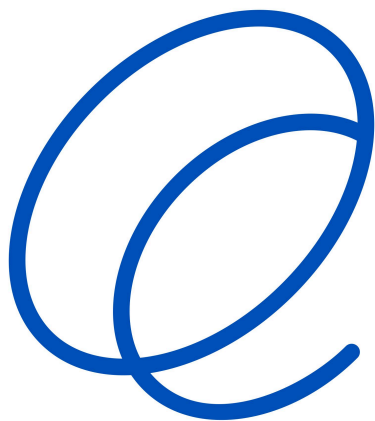


Curriculum for General Upper Secondary Education in English in the City of Espoo, 2027



**ESPOO
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in the City of Espoo, 2027

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1. Preparation and contents of the curriculum

An extensive project to reform general upper secondary education was launched in 2017. This project includes an update of the Act on General Upper Secondary Education and an operational reform of general upper secondary schools, as well as amendments to the Government Decree on General Upper Secondary Education and the regulations on the matriculation examination. This National core curriculum for general upper secondary education is underpinned by the Act on General Upper Secondary Education (714/2018) and the Government Decree on General Upper Secondary Education (810/2018).

Local implementation of curricula based on this National core curriculum for general upper secondary education will begin on 1 August 2021. While the new Act on General Upper Secondary Education entered into force on 1 August 2019, all aspects to be described in greater detail in local curricula, or those related to teaching, support for learning, educational guidance, and cooperation, will be obliging to education providers as from August 2021.

The objective of the general upper secondary education reform is to improve the population's level of education in order to optimise Finland's potential for success in the decades to come. The goal is set at increasing the proportion of those with higher education, among the age class 25 to 34, from 41% at the time the Act was drafted to 50% by 2030. Strong expert-level competence and larger numbers of employees with higher education will be needed in the future, especially in growth sectors. This is why the reform seeks to increase the attraction of general upper secondary schools as a form of education that provides general knowledge and ability and eligibility for further studies at higher education institutions, improves the quality of education and learning outcomes, and facilitates the transition from upper secondary education to higher education. Key means for achieving these objectives include more individual and flexible study paths, provision of the educational guidance and support students need to follow such paths, interdisciplinary studies, and cooperation with higher education institutions.

General upper secondary education remains a three-year programme organised as separate syllabi for young people and adults. Rather than courses, credits are used to describe the scope of syllabi and the studies they include: one course in the old system (for example, 38 x 45-minute lessons or 22.8 x 75-minute lessons) equals two credits in scope; in other words, the scope of a single credit is 19 x 45-minute lessons or 11.4 x 75-minute lessons. The scope of the general upper secondary syllabus in education intended for young people is at minimum 150 credits, while it is at minimum 88 credits in education intended for adults. In education for young people, the general upper secondary school syllabus must contain at least 20 credits of national optional studies.

In addition to promoting command of the various subjects' objectives and key contents, general upper secondary education also develops transversal competences. To advance the integration of general upper secondary studies, the National core curriculum for general upper secondary education introduces the idea of transversal competences, which comprise the common objectives of all subjects. The six areas of transversal competences are: 1) well-being competence, 2) interaction competence, 3) multidisciplinary and creative competence, 4) societal competence, 5) ethical and environmental competence, and 6) global and cultural competence. Transversal competences help the students apply in practice the knowledge and skills they learn while studying the various subjects. Transversal competences refer to cognitive skills and meta skills which lay the foundation for learning and competence as well as the kind of attributes the students need in their studies, work, hobbies, and daily life. They also create the preconditions for acquiring the knowledge and skills which enable the students to cope with change in an increasingly digital and complex world.

The new structure of studies also promotes integration. In the national core curriculum, compulsory studies and national optional studies have been structured as modules for which one to three credits are awarded. These modules are used locally to put together either subject-specific or interdisciplinary study units. The scopes and forms of these study units, which replace the courses

of the old system, may vary. Assessment of studies is based on study units. If the study unit consist of more than one subject, the grades are awarded for each subject separately.

