

FINLAND VISIT
30 SEPTEMBER 2018-6
OCTOBER 2018

Things that were
familiar to us!

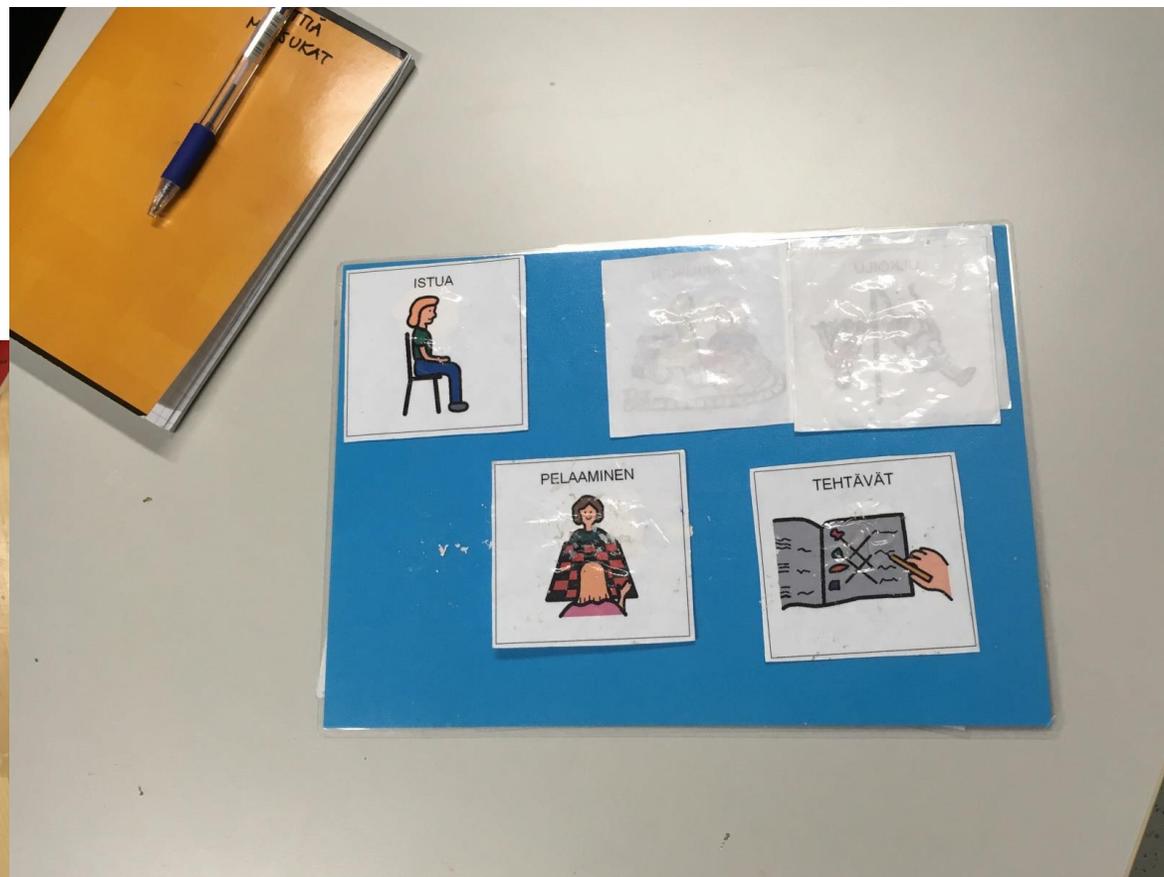
Schedules



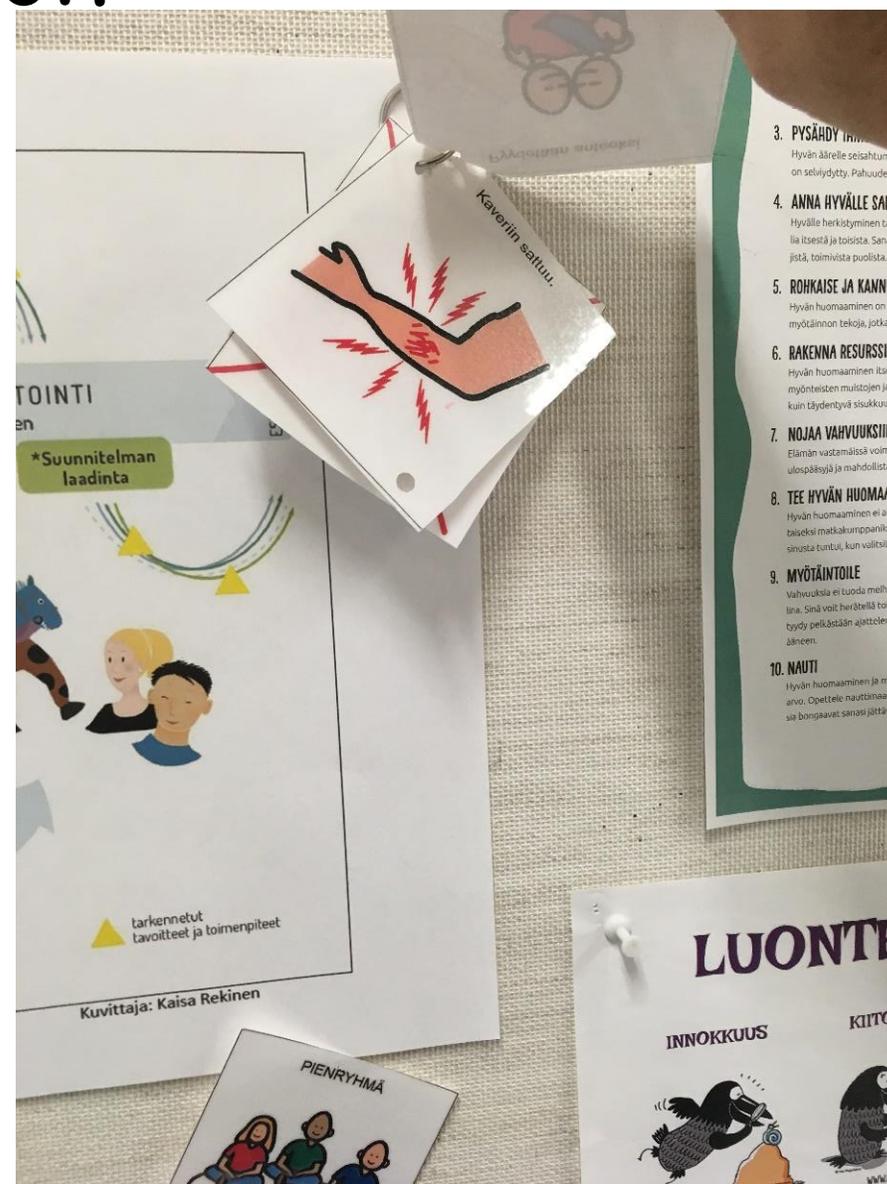
Schedules



Communication



Communication



Communication



Visual Instructions

suola, öljy, kuivahiiva, pullasuti, vehnäjauho, JAUHOT, vehnäjauho, hiutaleet, vesi, sokeri, uunipelti, leivinpaperi, laulaa, leipuri

SÄMPYLÄT

Tarvitset:

Kulhon, vispilän, mitan, leivinpaperia, puhtaan pyyhkeen tms, uunipellin, pullasudin ja kupin.

