

**General,
intensified,
and special support**

Ritva Mickelsson

My pedagogical roles

Teacher

- class teacher
- special class teacher
- special teacher

- Principal
- Area coordinator
- Head of the special education unit in Espoo

Specialist and professional

- trainer
- mentor
- researcher
- local curriculum



Mother



Learner





*The purpose of the steering of basic education is to ensure the equality and high quality of education and to create favorable conditions for the pupils' **growth, development, and learning.***

*National Core Curriculum for Basic Education 2014, p. 9
Finnish National Agency for Education*

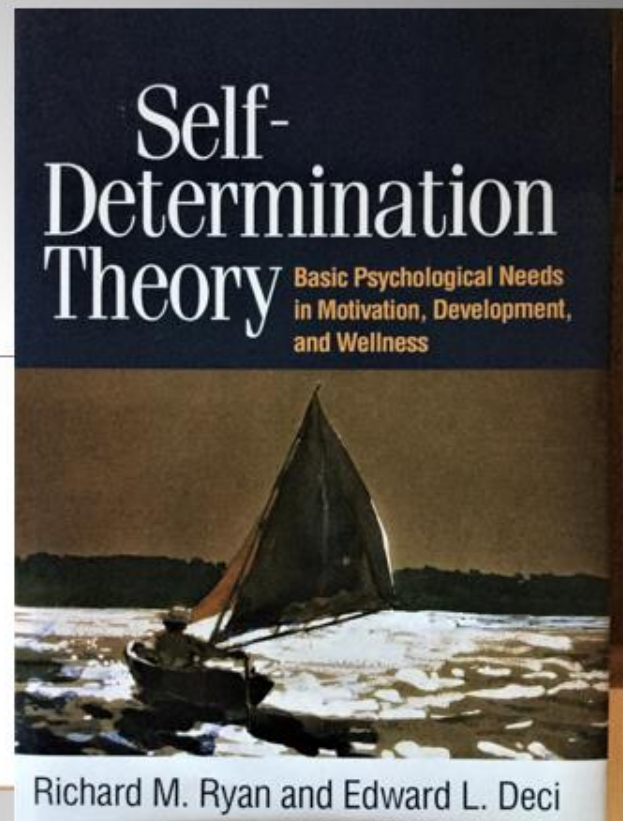


Finnish national curriculum 2014

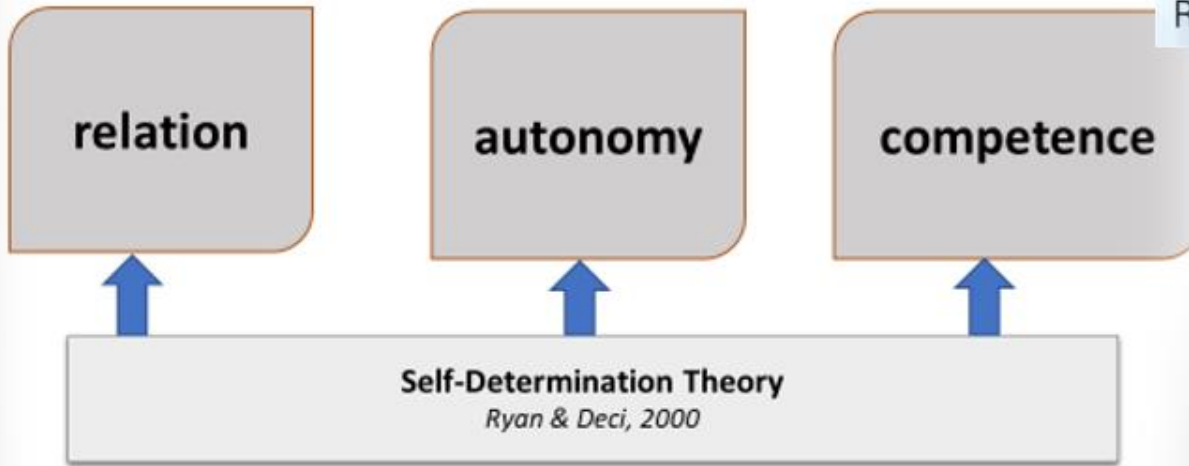
safety

a need to belong

to be accepted



Richard M. Ryan and Edward L. Deci



Handle with Care

If your family is experiencing difficulties at home, I would like to provide additional support at school. I understand that you are not always able to share details and that's okay. If your child is coming to school after a difficult night, morning or weekend, please text me "Handle with Care". Nothing else will be said or asked. This will let me know that your child may need extra time, patience, or help during the day.





an effective teacher "builds and bonds"

