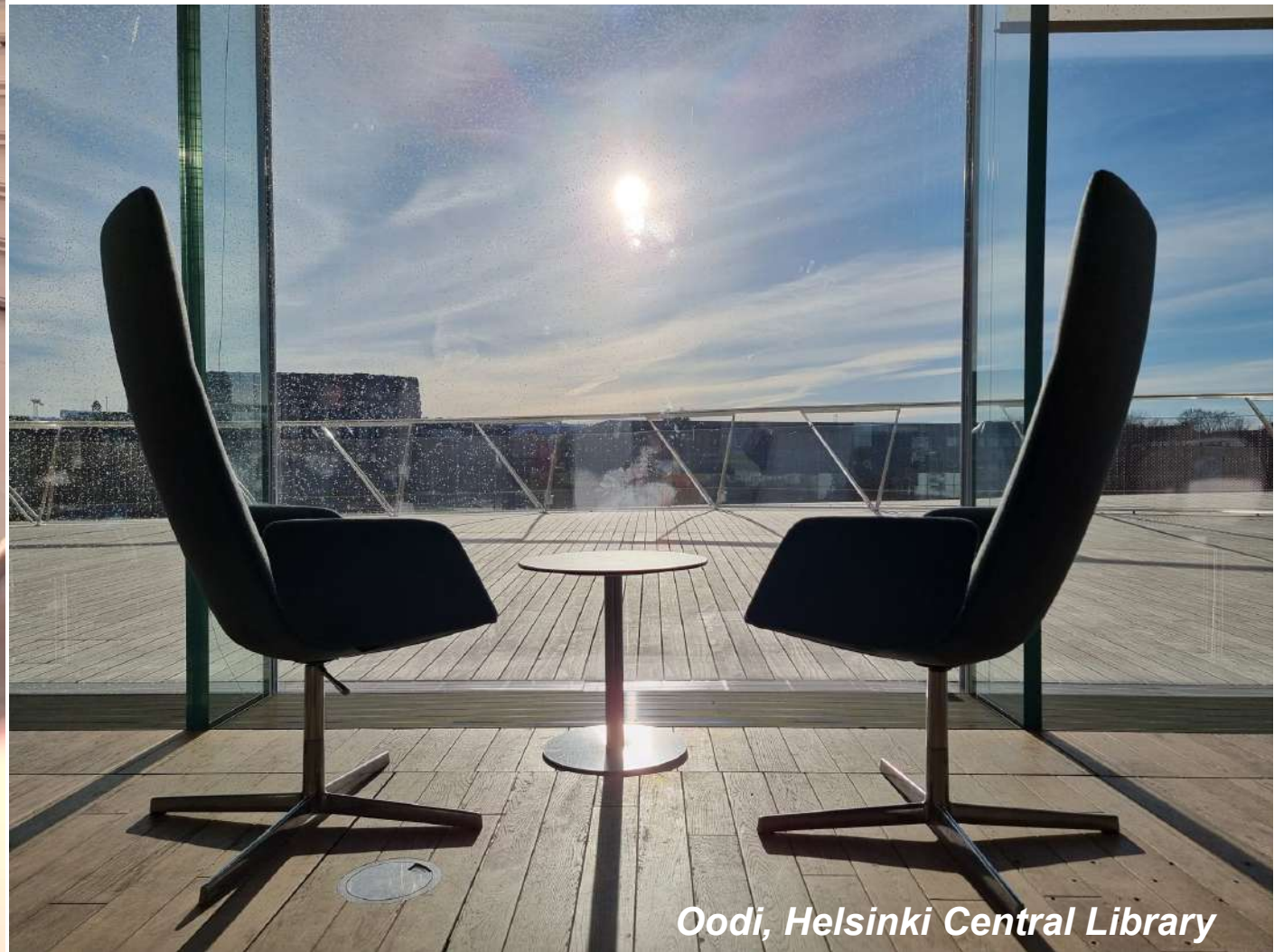
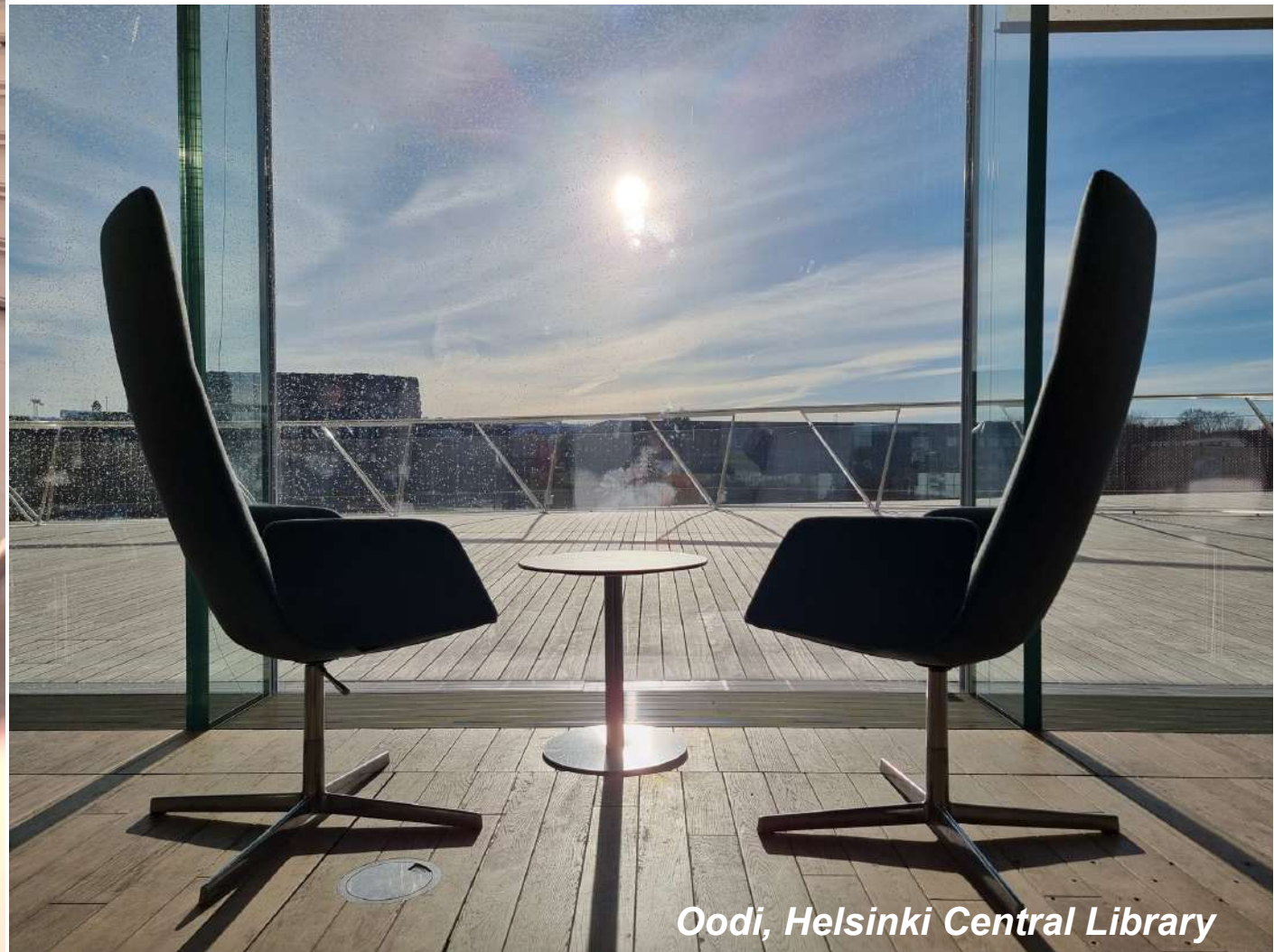


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Among lots of extra course activities: Oodi!

I wish I had an “oodi” in my town <https://oodihelsinki.fi/en/>



Oodi, Helsinki Central Library



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**So... Let's make our schools like home,
where you feel at ease, valued and nurtured**

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doors to go through



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