Vettä, vehnäjauhoa, puuro tms. hiutaleita, kuivahiivaa, sokeria, suolaa ja öljyä

LAP

Lasta ei saa illalla kotona nukkumaan nukkua päivällä vaikka ovat väsynyt

Miksi lapsen on tärkeää nukkua?
Riittävästi unta päivän ja yön aikana s koska uni vaikuttaa

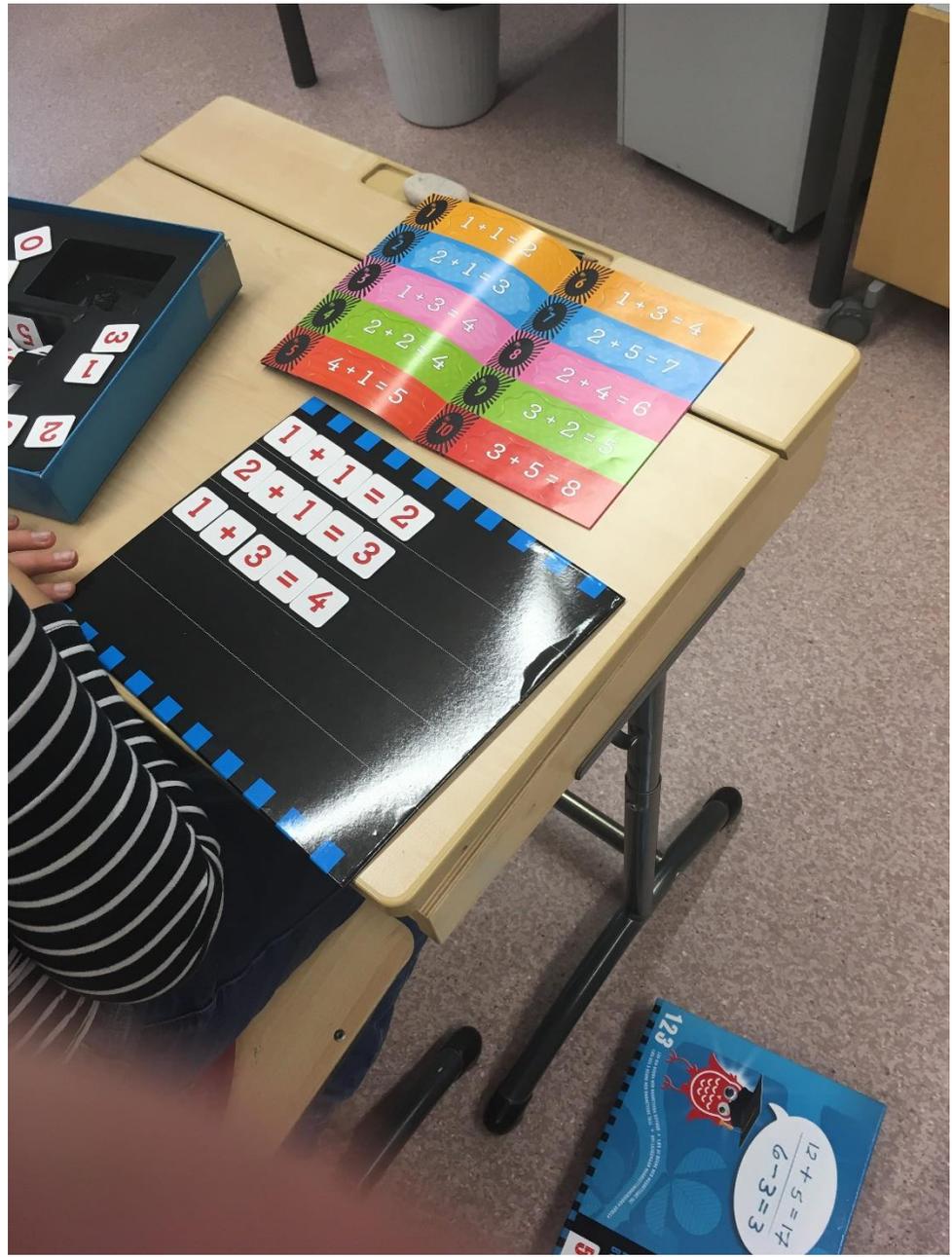
- AIVOJEN JA MUISTIN TOIMIN muistiin palauttamisen - eli LA
- EDISTÄEN LUVUUTTA!
- KASVUUN : Unen aikana eritty
- TUNNE-ELÄMÄÄN : Unessa lag
- MIELIALAAN JA KESKITTYMIS
- VAHVISTAA VASTUSTUSKYKY

Kuinka paljon lapsen tulisi nukkua?

- Yleissuostus: alle kouluikäisen
- Lasten unentarve on yksilöllist
- Tutkimuksen mukaan oikein ap mukaan ennen klo 15 nukkutut j unin on enemmän kuin viisi tu
- Yläikäyteen lapsen univaikeud sekä -villintymisenä = univeika
- 3-6-v. jättävät päiväunensa hel päiväunirytm voidaan rakentai
- Pitkinä jaksoina vähän tai huon oppimiskykyä ja kehitystä ajate

LAPSEN IKÄ

villatakki, sukat, uikolipuku, hattu





A green banner at the top features a sequence of analog clocks and digital times: 9.15, 10.00, 10.15, 11.15, 11.45, 12.00, 12.30, 13.15, 13.30, 14.15, and 15.00.

On the left, a vertical banner displays the letters: MA, TI, KE, TO, PE.

The main area is a grid of educational cards:

- En**: A card with the flag of the United Kingdom.
- ma**: A card with the mathematical expression $\begin{pmatrix} 2 & 3 \\ + & 3 \\ 5 & -1 \\ \hline & 2 \end{pmatrix}$.
- välitunti**: A card with a basketball hoop icon.
- ma**: A card with the mathematical expression $\begin{pmatrix} 2 & 3 \\ + & 3 \\ 5 & -1 \\ \hline & 2 \end{pmatrix}$.
- li**: A card with a stick figure icon.
- li**: A card with a stick figure icon.
- ruokailu**: A card with a fork, knife, and plate icon.
- välitunti**: A card with a basketball hoop icon.
- kurssit**: A card with a person and a ball icon.
- kurssit**: A card with a person and a ball icon.
- us**: A card with a cross and a chalice icon.