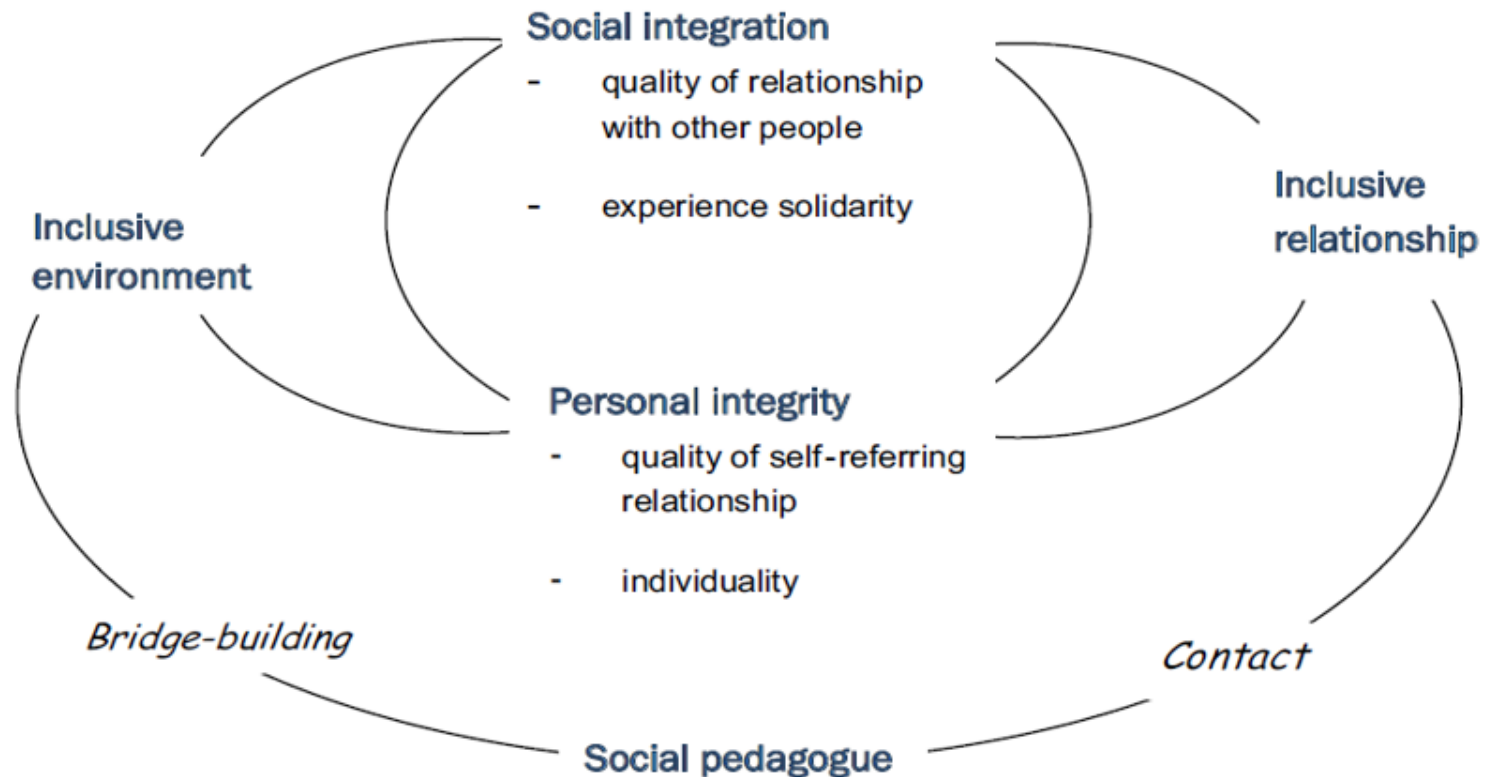
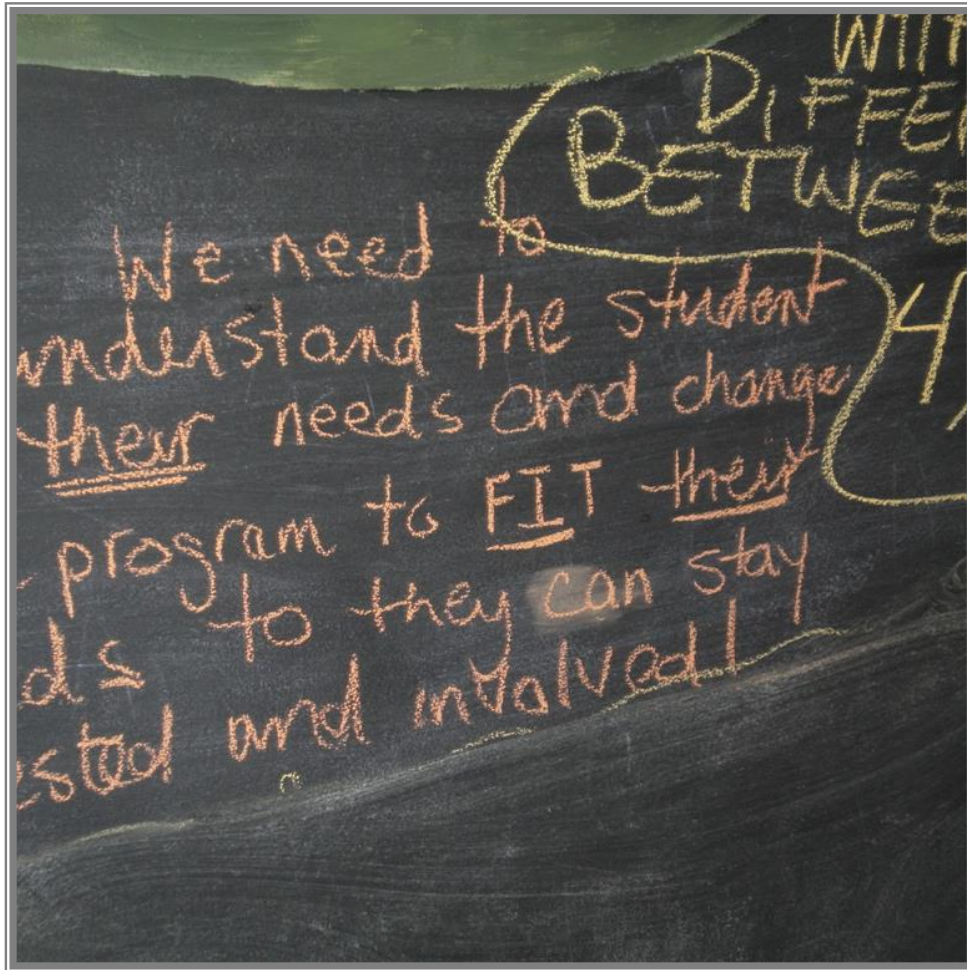