The objective is to promote students' well-being and to provide them with better support in their studies. In the school culture of general upper secondary schools, more emphasis is placed on the students' participation, cooperation, sense of community, and diversity while also addressing their individual needs. Additionally, the student-centred nature and individualisation of general upper secondary school studies will be enhanced, improving study motivation and the meaningfulness of studies.

The students are entitled to regular individual and other guidance that responds to their needs as regards their studies and the planning of further studies. A student who is leaving the educational institution also has a right to educational guidance for their next steps. Such guidance is provided for students whose right to study is about to expire or who intend to drop out of the educational institution, as well as for those who have not obtained a place in further studies after completing the general upper secondary education syllabus. This right to further guidance is valid during the year that follows the year in which the student completed the syllabus. Students struggling to cope with their studies because of learning difficulties have a right to special needs education and other learning support.

The obligations related to cooperation imposed on education providers organising general upper secondary education will be scaled up, especially regarding cooperation between general upper secondary schools and higher education institutions. Some of the studies included in the general upper secondary education syllabus must be organised in cooperation with one or more higher education institutions, ensuring that each general upper secondary school student has an opportunity to gain experiences of higher education studies, should they wish to do so. The instruction must also be organised in such a way that it enables the students to improve their international competence as well as working life skills and entrepreneurship competence.

High-quality education, diverse contacts with the world around them, a communal and participatory school culture as well as life management skills that support well-being and self-knowledge develop the students' emotional intelligence. As stated in the Act on General Upper Secondary Education, the aim is to support the students in growing into good, balanced and enlightened persons and active members of society. A key objective for the individual and society alike is attaining the classical ideals of education, or striving for truth, goodness and beauty.

1.1. Preparation of the curriculum

The curricular system of general upper secondary education comprises the following sections:

- Act on General Upper Secondary Education (714/2018)
- Government Decree on General Upper Secondary Education (810/2018)
- Regulation of the Finnish National Agency for Education on the National core curriculum for general upper secondary education
- the curriculum approved by the education provider.

In addition, a plan for the implementation of the curriculum for each academic year may be drawn up at local level.

All providers of general upper secondary education for young people prepare a local curriculum based on this national core curriculum for general upper secondary education unless otherwise stated in an authorisation granted by the Ministry of Education and Culture. If the authorisation includes a special educational task, the regulations related to it must be taken into account when preparing the curriculum. In general upper secondary education, the objectives and contents of the various elements interlink to form the basis of the instruction and school culture. For this reason, the national core curriculum for general upper secondary education contains not only regulations applicable to the objectives, core contents, and the assessment of the students' learning but also

descriptions that elucidate the regulations. The text that contains obliging regulations and the sections that add detail to or elucidate a regulation are shown in different formats in this document.

. With the support of the educational institution's teaching and guidance staff, each student prepares a plan that contains a personal study plan, a matriculation examination plan, a plan for further studies, and a career plan.

When preparing the local curriculum, the education offered at other educational institutions as well as the operating environment of the general upper secondary school, local strengths, and special resources should be taken into account. The local or regional nature and environment, history, linguistic conditions, and the economic and cultural life around the general upper secondary school add local colour to the curriculum. Practical cooperation with experts in different fields increases the realistic nature and authenticity of studies. Drawing up the local curriculum makes it possible to embed timely interpretations of the contents of the core curriculum.

Prior to its implementation, the education provider adopts the local curriculum separately for education given in Finnish, Swedish and Sámi and in other languages where necessary.

Under section 13 of the Act on General Upper Secondary Education (714/2018), the students shall be guaranteed an opportunity to complete the studies included in the general upper secondary school syllabus within three years through flexible arrangements for progression in studies and provision of the necessary support for learning and studying. The local curriculum shall be prepared in such a way that it is possible for students to choose individual studies at their own educational institution and to make use of the education organised by other educational institutions and higher education institutions.

