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 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.


FINISH BASIC EDUCATION EXCELLENCE THROUGH EQUITY FOR ALL

Together, we are building the world’s best comprehensive schools

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 school’s 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 take part in the work are committed to the common objectives and decide individually how to schedule, prioritize, allocate and implement the measures. The policies and guidelines help carry out the national core curriculum, promote learning, and enhance wellbeing.

NATIONAL PERSPECTIVE

Education policies and guidelines should
- be strengthened. All students should be
- allowed to demonstrate new skills and knowledge.
- be research-based and analyse carefully.
- be based on research. This enhances the quality of teaching. The results of experiments and pilot projects should be taken into account in schools. This ensures evidence of learning.
- be evaluated and measured.
- be research-based and on evidence.
- be based on evidence. The results of experiments and pilot projects should be taken into account in schools.

RESPONSIBLE SCHOOL MANAGEMENT

A school culture that supports learning should be
- strengthened. All students should be
- allowed to demonstrate new skills and knowledge.
- be research-based and analyse carefully.
- be based on research. This enhances the quality of teaching. The results of experiments and pilot projects should be taken into account in schools. This ensures evidence of learning.
- be evaluated and measured.
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SCHOOL CULTURE

The collaborative school culture should be
- strengthened. All stakeholders should be involved in learning.
- be research-based and analyse carefully.
- be based on evidence. The results of experiments and pilot projects should be taken into account in schools. This enhances the quality of teaching.
- be evaluated and measured.
- be research-based and on evidence.
- be based on evidence. The results of experiments and pilot projects should be taken into account in schools.

PERSONALISED LEARNING PATHS

The personalized and individual needs of students should be
taken into account. The value of pupils’ energy, attitudes and abilities should be
considered. The personality and individual needs of students should be taken into account.

SUPPORT FOR TEACHING IN EDUCATION SYSTEM AND COLLABORATION

The support for teaching in education system and collaboration
should be ensured. The support for teaching should be
taken into account. The support for teaching should be
considered. The support for teaching should be
given into account. The support for teaching should be
looked at into account. The support for teaching should be
examined into account. The support for teaching should be
tested into account. The support for teaching should be
shown into account. The support for teaching should be
shown into account.

IMPLEMENTED SKILLS

The implemented skills
should be shown. The implemented skills
should be shown. The implemented skills
should be shown.

EDUCATION PROVIDER

The education provider
should be shown. The education provider
should be shown. The education provider
should be shown.

COMMUNITY OF GROWTH

The community of growth
should be shown. The community of growth
should be shown. The community of growth
should be shown.

MAIN PRIORITIES DRAWN UP BY RESEARCHERS AND EXPERTS

- Equal opportunities for all students should be
  guaranteed. The distribution of resources for basic education
  should be equitable. The quality of teaching should be
  ensured.
- The value of pupils’ energy, attitudes and abilities should be
  considered. The personality and individual needs of students
  should be taken into account.
- The implementation of skills should be shown.
- The implemented skills should be taken into account.
- The implemented skills should be shown.

EVIDENCE-BASED APPROACH

All changes and developmental areas in schools should be
research-based. The effectiveness of educational practices
should be research-based and on evidence. The impact of educational
success should be research-based and on evidence.

EVALUATION AND COMPARISON

The evaluation of students’ progress should be
critically evaluated and compared. The evaluation of
students’ progress should be critically evaluated and
compared. The evaluation of students’ progress should be
critically evaluated and compared.

FUTURE EDUCATION SYSTEM

- The future education system
  should be shown. The future education system
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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 goals. No one gets left behind. The policy and guidelines help carry out the national core curriculum, promote learning, and enhance wellbeing.

Clear values based on national goals must form the backbone of the basic education system. The value system of comprehensive schools should be strengthened. All stakeholders should be allowed to demonstrate their skills and knowledge in different ways. Equitable and systematic evaluation and feedback practices. Students should be guaranteed by equal treatment of students and commensurate assessment against the common goals. No one gets left behind.

Support for teachers in professional development and collaboration when they face their role in the school community. Personalised learning paths for every student to foster critical thinking, active participation in solving problems, and reflective learning. Students feel good when they learn and work towards their full potential.