Figure 1 The task of pedagogue: turning the negative cycle by means of contact and bridge-building



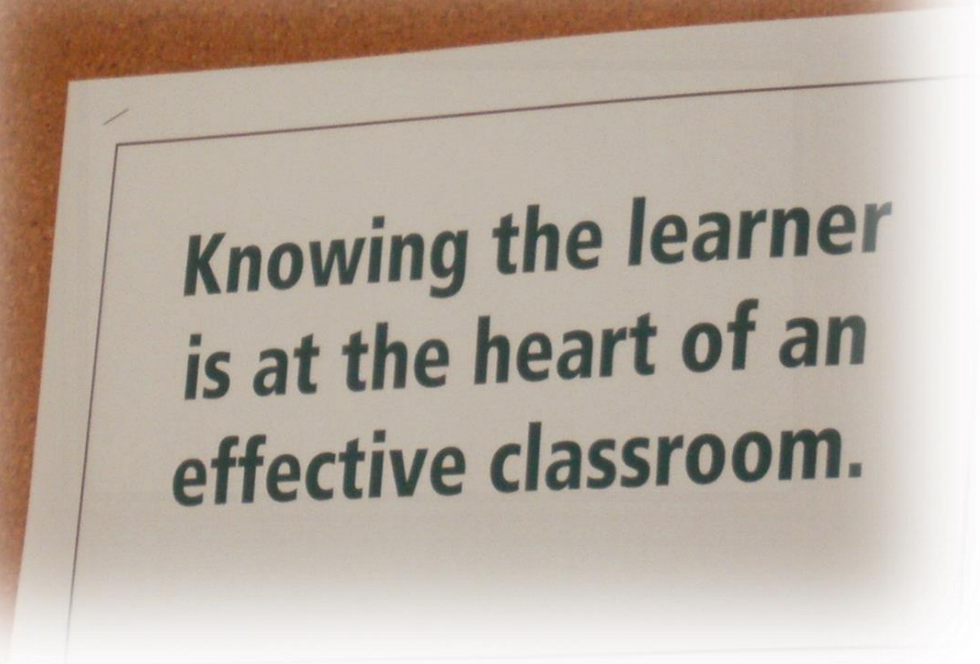
Maximizing Student Success with
Differentiated Learning
(Morgan 2014)

*We need to understand
the students and their
need and change
program to fit their needs--*

*So that they can stay
interested and involved*

Why mainstream?

If we want that also students with special needs reach their maximum potential, they need to study in groups that have higher tasks.

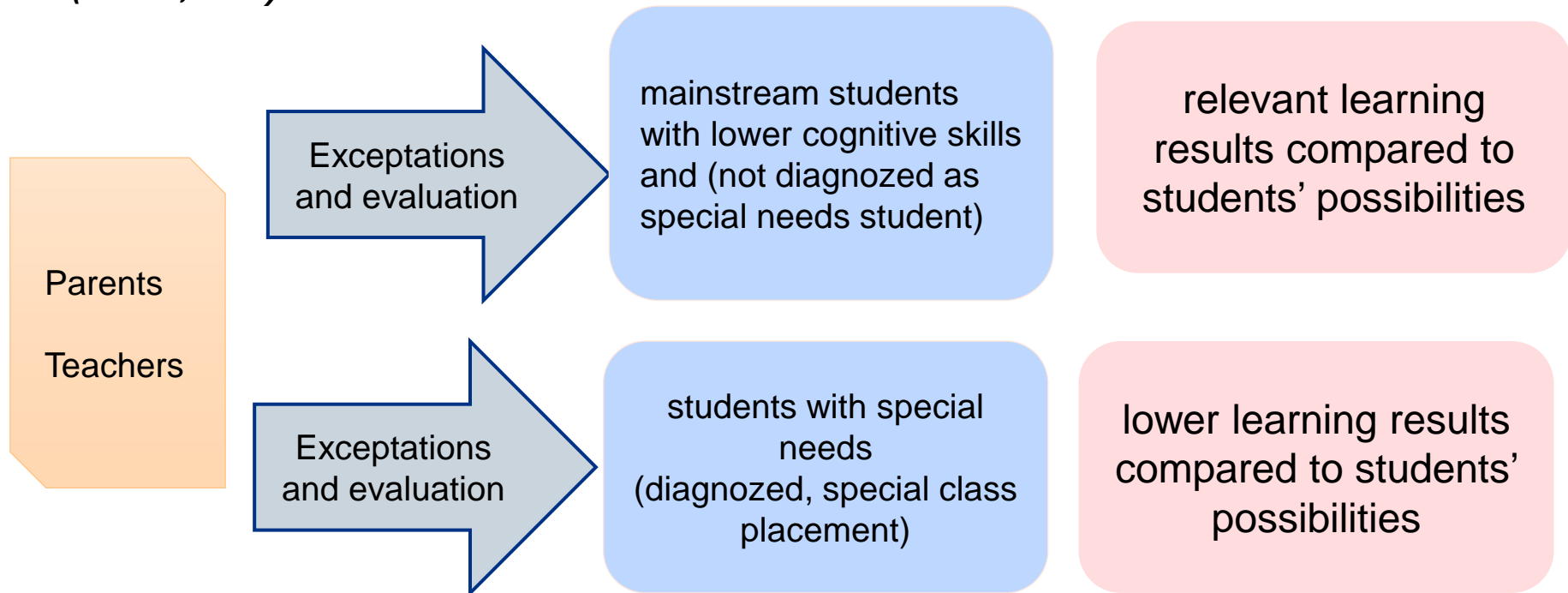
A photograph of a white rectangular sign with a thin black border, placed on a brown corkboard. The sign contains the text "Knowing the learner is at the heart of an effective classroom." in a bold, black, sans-serif font.