Education providers decide how to draw up their local curricula on the basis of the national core curriculum. The local curriculum is prepared in cooperation with the general upper secondary school's staff, students, students' parents or those who have custody of the students, and, to the extent required under the legislation, the authorities responsible for implementing the wellbeing services county's social and health care services. General upper secondary schools may also cooperate with other education providers and different stakeholders when preparing the curriculum. All parents or persons having custody of students must have access to the curriculum document. Before adopting the curriculum, the education provider should hear the general upper secondary school's student body and staff and give all students of the school an opportunity to express their opinions on it. Through cooperation with different stakeholders, an effort is made to ensure the high standard of general upper secondary education, its relevance to society, and the commitment of the entire community to the jointly determined objectives and procedures.

When drawing up the local curriculum, solutions should be sought that will improve the general upper secondary school culture, support the students' well-being, coping, and participation, and diversify interaction both within the general upper secondary school and in society around it.

General upper secondary education is part of the educational services provided by the City of Espoo. The curriculum system for general upper secondary education in Espoo consists of the Act on General Upper Secondary Education (714/2018) and General Upper Secondary Education Decree (810/2018) and the national general upper secondary education core curriculum, which are supplemented by the Espoo municipal guidelines and the common language programme for general upper secondary schools. The municipal curriculum for Finnish-language general upper secondary education in Espoo – i.e. the municipal guidelines and the language programme as a whole – is approved by the Growth and Learning Committee.

Espoo's general upper secondary education refine and supplement the municipal curriculum as necessary. The general upper secondary school-specific revisions, the general upper secondary school curriculum, are drawn up in cooperation between staff, students and guardians. The specifications describe the study modules, thematic studies and optional studies for each general upper secondary school. The curriculum of Espoo's general upper secondary education includes common, municipality-level modules of national compulsory and optional studies.

Each general upper secondary school also draws up an academic year plan based on the curriculum, which specifies and describes the implementation of the curriculum at the academic year level.

The municipality-specific curriculum has been developed by the Finnish Education and the Swedish Education and Cultural Services in cooperation, so that the key principles are common. Principals, teachers and students of Espoo's general upper secondary schools have contributed to the work on the municipal guidelines. Opportunities to contribute to the curriculum work have also been provided to Espoo Youth Council, guardians and other local residents as well as the city-level association of parents of pupils and students.

The Director of Upper Secondary Education approves the curricula and related plans of general upper secondary schools and the general upper secondary school year plans after consulting the principals.

The student welfare plan has been removed from the curriculum of Espoo's general upper secondary education in accordance with the Finnish National Agency for Education's order OPH46102022 and replaced by a municipality-specific student welfare plan (as of 1 August 2023). The municipality-specific student welfare plan includes specifications of the levels of education (including general upper secondary education). The student welfare plan is an appendix to the City of Espoo's sectoral child and youth welfare plan.

The Espoo general upper secondary education curriculum is published in electronic form as a whole, which includes the national core curriculum as well as the municipal and the school-specific curricula.

1.2. Content of the curriculum

The local curriculum contains the following parts:

- *the general upper secondary school's mission statement and value priorities*
- *conception of learning, learning environments and methods*
- *main features of the school culture*
- *distribution of lesson hours approved by the education provider*
- *the school's language programme*
- *principles of independent study*
- *areas of transversal competences*
- *task of the subject, general objectives of the instruction of the subject, and assessment*
- *objectives and key contents of study units as well as the implementation and assessment of transversal competences in each study unit*
- *implementation of cooperation between home and school*
- *educational guidance plan*
- *instruction of students in need of support for learning and studying*
- *instruction for language and cultural groups*
- *cooperation with other general upper secondary schools and vocational institutions*
- *cooperation with universities, universities of applied sciences, and other educational institutions as well as other organisations*
- *international cooperation*
- *working life cooperation*
- *student welfare*
- *assessment of the student's learning and competence*
- *continuous improvement and evaluation of activities.*

In cases where the general upper secondary school provides instruction in a foreign language or an opportunity to complete general upper secondary school diplomas, this must be specified in the curriculum.

Section 33 of the Act on General Upper Secondary Education (714/2018) lays down provisions on ensuring the students' possibilities for exerting influence, and on the student body. The activities

referred to in this section should be planned as part of, or in connection with, the local curriculum and other plans based on it.