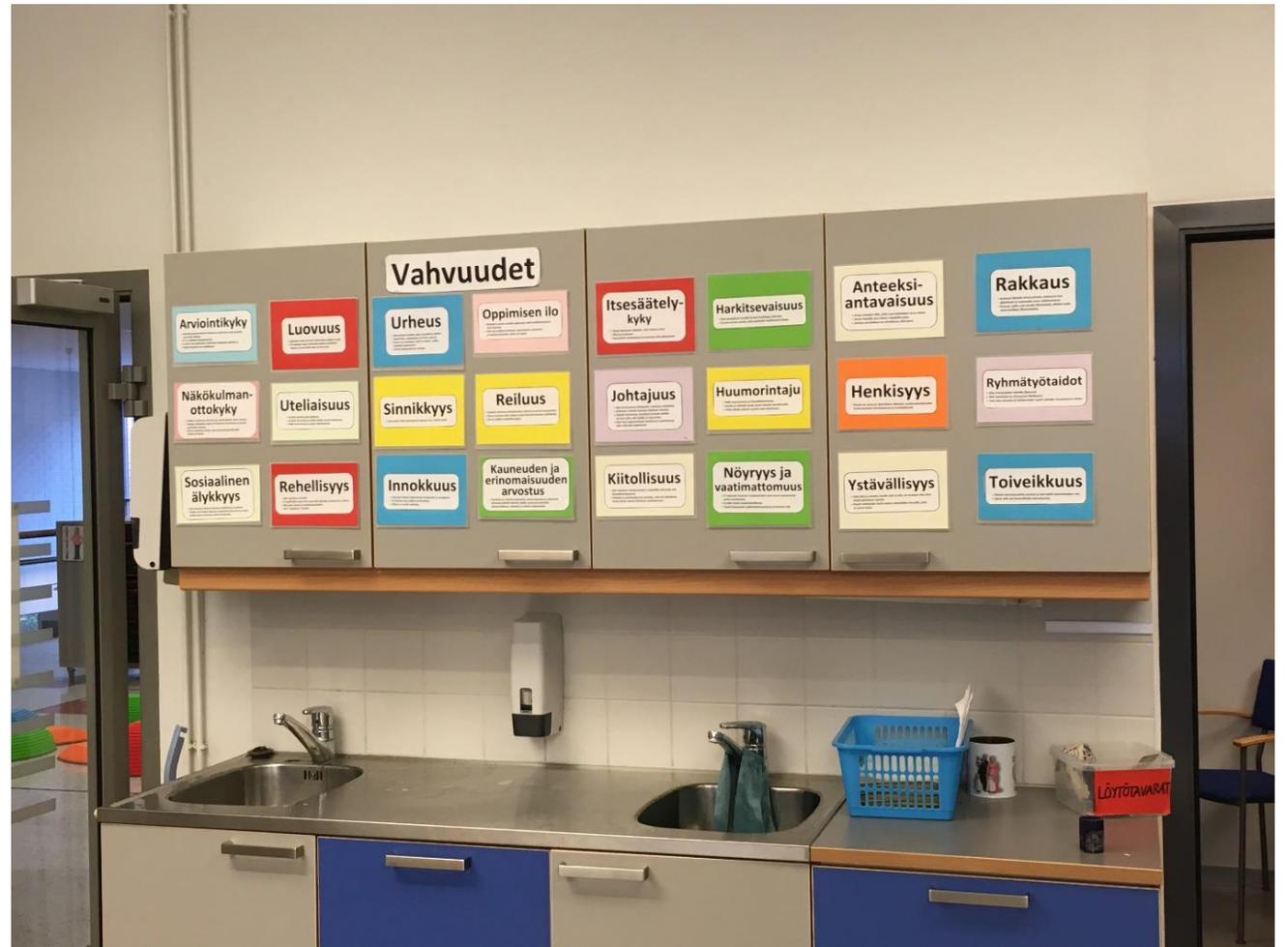
Values

WHAT WE DID OR SAW

- As practitioners we discussed our own "non negotiable" values and then as tables came up with a shared set
- Focus on Values from Kindergarden through to Secondary School- same values were displayed or evident , just in a more age appropriate fashion

	3 VALUES	Why?	What if?...
1	balance of home/work	essential for wellbeing & smooth running	☹️
2	personal fulfilment (fun!)	→ wellbeing → Productivity ← success ← making a difference	☹️
3	teamwork / independence	essential for 'service' to function	☹️

	Values	Why?	What if?...
1	Respect	To oneself and others to be able to learn and grow	Impact on health and wellbeing and relationships
2	Integrity/Trust	Responsibility, ability to learn, keep safe and impact on well-being. Honesty - to self and others	Impact on learning and applying in the world. World's contribution
3	Resilience/Perseverance	Risk taking, challenge finding solutions, bouncing back, courage, Creativity	Limitations on growth, spiritually and socially, motivationally and physically making jobs more jobs





Math Science Finnish Music Home economy
Health education Arts Physical education

Foreign languages ICT LEGO automation

Hunting and fishing

TRUST!





ACTION PLAN-VALUES

- What? Revisit the 5 Keys- defining and attaching Values to the 5 Keys
- How? Staff training and discussion
- Success Criteria: All staff and children can articulate the 5 Keys and their values
- The Language of 5 Keys will continue to be embedded in assemblies, classrooms and around school

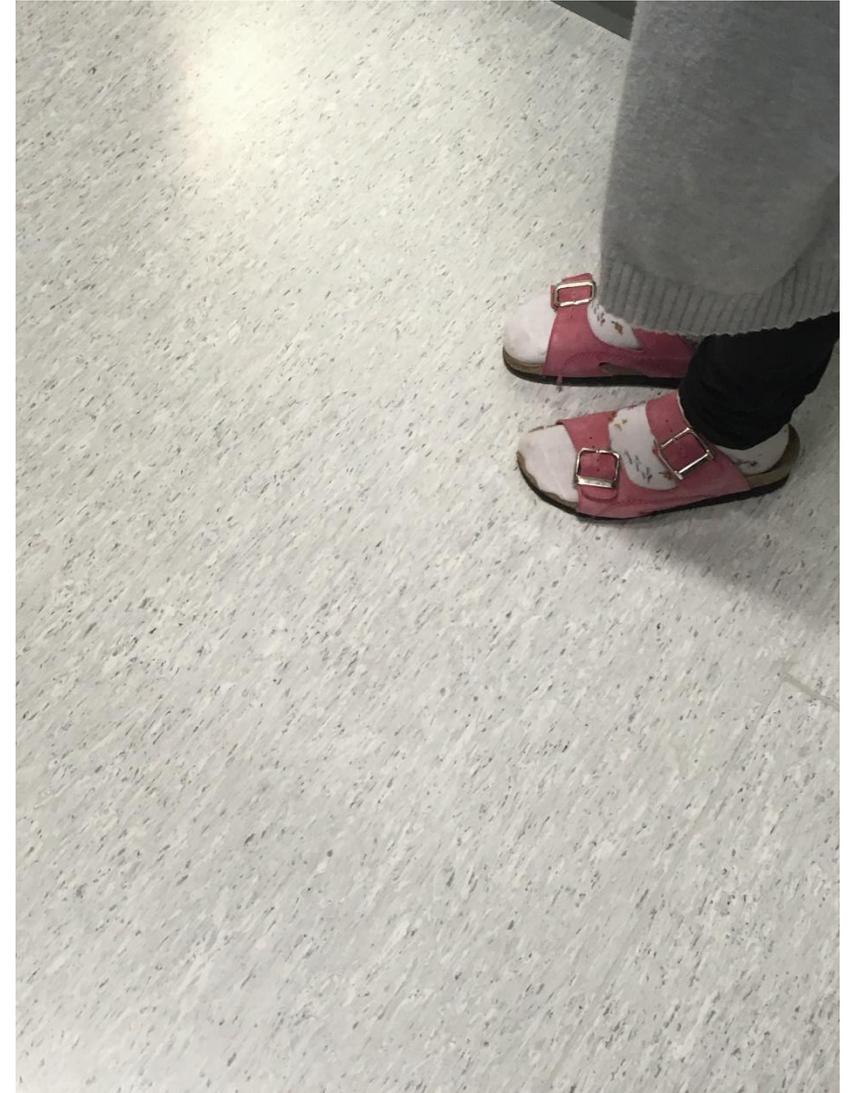
Environment and Physical Development

WHAT WE DID OR SAW

- Visited a range of schools
- Noticed flexibility about how and where they worked.
- More time daily spent on physical activity.
- Greater emphasis on meeting physical needs- schools even had climbing frames/climbing bars/wall bars in the corridors for secondary pupils.
- Big emphasis on core strength and meeting sensory needs
- Children were able to take responsibility and regulate their own physical needs- popping onto the sensory circuit as they walked along to their lesson!