**Knowing the learner
is at the heart of an
effective classroom.**

Stigma of a Label:

Educational Expectations for High School Students Labeled with Learning Disabilities

(Shifrer, 2013)



The elements of the successful school day

good quality in teaching and learning, standards of activities that support growth and development, sense of community and belonging, home-school co-operation and safety

General support

Intensified support

Special support

Pedagogic
assessment

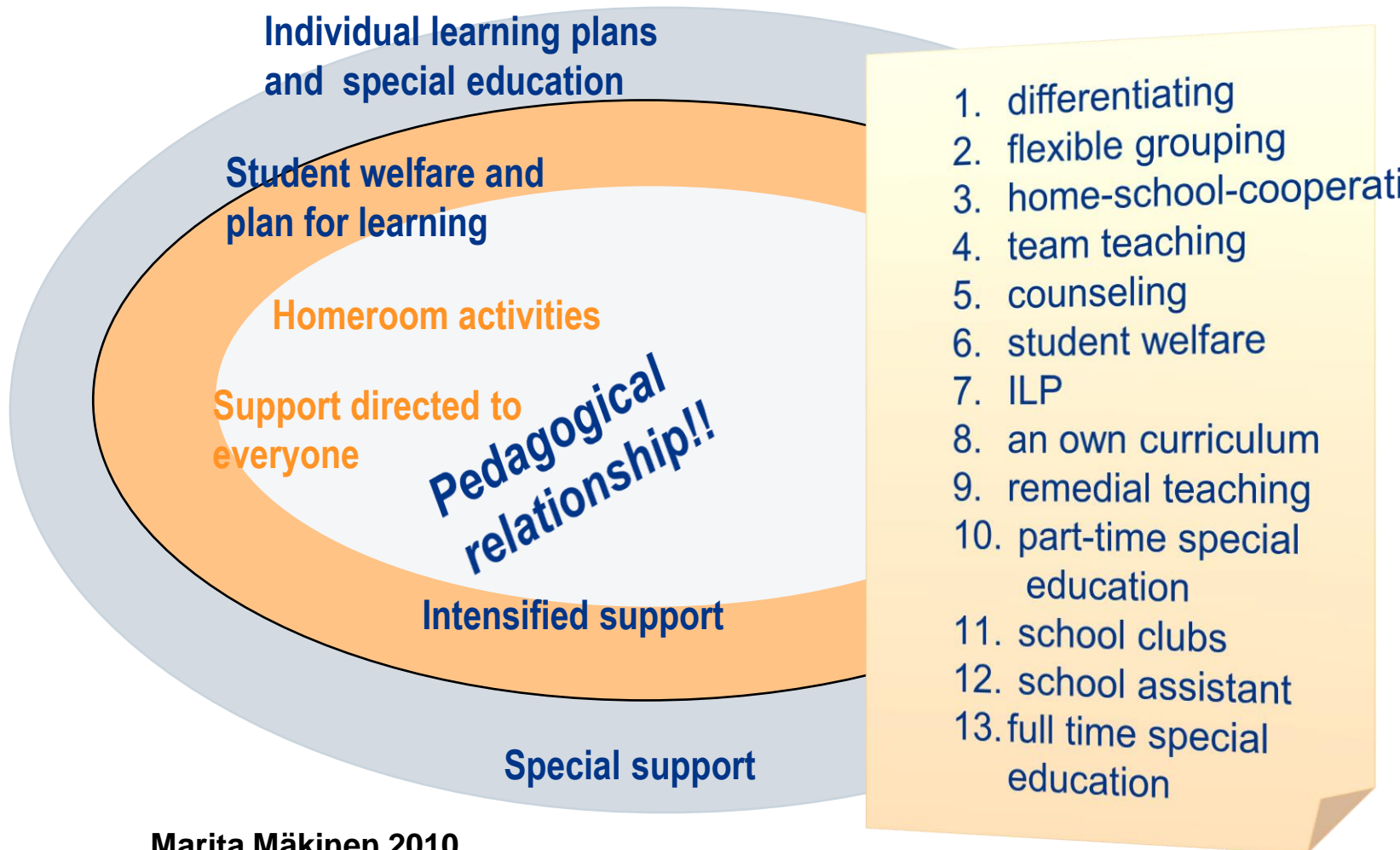
Special support
inquest

Statutory processes

<p>differentiating counseling student welfare remedial instruction part-time special education implements and aids school assistant guidance and other support</p>	<p>differentiating counseling student welfare remedial instruction part-time special education implements and aids school assistant guidance and other support</p>	<p>differentiating counseling student welfare remedial instruction part-time special education full-time special education implements and aids school assistant guidance and other support</p>
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Support: flexible grouping, group size, co-operative and team teaching
school clubs, an own curriculum , individualizing...

Inclusive strategies



How adults could support the whole school community, and students' learning and well-being?