The education provider is responsible for ensuring that an education provider's student welfare plan is prepared to guide the implementation, evaluation, and development of student welfare (section 13 of the Student Welfare Act 1287/2013 [as amended by Act 377/2022]).

Under section 13 of the Student Welfare Act, the education provider's student welfare plan shall include a plan for safeguarding students against violence, bullying, and harassment.

Under section 40(3) of the Act on General Upper Secondary Education (714/2018), education providers shall, in conjunction with the preparation of the curriculum, prepare a plan and issue instructions for the use of disciplinary measures and the procedures to be followed in connection with them.

Under section 5 a of the Act on Equality Between Women and Men (609/1986, as amended by Act 1329/2014), education providers are responsible for ensuring that each educational institution prepares a gender equality plan annually in cooperation with staff and students. Instead of an annual review, the plan may be prepared no less than once every three years. The gender equality plan may be incorporated into the curriculum or some other plan drawn up by the general upper secondary school.

Under section 6(2) of the Non-discrimination Act (1325/2014), the education provider must ensure that the educational institution has a plan for the necessary measures for promotion of equality. The non-discrimination plan may be included in the local curriculum.

Development and assessment of the curriculum and teaching

An important goal of educational development in Espoo is to create and ensure a smooth, coherent and equal learning path for young people from early childhood education through primary education to general upper secondary education. General upper secondary schools are active promoters of regional cooperation and a coherent operating culture within a network of primary schools, lower secondary schools, upper secondary schools and higher education institutions. Particular attention is paid to the smooth transfer of information when a student starts upper secondary education, transfers from one general upper secondary school to another or from general upper secondary education to higher education.

In Espoo, under the extended compulsory education scheme, all who graduate from comprehensive school are guaranteed a place in further studies. The aim of general upper secondary education is to guide every student as well as possible to the general upper secondary education certificate and successfully completed matriculation examination – and to help them find a suitable place in higher education.

Another important aspect of education development in Espoo is taking into account the diversity of students and strengthening equality to support the growth of each young person's identity and continuous learning skills. The many languages and cultures of Espoo and the Helsinki Metropolitan Area, the diverse socio-economic and educational backgrounds of families and other issues affecting students' identities put the development of teachers' and other staff's skills at the centre. Equality, inclusion as well as linguistic, cultural and religious awareness are essential skills in a learning community. Continuous personal development is part of the work of every teacher and every learning community. This work is led by the principal of the general upper secondary school with the support of the Unit for Finnish General Upper Secondary Education and Youth Services.

The Espoo Unit for Finnish General Upper Secondary Education and Youth Services monitors the implementation of the curriculum in its general upper secondary schools as part of the assessment and development work of the Unit for Finnish General Upper Secondary Education and Youth Services' education provider. The general upper secondary school-specific self-assessment work is an ongoing activity, from which the Unit for Finnish General Upper Secondary Education and Youth Services prepares an annual report for the Growth and Learning Committee. In addition,

general upper secondary schools can describe their own work on the operating culture and pedagogical development in their plan for the academic year.

Every general upper secondary school in Espoo has a student council made up of its students. The student council's task is to promote student cooperation, empowerment and participation, and to develop cooperation between students and general upper secondary education in their own general upper secondary school and at an Espoo-wide level. The student councils also prepare students to becoming active and critical members of civil society. The operations of the student council of a general upper secondary school are directed and carried out school-specifically. The general upper secondary school communicates to its students about available ways to participate and contribute and develops them in cooperation with the students. Meetings and lobbying opportunities are also organised at city level for student council representatives. The Espoo Youth Council is an important channel for student participation. The Youth Council is also represented on the Growth and Learning Committee and the Swedish Education and Cultural Committee.

The joint planning, development, guidance and assessment of student welfare at city level is the responsibility of Espoo's multidisciplinary student welfare steering group, which includes representatives from early childhood education, basic education, upper secondary education, Youth Services and the student welfare of the Western Uusimaa Wellbeing Services County. Espoo also has a separate working group for youth well-being.