SHOES

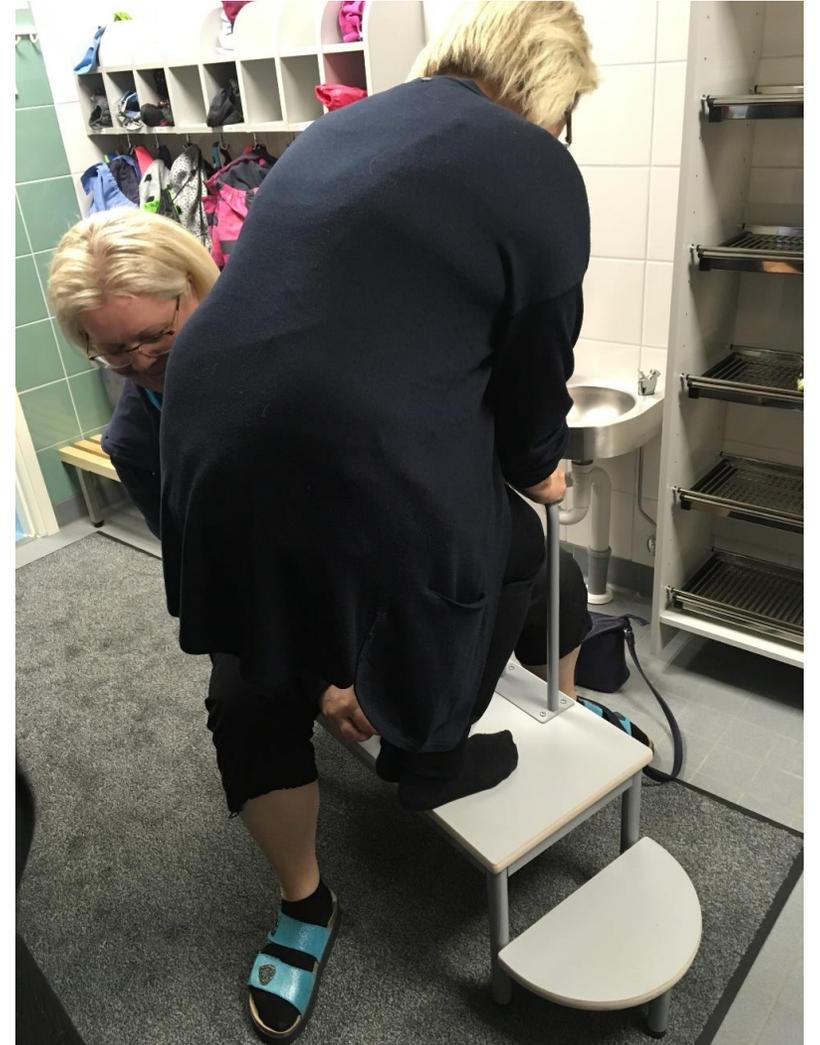
**RIISUTHAN
KENKÄSI 😊**





ORGANISATION

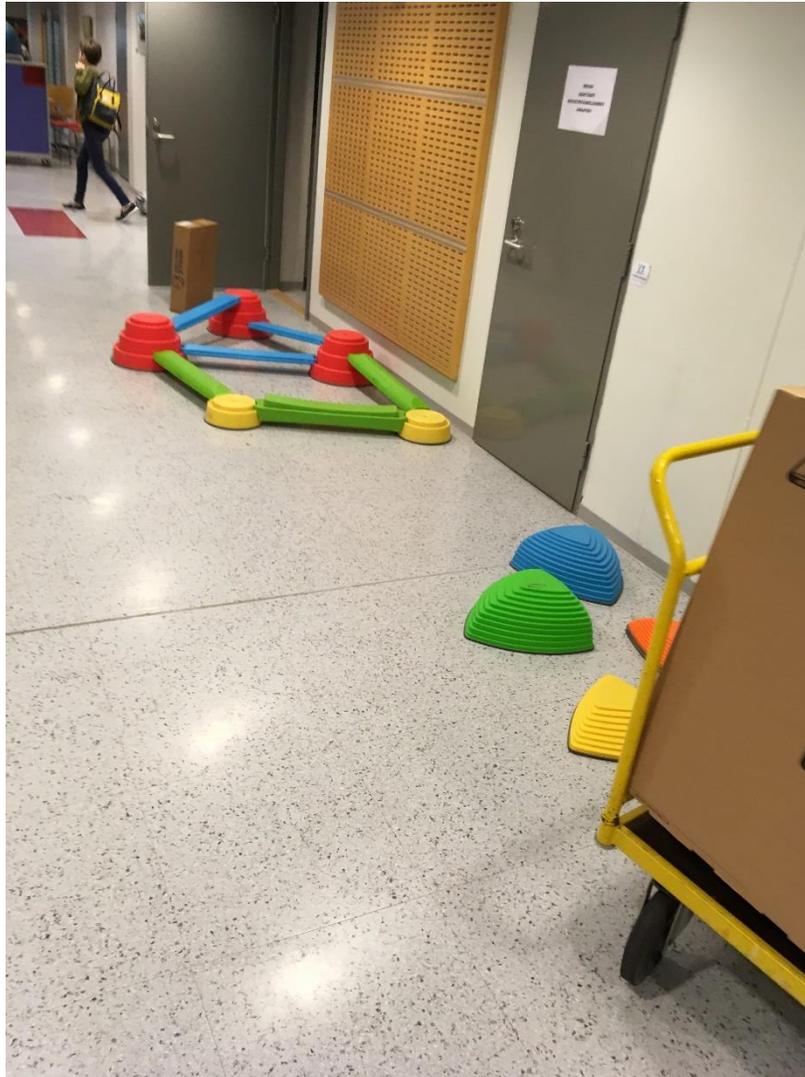
ORGANISATION



ORGANISATION



SENSORY NEEDS



SENSORY NEEDS





SENSORY NEEDS



SENSORY NEEDS



CLASSROOM LAYOUT



CLASSROOM LAYOUT 2





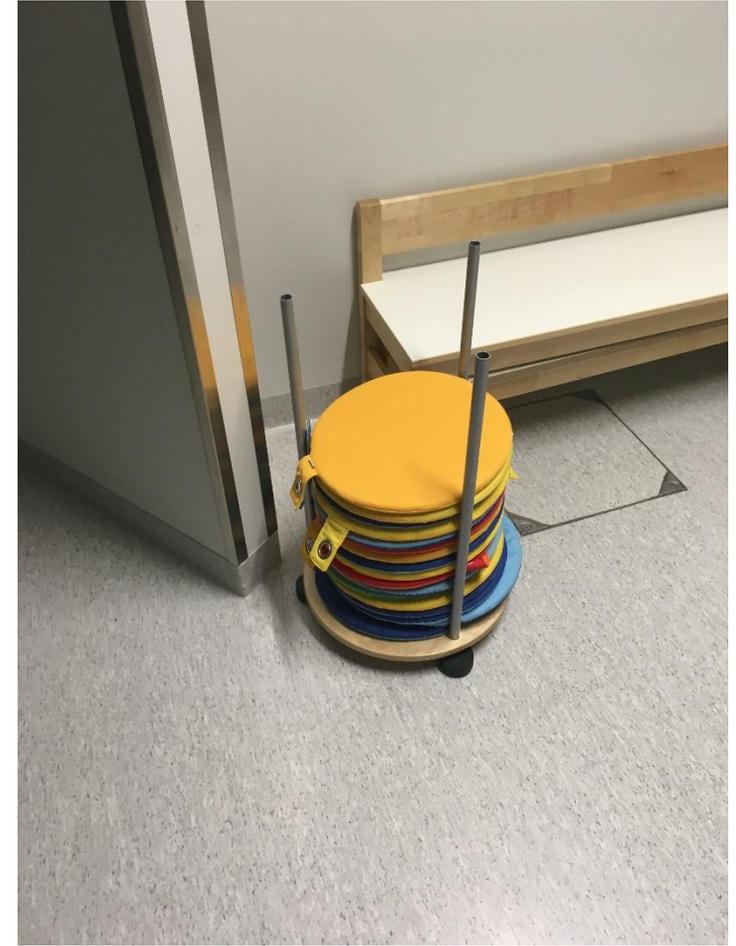
CLASSROOM LAYOUT 3



CLASSROOM LAYOUT 4



CLASSROOM LAYOUT 5



CLASSROOM LAYOUT 6



CLASSROOM LAYOUT



OUTDOORS





OUTDOORS



ACTION PLAN: ENVIRONMENT AND PHYSICAL DEVELOPMENT

- What? Improve flexibility of the environment to meet children's physical and sensory needs
- How? Share with SLT our observations and findings on the physical environment
- Staff meeting to share findings
- Identify 2 classes(1 on each site) to trial flexible working environment
- Re allocate physio balls, hill tops, rocker chairs sofas to targeted classrooms
- Set up low cost circuit in corridors of each site
- Build in more outdoor physical breaks-consider restructure of daily timetables longer term

Success Criteria

- Targeted classes can feedback positive and negative findings which will influence ongoing resourcing and classroom set up(Use wellbeing and engagement scores as a baseline and end of project to measure impact)
- All staff will have increased understating of importance of movement/physical activity