Fall & Roberts, 2012 (Journal of Adolescence)


Teachers:

- be interested,
- give notice and award for students who try
- keep up sense of community by different activities to let students get to know each

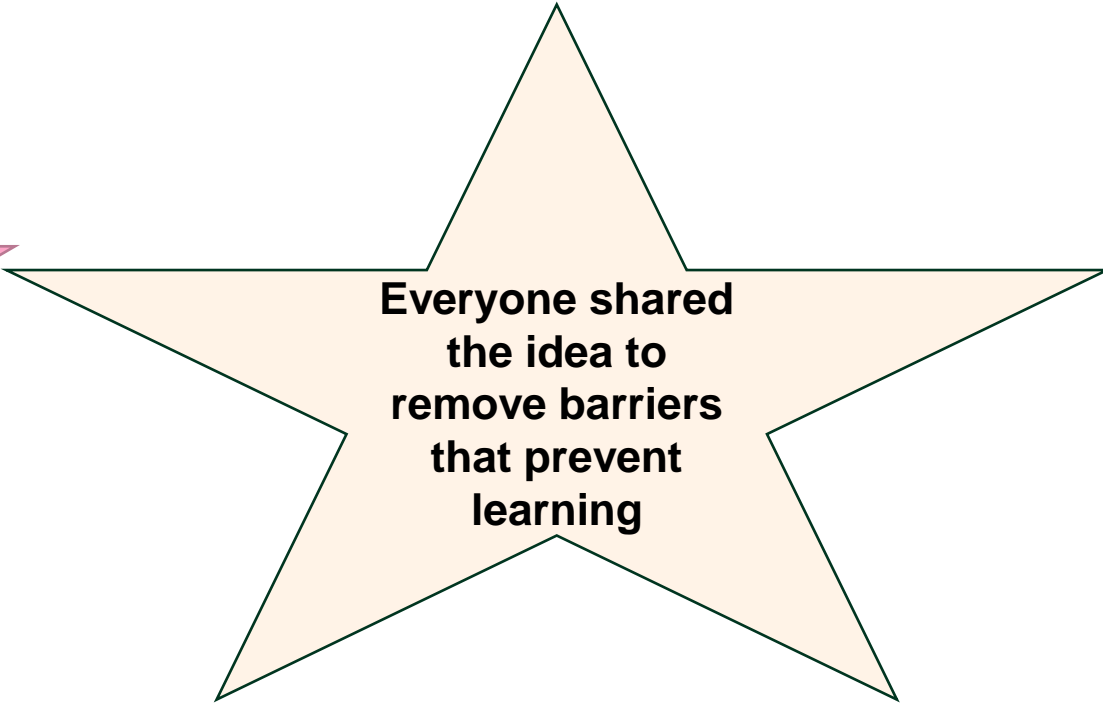
Parents:

- have a regular discussion about school with your child

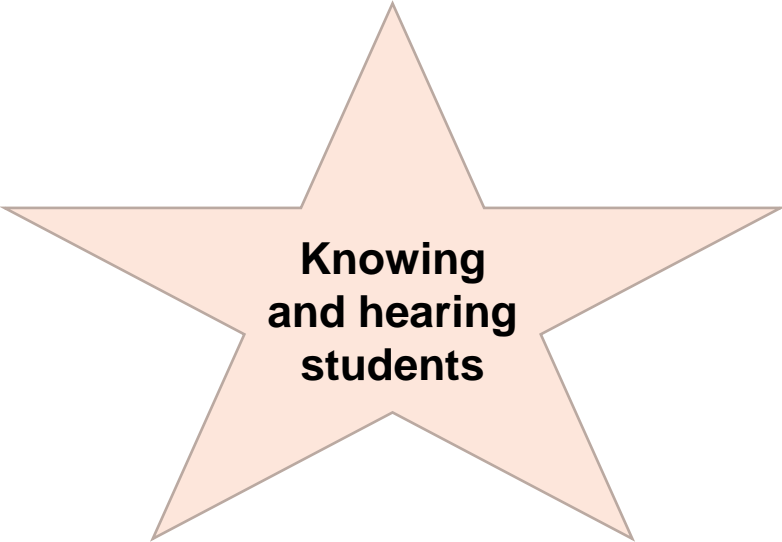
Every encounter involves support.

A pink five-pointed star with a thin black outline. The text is centered within the star.


**Individual
and
personal
learning**

A light orange five-pointed star with a thin black outline. The text is centered within the star.

**Everyone shared
the idea to
remove barriers
that prevent
learning**

A light orange five-pointed star with a thin black outline. The text is centered within the star.

**Knowing
and hearing
students**

A purple five-pointed star with a thin black outline. The text is centered within the star.

**Redefining
"teacherhood
"**

DAILY CARE

- warm interaction
- listening, open and curious attitude toward students' things and thoughts
- caring environment, students' involvement, sense of community
- quick steps with daily problems