Espoo's general upper secondary school curriculum is complemented by, among others, the following plans: Lasten ja nuorten hyvinvointisuunnitelma ("Children's and young people's well-being plan"), Espoon kestävän kehityksen kasvatuksen periaatteet ("Espoo's principles of education for sustainable development"), Espoon suomenkielisen opetuksen kansainvälisyys ja globaalikasvatussuunnitelma ("Internationality and global education plan for Finnish-language education in Espoo") as well as lukiolinjan kehittämissuunnitelma ("development plan"). In addition, the curriculum is supplemented by the Espoo general upper secondary education guidance plan, the general upper secondary education equality and parity plan and the Education and Cultural Services' guidelines for the development of information and communication technology in education.

2. Mission and underlying values of general upper secondary education

2.1. Mission of general upper secondary education

The mission of general upper secondary education is to strengthen transversal general knowledge and ability. In general upper secondary education, general knowledge and ability consist of values, knowledge, skills, attitudes, and will which allow individuals capable of critical and independent thinking to act in a responsible and compassionate manner and engage in self-development.

During the years spent in general upper secondary education, the students build their essential knowledge, competence, and agency related to people, cultures, the environment, and society. General upper secondary education prepares the students to understand the complex interdependencies prevalent in life and the world as well as to analyse extensive phenomena.

General upper secondary education has a teaching and educational task. In general upper secondary education, the priority of the best interests of the child is taken into account when planning, organising and deciding on teaching and education for students under the age of 18 (Act on General Upper Secondary Education 714/2018, Section 2 (2), amended by Act 165/2022). During general upper secondary education, the students build their identity, perception of humanity, worldview, and philosophy of life as well as find their place in the world. At the same time, the students develop their relationship with the past and look to the future. General upper secondary education advances the students' interest in the world of science and the arts as well as develops their capabilities for life management and working life skills.

General upper secondary education is built upon the primary and lower secondary education syllabus. It imparts general and diverse capabilities for further studies at universities, universities of applied sciences, and vocational education and training based on the general upper secondary education syllabus. Documentation of the skills and knowledge acquired at general upper secondary education includes the general upper secondary education certificate, matriculation examination certificate, general upper secondary school diplomas, and other proof.

General upper secondary education guides the students towards drawing up plans for the future, growing into global citizens, and continuous learning.

2.2. Underlying values

The underlying values of the National core curriculum for general upper secondary education are built on democracy and the Finnish ideal of education, in which studying and learning are deemed to regenerate society and culture. General knowledge and ability mean that individuals and communities are capable of making decisions based on ethical reflection, putting themselves in the place of another person, and consideration underpinned by knowledge. General knowledge and ability include the skill and willingness to address the conflicts between human endeavours and the prevalent reality ethically, compassionately, and by searching for solutions. General knowledge and ability are manifested as caring for others, open-mindedness, perceiving the reality comprehensively, and being committed to acting for positive change. The ideal of general upper secondary education comprises striving for truth, goodness, beauty, justice, and peace.

The instruction is based on respect for life and human rights as well as the inviolability of human dignity. The instruction at general upper secondary schools are underpinned by key human rights conventions. During their years in general upper secondary education, the students form a structured conception of the values underlying human rights, central fundamental and human rights norms as well as ways of acting that promote these rights. General upper secondary education develops value-related competence by encouraging in-depth reflection on the students' personal values and dealing with tensions between publicly expressed values and the reality.

General upper secondary education promotes equity, gender equality, democracy, and well-being. It does not demand or lead to religious, philosophical or political commitment of the student, and it cannot be used as a channel of commercial influence. General upper secondary education encourages the students to consider the opportunities, alternatives, and shortcomings of Finnish society and international development. Participation, agency, and sense of community are emphasised in all general upper secondary education activities.

General upper secondary education helps the students understand the necessity for a sustainable way of life and builds a competence base for an economy that promotes the well-being of the environment and citizens. The students understand the significance of their own actions and global responsibility in the sustainable use of natural resources, mitigation of climate change, and preservation of biodiversity. General upper secondary education encourages responsible agency as well as engagement in international cooperation and global citizenship in keeping with the UN's 2030 Agenda for Sustainable Development.