- Daily timetable will allow for increased physical activity and children will demonstrate increased fitness

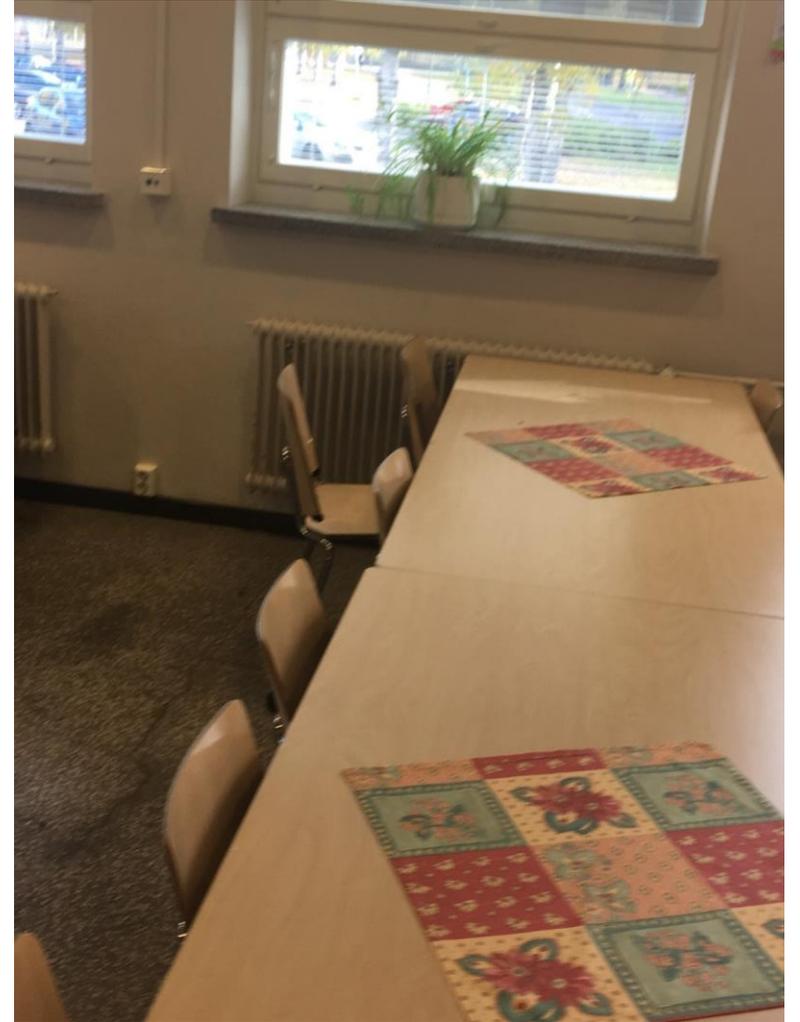
Environment and Aesthetic

WHAT WE DID OR SAW

- Attention to detail for how the classrooms looked- many classes were less cluttered. All classes seemed to have plants in them.
- Plants and other aesthetically pleasing items(!) were dotted all around school
- Felt calm. Lot of natural materials were used.









ACTION PLAN: ENVIRONMENT AND AESTHETIC

- What? Greenery in classroom
- How? Ask school council to give each class a plant that they can care for and nurture- encouraging trust and responsibility
- Success Criteria: Bringing greenery into the school will impact on Wellbeing Scores(use W and E scores to measure)
- Children will develop values of Responsibility, Respect, Care for living things

LUNCHTIME PROCEDURES

WHAT WE DID OR SAW

- Family style service for lunch right from youngest children
- We saw children at the Kindergarten helping themselves to their lunch, using china plates and carrying them back to the tables.
- Children showed self-control serving themselves- only taking as much or as little as they needed and making their own choices as to what they wanted to eat from a limited but healthy selection.