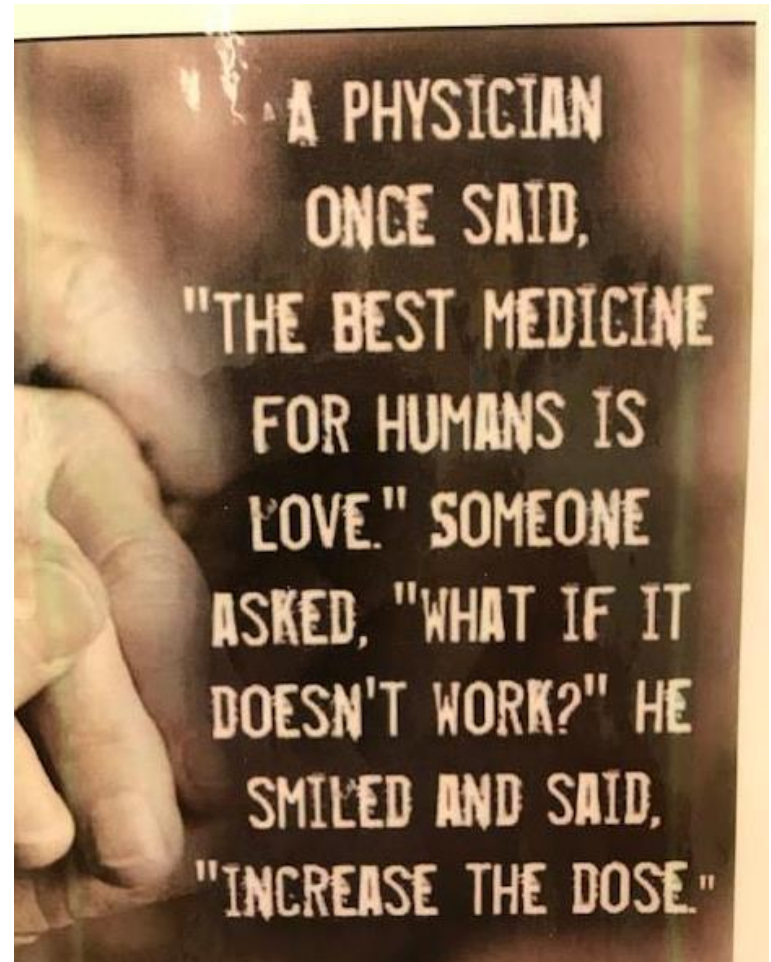
INFORMATION AND SKILLS

- social skills
- knowledge of vital information and skills for own healthy

STRUCTURE

- staff
- student welfare group
- committed leaders
- collaborative approach

Every day is a new opportunity.



Catch them being good!

McKINLEY

ining



- 300 students
 - one group for preparatory class for basic education
 - two groups for voluntary additional basic education
 - two groups for special class education (behavioral and social-emotional issues)
- 35 teachers and three school assistants
- student welfare group (psychology, social worker, counselor, and a nurse)
- one principal and two vice-principals
- teams:
 1. environmental issues,
 2. assessment,
 3. community spirit and anti-bullying
 4. co-workers
 5. school events
- specialities: animal-assisted well-being, learning and activities



The building is over 50 years old, but was renovated in 2010.



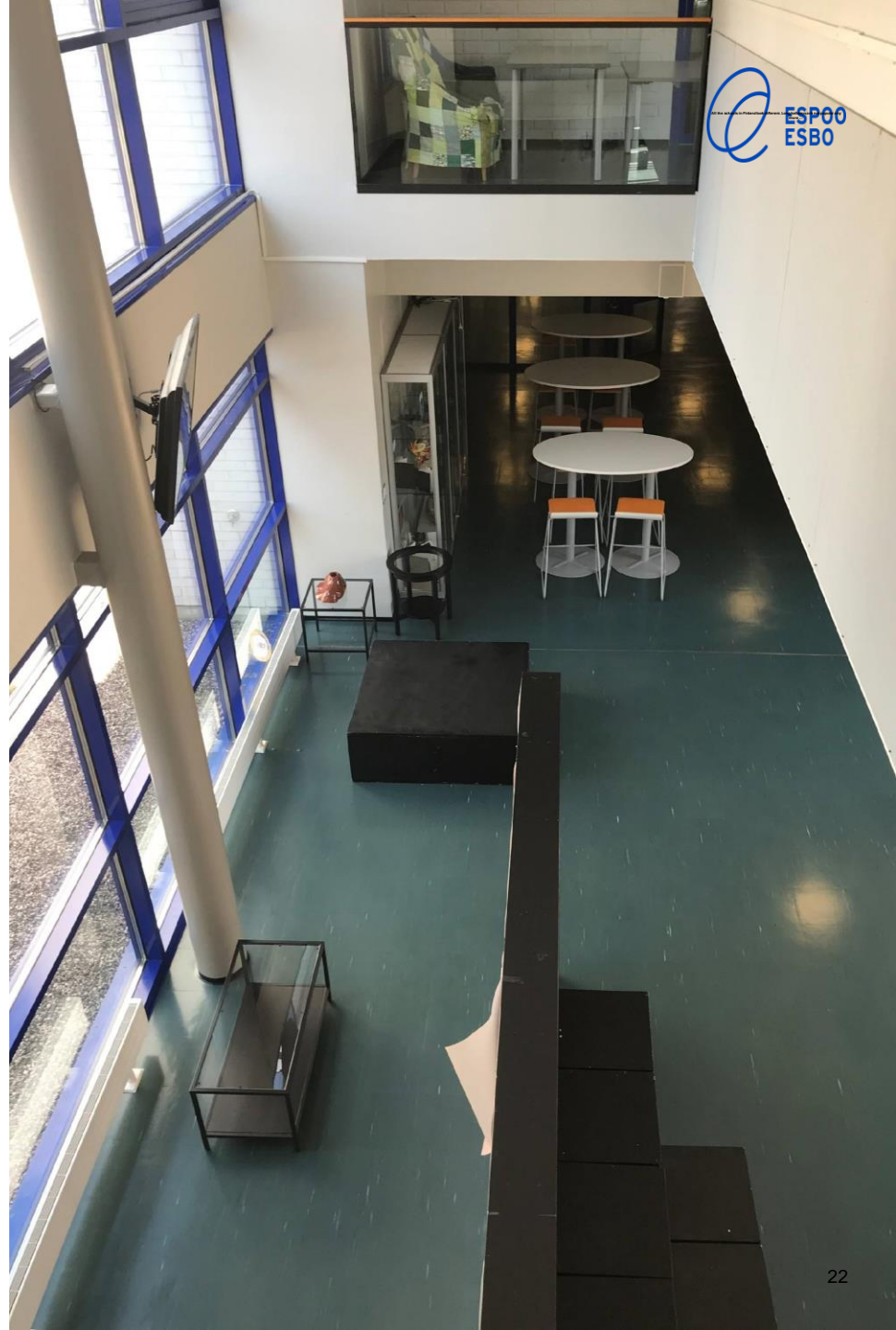
“Open-doors school” with opportunities to study outside classrooms

Learning environments: classrooms, halls, yard etc.