Each school is a community in which people from different backgrounds have an opportunity to identify and reflect on common values and principles of a good life and learn to work together. In general upper secondary education, students are encouraged to feel empathy for and take care of one another. Creativity, initiative, honesty, and persistence are valued. Human and cultural diversity are considered a richness and a source of creativity. Cultural heritages are reinforced by providing, evaluating, and regenerating information and competence related to them.

The local curriculum adds detail to the underlying values in terms of those issues that are essential for each specific general upper secondary school. The underlying values are realised in the general upper secondary school culture, the teaching and learning of all subjects, and the organisation of school work. The underlying values find their concrete expression in the transversal competences described in this national core curriculum.

The value base of Espoo's general upper secondary education is formed by the values of general upper secondary education described in the national core curriculum, together with the values of the City of Espoo decided by the City Council. The values of Espoo are 1) resident and customer orientation, 2) responsible pioneering work and 3) fairness.

In Espoo's general upper secondary schools, the staff, students and guardians are familiar with the values and discuss them regularly. The aim of the discussions is to create a shared understanding of how the values are reflected in all the activities of the school and how they guide each member of the community.

Espoo's value base from the perspective of general upper secondary education

1) Espoo is resident and customer oriented. Espoo emphasises the importance of smooth daily life. Espoo's best assets are its residents, communities and businesses. The active involvement of residents in the development of services and cooperation with partners ensure that services are effective and meet residents' needs.

The staff of Espoo's general upper secondary schools work together with students and their guardians to find the best conditions for each student to grow, develop and learn. A school day that supports well-being is actively built together. A smooth and equal learning path from early childhood education through pre-primary education to basic education and on to general upper secondary education is built in a learner-oriented way, in cooperation with young people, students' homes and the city's partners.

Every general upper secondary school in Espoo is taking the initiative to build partnerships with students' homes. Guardians are regularly informed about what and how their child is learning in general upper secondary school and how the learning is progressing. This ensures that guardians are able to support the young person's learning and value learning as their child's work.

Students are active developers of their own learning process and teaching. Teaching and learning are regularly discussed with students. Every student in Espoo is a valuable and equal member of the community. In Espoo's general upper secondary schools, students are seen as active and capable individuals with a good potential for learning through interaction with others. Every student

is involved in planning their own studies. We work with students to find ways of working and learning that are natural for them. Teaching and different ways of working are developed to meet the learning needs of different types of students. In Espoo's general upper secondary schools, learning is based on student well-being, which is supported by the general upper secondary school as a community.

2) Espoo is a responsible pioneer. Being a pioneer means being unprejudiced and creative, being open-minded, questioning the status quo and having the courage to do things in a new way. Being a pioneer also involves drawing on research and international experience, experimenting with things as well as having the ability to withstand failure. We will develop Espoo in a socially, ecologically and economically sustainable way.

Espoo's general upper secondary schools are learning communities, characterised by open-mindedness, creativity and openness to new ways of working. Research knowledge and experience from development projects are important for building a positive future. General upper secondary schools actively research and develop their own activities and learn from others. Innovative ways of working are tested and exploited. Espoo's general upper secondary schools make extensive use of digital learning environments that enable learning independent of time and place.

Socially, ecologically, culturally and economically sustainable development is both the goal of teaching and education and the guiding principle for all activities. Students will learn to make informed decisions to build a sustainable future. Issues, solutions and choices related to sustainable development are made concrete in the teaching of different subjects.

3) Espoo is fair. Our operations are open, fair, equal, non-discriminatory, humane and broad-minded.

In Espoo, every student is treated with respect. Being seen as an individual builds a positive experience of belonging to the general upper secondary school community. Appreciative interaction is a key principle that guides teaching in Espoo. In each high school, there is regular discussion about how each member of the community puts this principle into practice in their own work. By being fair and listening to the young people, the adults at the general upper secondary school provide students with a valuable example of socially sustainable community practices.