ALL SCHOOL MEALS GENERALLY CONSIST OF TYPICAL FINNISH FOODS. A GOOD SCHOOL MEAL CONSISTS OF

• a warm main course



• a side of vegetables



• bread and table spread

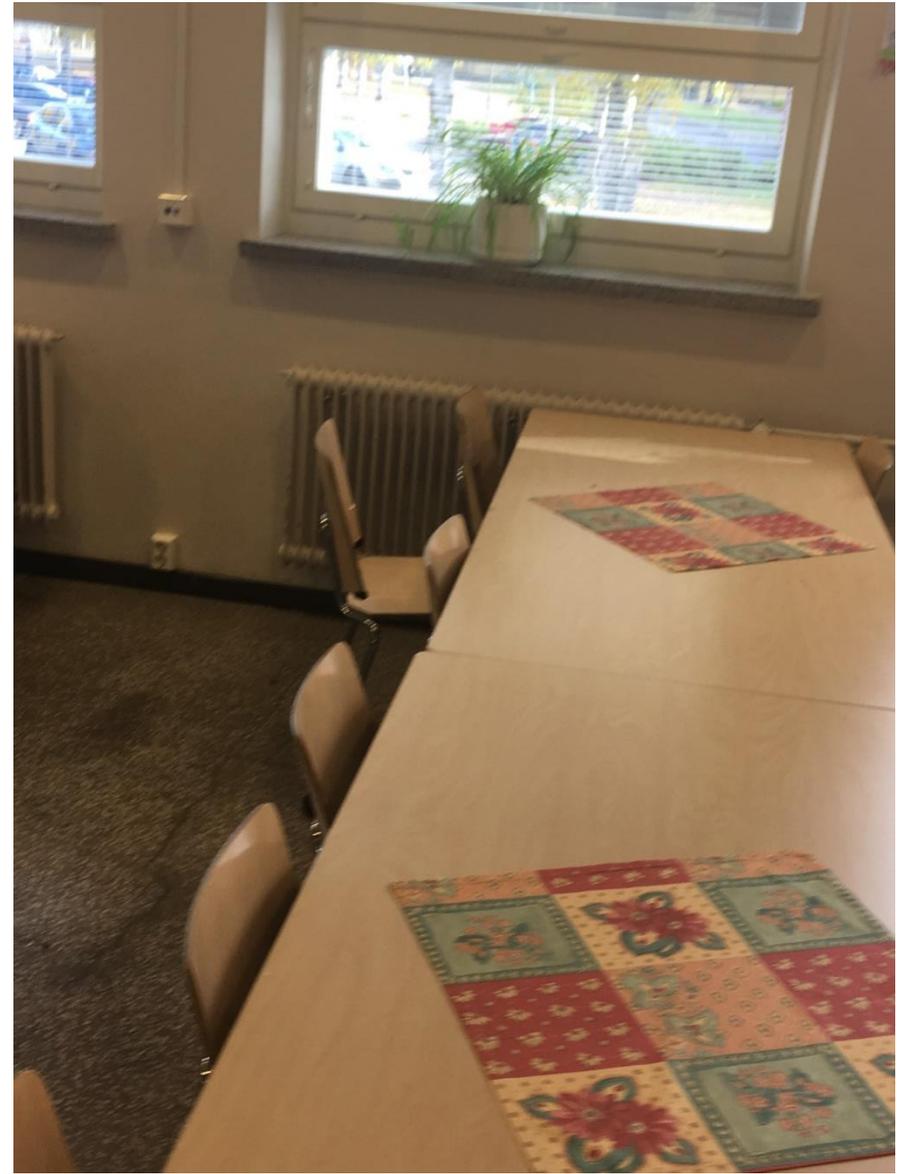


• a drink



• water to quench thirst







Ketsuppia on tarjolla jatkossa vain seuraavien ruokien kanssa:

Ruokalista viikko 1: Lihamakaronipata

Ruokalista viikko 2: Jauhelihakastike,
Makkarapannu

Ruokalista viikko 3: Lasagnette,
Grahamlihapirakka

Ruokalista viikko 4: Italianpata

Ruokalista viikko 5: Uunimakkara





ACTION PLAN: LUNCHTIME PROCEDURES

- What? "Family Service" lunch at RGE
- How? Trial Family Service at RGE- each class to serve at table(a la Nurture Group snack)
- KS1 and EYFS to eat in class-Kingswood to be asked to provide serving trays
- Success Criteria: Pupil experience of lunch will be improved which will impact on wellbeing as well as interaction and social skills.
Some children may demonstrate increased appetite/willingness to try new things.

Arts and
Crafts

WHAT WE DID OR SAW

- Significant proportion of time appears to be spent on developing pupils skills in arts and crafts.
- We saw boys doing sewing and children in the youngest settings having access to a wide range of woodworking tools.
- There was a great emphasis on displaying work, although the displays were not elaborate
- Children were given time to draw-