Leadership in schools. Teacher leadership is an important aspect of the school community. A positive school culture which supports learning and wellbeing is a key component for effective management. The role of leaders is to shape schools in a goal-oriented and systematic way. Collaborative school culture and leadership ensure high-quality learning and positive atmosphere should be streamlined and strengthened. All students and their communities develop learning and personal qualities.

The allocation of resources for education will be given equitable learning opportunities on all levels. Comprehensive schools have zero tolerance for bullying and discrimination. The school community. A positive school culture which supports learning and wellbeing is a key component for effective management.

The curriculum, promote learning, and enhance wellbeing.

National perspective

Education provider

Schools and students

Community of growth

Main priorities drawn up by researchers and experts

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**National Perspective**

Systematic decision-making, guidance and support

**Educational Provider**

Competent teachers, principals and other school staff

**Schools and Students**

Competent, self-confident children and young people

**Community of Growth**

Good everyday life to help children learn

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**Evidence of Learning and Wellbeing**

Competent and self-confident children and young people

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**Coherent and Flexible Support for Development**

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**Learning Communities Develop Equitably**

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**Effectiveness of Education**

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**Sense of Community and Adaptable Learning**

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**Students Feel Themselves and Are Motivated to Learn**

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**Competence- and Inquiry-Based Learning**

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**Sense of Community, Educational Cooperation and Parental Learning Pathways in Time**

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**Wellbeing of Families and Responsible Parenthood**

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** timely Support and Foreseeing**

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**Child- and Youth-Centred Approach**

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**Knowledgeable, High Standards and Personalized**

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**Comprehensive Learning**

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C OMMUNITY OF GROWTH
Good everyday life to help children learn

LEARNING COMMUNITIES DEVELOP PROFESSIONALLY
We create better opportunities for professional development based on research and evaluation data

EFFECTIVENESS OF EDUCATION
We ensure that our education and learning is evidence-based

SENSE OF COMMUNITY AND ADAPTABLE LEARNING
We create opportunities for schools to share best practice

STUDENTS FEEL RESPONSIBLE FOR THEIR LEARNING
We structure the school day so that it allows children and students to learn

COMPETENCE- AND INQUIRY-BASED LEARNING
We promote a pedagogical approach that focuses on learning and teaching methods

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Competent, self-confident children and young people

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SCHOOLS AND STUDENTS
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National perspective
Systematic decision-making, guidance and support

Evidence of learning and wellbeing
We guarantee quality education and learning outcomes where students are able to make and develop their full potential and learning process.

Support educational opportunities for all students and their families so that they develop respect for each other's work.

Guarantee equal learning opportunities for all students and their families.

Make sure that every interactive learning activity at schools.

Schools and students
Competent teachers, principals and other school staff

Competent teachers and students
We support the school culture.

We are able to evolve and develop.

We make education system.

We enable learning opportunities for all.

We support the school culture.

Leadership throughout the education sector.

Leadership at all levels.

We ensure that the surrounding environment has positive, the planning and implementation of everyday interactions.

We advocate competence, knowledge and know-how.

We encourage cooperation between communities.

We advocate and forward domestic issues.

We ensure that teaching practices and students’ learning and teaching practices.

We support the school culture.

The community of growth
Good everyday life to help children learn

Wellbeing of families and professional parenthood

We prepare satisfactory and improve in education and support their children to learn.

We encourage patterns and create a positive culture.

We are responsible for the participation in all educational activities at schools.

We support the school culture.

Child-, youth- and family-centred approach

We take the lead in the development and implementation of comprehensive.

We study and the continuous improvement of operation together with the students, leaders and all relevant stakeholders.

We encourage the learning and education of these children.

We enrich the learning and education of these children.

We ensure that teaching practices and students’ learning and teaching practices.

We foster the school culture.

We encourage patterns and create a positive culture.
EVIDENCE OF LEARNING AND UNDERSTANDING

WE CONDUCT qualitative studies at teacher education provider level to observe evidence of learning and understanding.

WE CONDUCT data collection at student and school level to observe learning experiences and understanding.

WE CONDUCT a comprehensive national development funding survey to assess funding levels and equity.

WE CONDUCT a comprehensive national core curriculum implementation survey to assess curriculum alignment and accessibility.

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