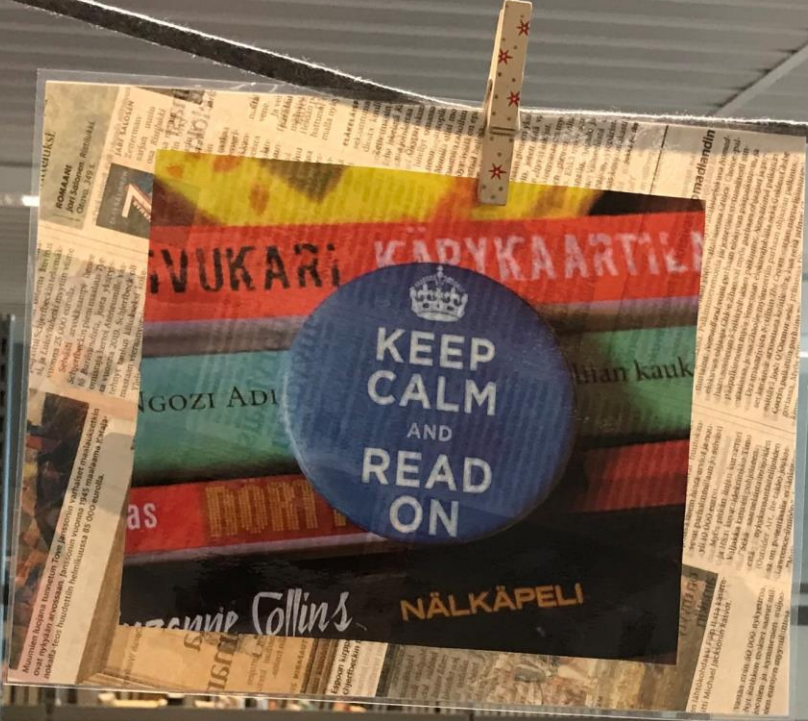
Home economics





Library is used as a classroom this year.







**All stairs have tapings
so that the student with
poor eye-sight coped in
school days**

Everyone has own cup for coffee.

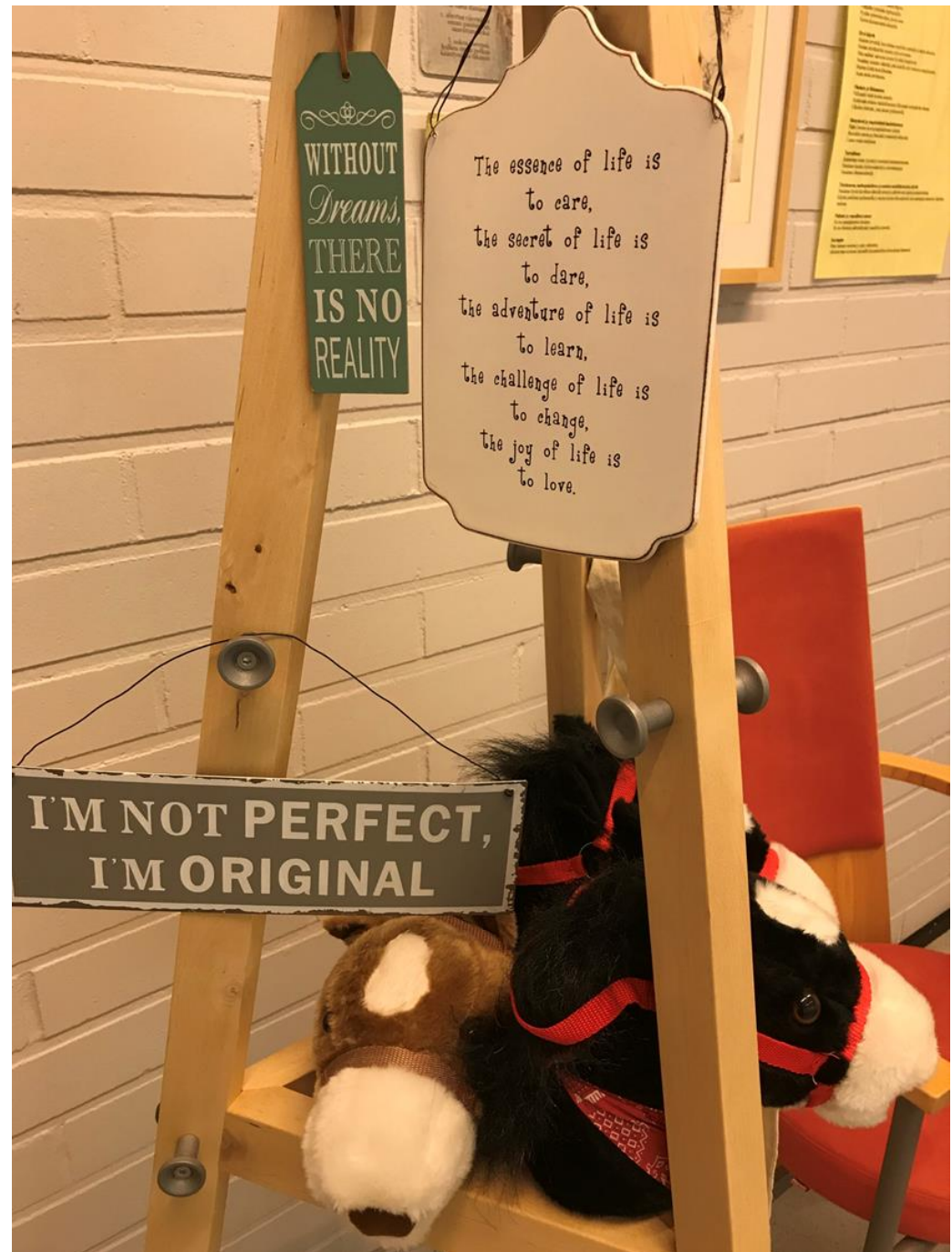
The main staff-room” with lockers and some place for work.