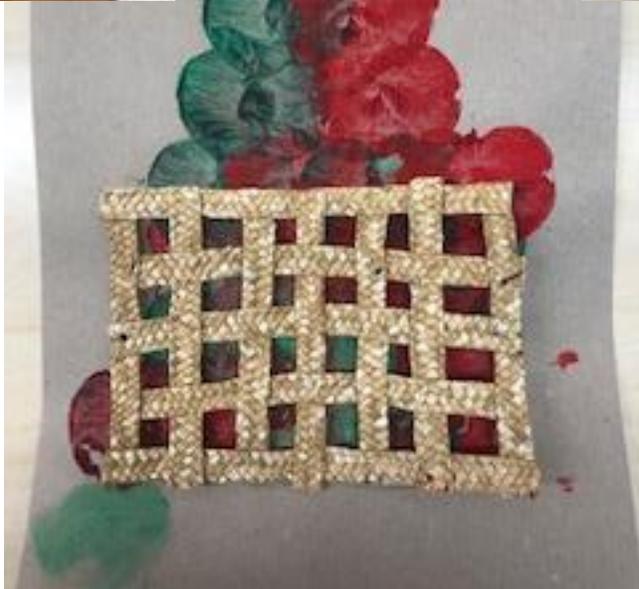








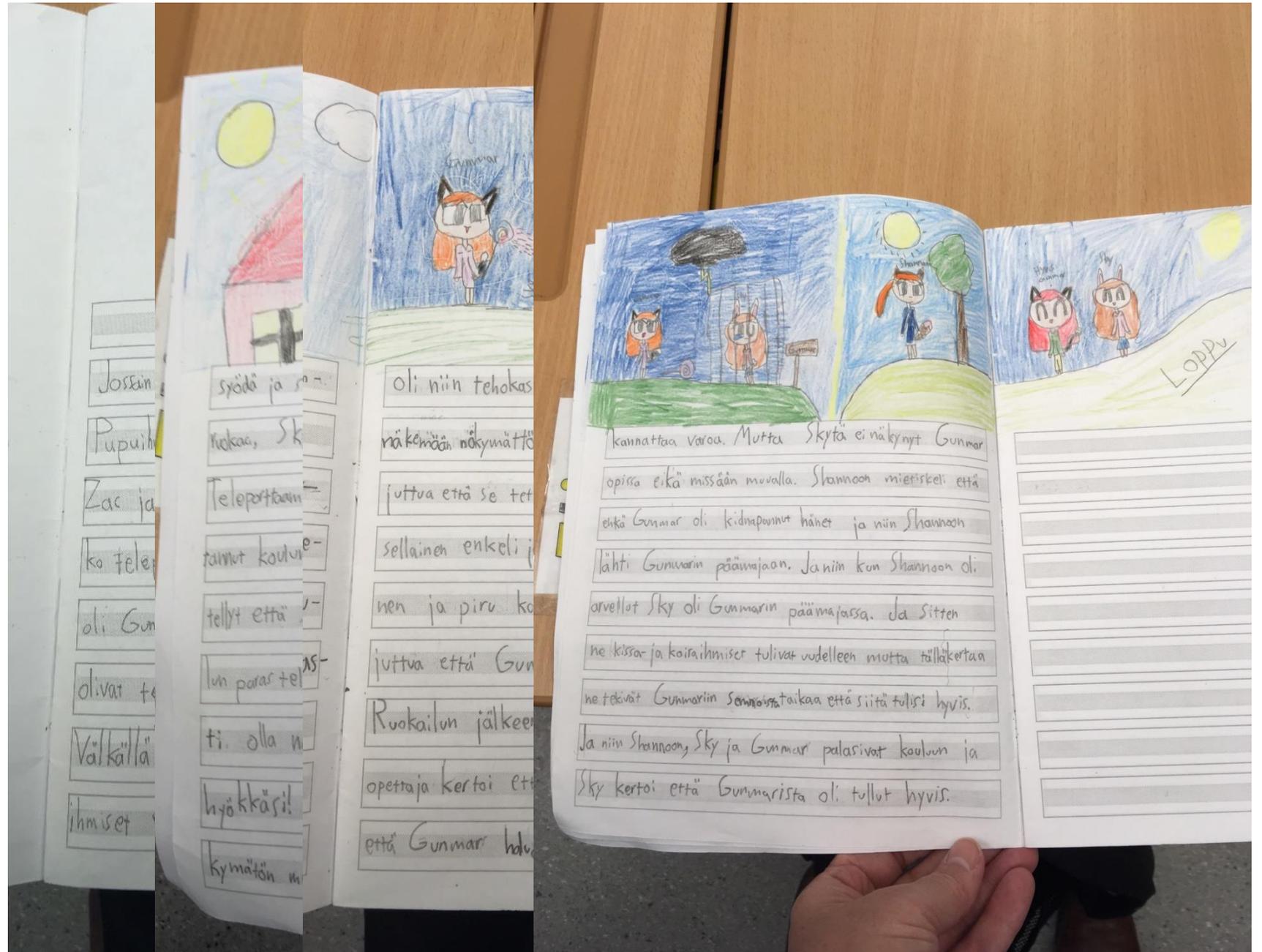








Time to draw



ACTION PLAN: ARTS AND CRAFTS TECHNIQUES

- What? Increased focus on Skills and techniques in arts and crafts(safety with tools, exposure to hard and soft materials)
- Time to draw and paint
- How?: Monitoring of work as new curriculum becomes embedded., pupils artwork is sympathetically and aesthetically displayed(but doesn't require a fancy display)
- Success Criteria: Childrens artwork is valued
- Children are able to demonstrate increased skills in arts and crafts techniques

Our values-trying new things

- Cultural Experiences
- Embracing Finnish Supermarkets!
- Trip to Koli National Park
- Helsinki airport

Carelian
pasties

2 dl water
1/2 tsp salt
1 dl wheat flour
4 dl rye flour

~

2 1/2 dl short
grained
rice

1/2 l water
1 l milk
1 tsp salt

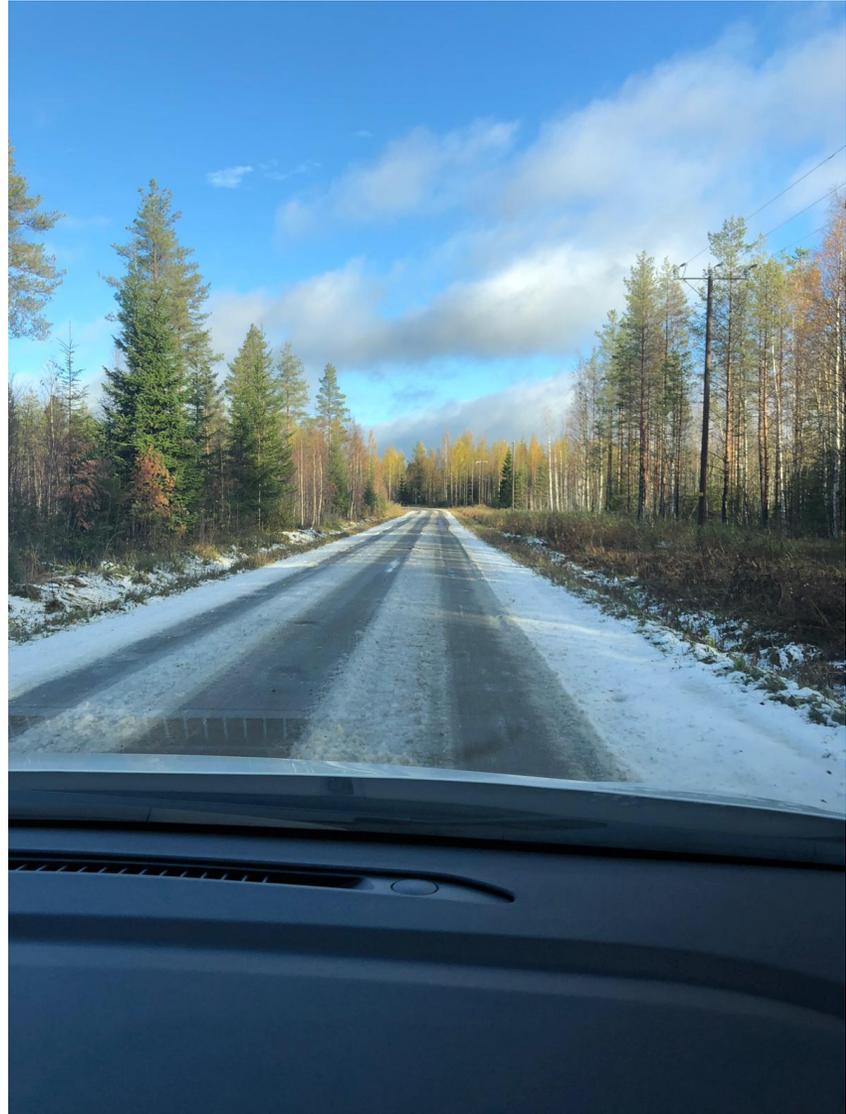






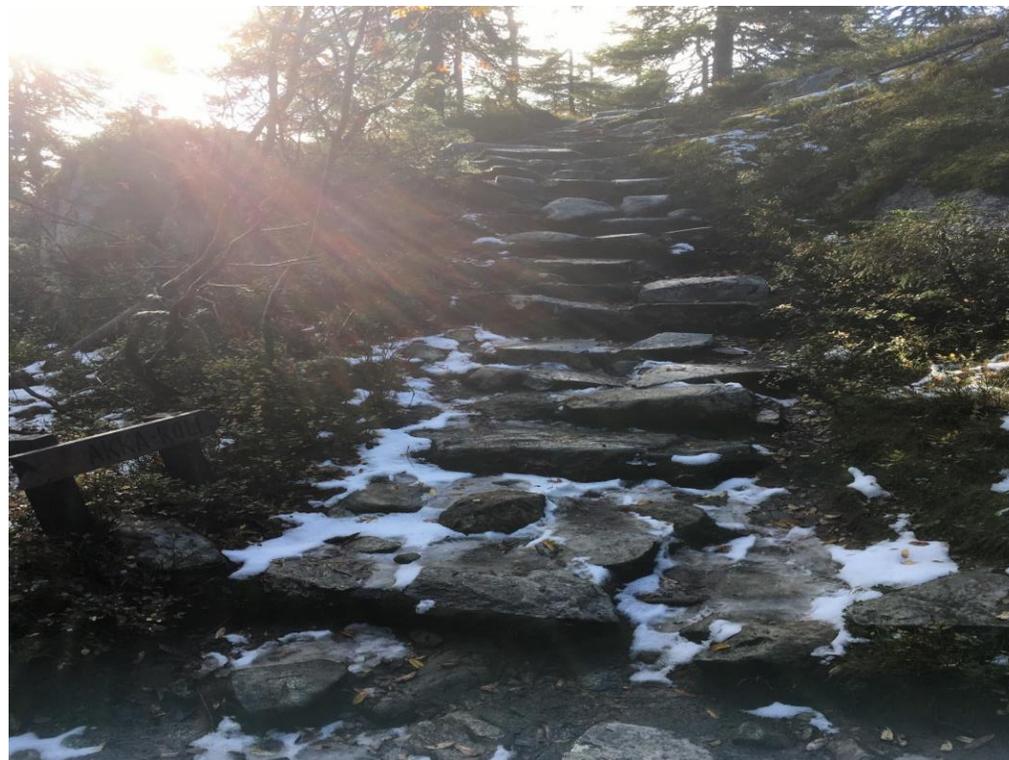
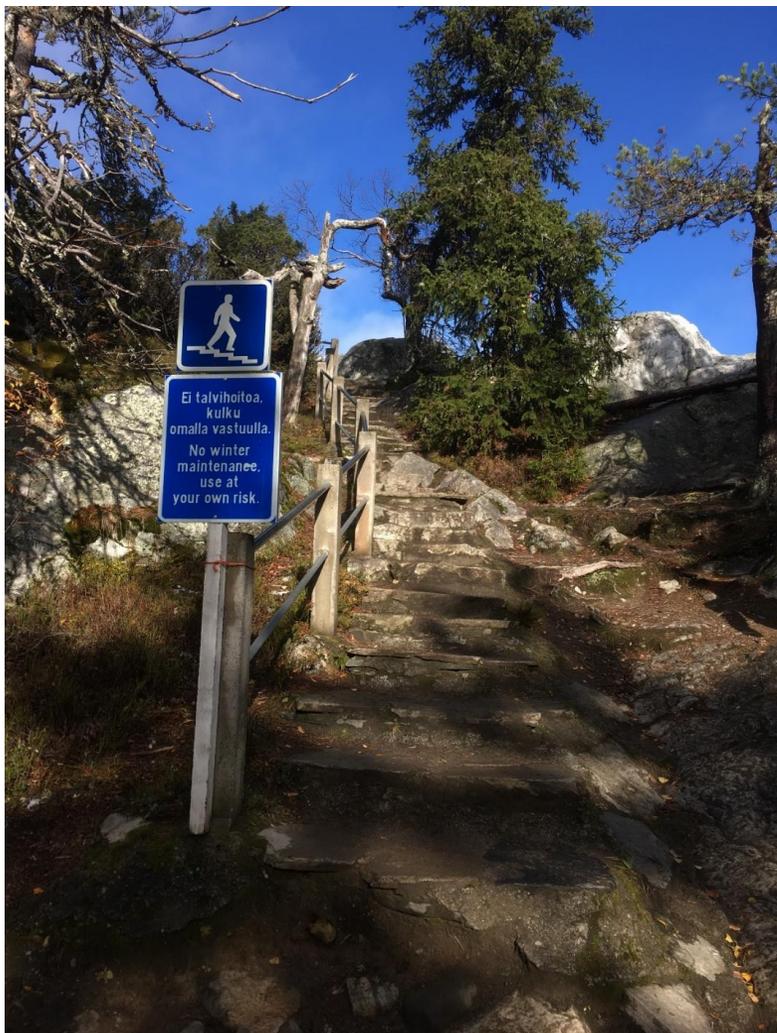










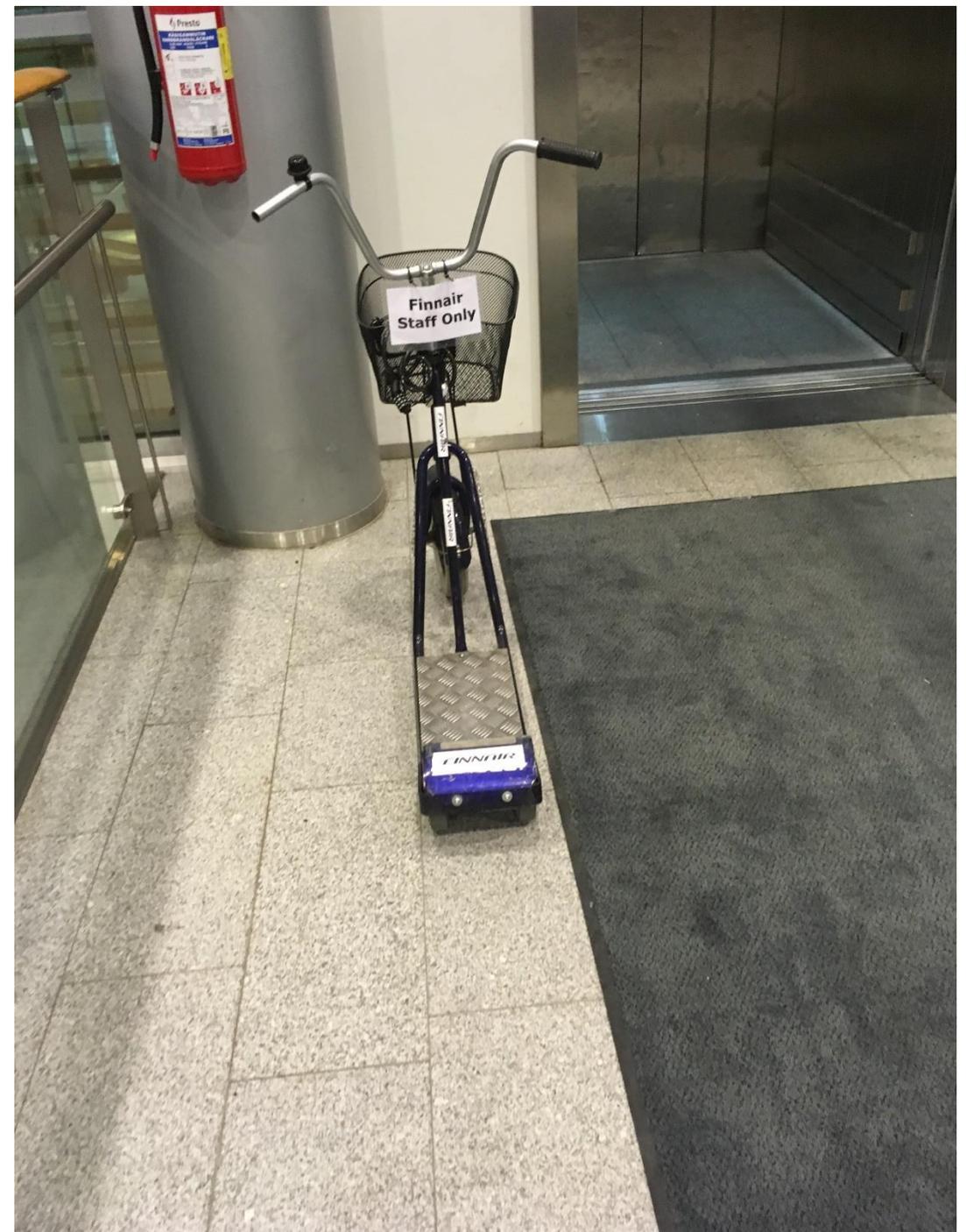








THE Finnish spirit





OUR NEW Finnish Friend, Marita