Students have free school lunch.

**You are warmly
welcome to
principal's office**





The round table and school dogs are essential in family meetings to build bridges.





Students with special needs made these dog paintings for principal's office

Our purpose: teach up rather than teach down!

- every student has an opportunity to develop own learning and skills
- every student reaches own maximum potential
- there is no gap between “the best” and the “less good” students

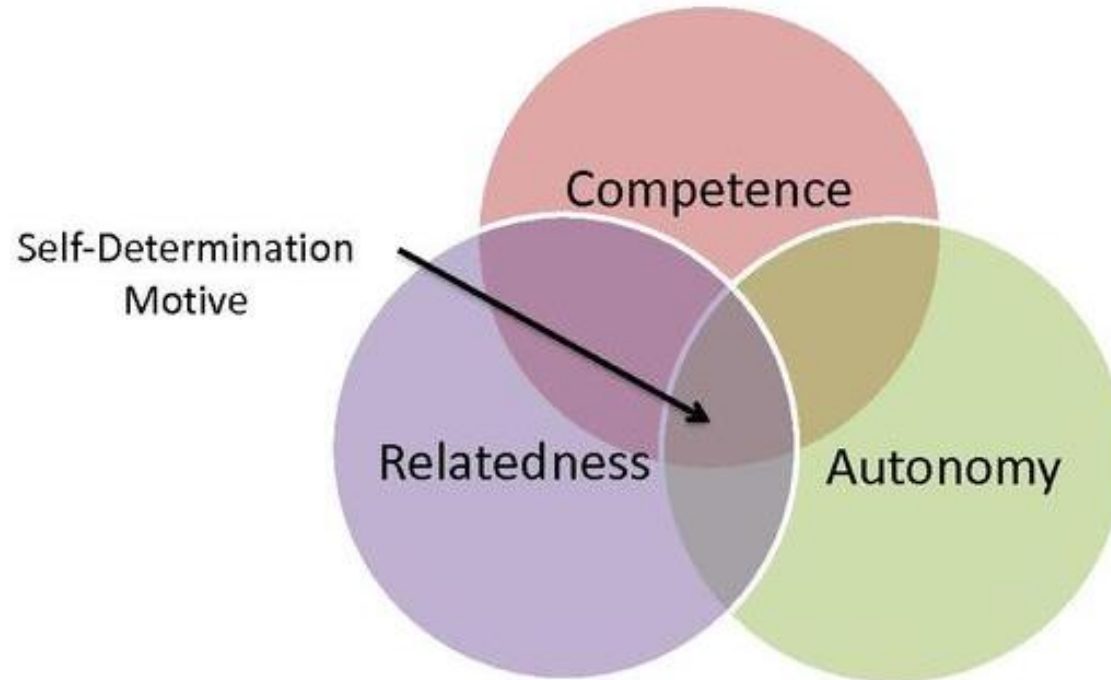




- **Our strategies**

- every students has an individual learning plan
- students are involved
- good relations and trust with parents: this is teamwork
- carefully selected teachers => the most important competence is *how they interact with students*
- the question of equality => homeroom teachers perform activities to relate students with the group (animal activities...)
- instead of labelling students, we ask what students need

Three Innate Psychological Needs Comprise The Self-Determination Theory of Student Motivation



Source: Deci, E.L., & Ryan, R.M. (2000). The "What" and "Why" of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11, 227-268.

Who do we teach ?

- ... gender, cultural background, interests, talent and skills, experiences



What do we teach ?

- ... subject or students?
- what do I want them to learn ?
- what should I know before I start ?

Where do we teach ?

- flexible use of space
- who is studying in where and with whom
- how students are placed in the classroom

The way environment is chosen could have a significant meaning for successful studying.

How do we teach ?

- appreciating students' differences
- same instructions for all ?
- instructions for a single group ?
- lists of instructions ?



*“Equal and high-quality education
is the best way to respect children and childhood,
and to build a sustainable future
for both individuals
and the whole country.”*

Halinen, 2018



Questions?

- [Ritva Mickelsson](#)
ritva.mickelsson@espoo.fi

- [Equine-Assisted Social Education as a Co-Intervention to Prevent Dropout by Improving Social Skills and Engagement in Learning](#)

- [Harnessing horses in social pedagogy: Equine-assisted social education in a school context](#)

- [Lessons from a Finnish classroom](#)