All students and their families have equal rights and responsibilities. Young people's growth and learning is supported in the community, taking into account their individuality. Students have the right to grow and study in a psychologically and physically safe environment where they can learn and succeed. The best interests of young people are at the heart of everything we do.

In its curriculum, a general upper secondary school will specify how the values will be introduced and how it will ensure that the common values are reflected in its activities.

3. Implementation of education

3.1. Structure of studies

The scope of general upper secondary education intended for young people is 150 credits. General upper secondary school studies are composed of the compulsory and national optional studies referred to in Annex 1 of the Government Decree on General Upper Secondary Education (810/2018), which the education provider shall offer to the students. The scope of the national optional studies referred to in the Government decree in general upper secondary education for young people shall be at minimum 20 credits. The syllabus may also contain general upper secondary school diplomas and other optional studies as decided by the education provider.

The National core curriculum for general upper secondary education prepared by the Finnish National Agency for Education covers the compulsory and national optional studies referred to in Annex 1 of the Government Decree on General Upper Secondary Education, excluding thematic studies. The Finnish National Agency for Education has additionally prepared a national core curriculum for general upper secondary school diplomas. The scope of the diplomas is two credits.

Decisions on the scope of study units offered to the students are made by the education provider. However, the education provider must offer the students an opportunity to complete national optional studies referred to in Annex 1 of the Government Decree on General Upper Secondary Education as two-credit study units.

The order in which the studies in a subject are completed and the way in which they are divided into study units are decided in the local curriculum.

The City of Espoo's general upper secondary schools follow the amount of national optional studies and compulsory subject-specific studies included in the syllabus of general upper secondary education for young people. The amounts are set out in the Government decree on general upper secondary education (810/2018). They are observed as credits, i.e. national distribution of lesson hours. In Espoo, compulsory and national optional studies have been made into municipality-level study modules. In addition, general upper secondary schools offer subject-specific and Espoo-wide common or general upper secondary school-specific thematic optional studies.

Local optional studies, the order in which studies are completed, thematic studies and possible general upper secondary school diplomas are described in the general upper secondary school curriculum. General upper secondary schools ensure that it is possible to complete the studies in three years. The Finnish National Agency for Education has drawn up national core curriculum for general upper secondary school diplomas. The possibility of obtaining general upper secondary school diplomas is described for each general upper secondary school. Credit-bearing studies completed elsewhere may also be recorded as part of general upper secondary education studies.

Espoo's Finnish-language general upper secondary schools form a network of general upper secondary schools. Espoo's network of general upper secondary schools offers all students the opportunity to study foreign languages, religious and ethical studies and other special subjects. This will ensure that these studies are offered to students in all general upper secondary schools, even if no teaching group will eventually be formed in a particular general upper secondary school. At Espoo level, studies in a student's mother tongue and studies in cooperation with universities, for example, are also offered. Espoo's general upper secondary schools all follow the same period rhythm and lesson schedule. The periods end in the same weeks in all schools. These common building blocks give students a real opportunity to complete studies from a common selection across the network.

Language programme for Espoo general upper secondary schools

The A languages taught in Espoo's Finnish-language general upper secondary schools are English, German, French, Swedish, Spanish and Russian. The B languages taught are Swedish,

French, German, Italian, Russian, Spanish, Japanese, Chinese, Korean, Latin and Arabic. B languages are taught according to either B1, B2 or B3 syllabi. The common studies offering of the general upper secondary school network gives students in every general upper secondary school the opportunity to study these languages. Espoo's general upper secondary schools also offer the opportunity to start studying Swedish as the B3 syllabus in general upper secondary school. These studies are offered through Espoo's common studies offering.

Each general upper secondary school specifies the language programme in its own curriculum and in its academic year plan.

Emphasised studies, specialisation lines and general upper secondary schools with a special educational mission

All general upper secondary schools in Espoo have a general line (sometimes called a programme). In addition, general upper secondary schools may have different emphasised curriculum, specialisation lines (or programmes) and specialisations. These are managed at the city level from the perspective of the whole general upper secondary school network. The emphasised curricula and specialisation lines for general upper secondary schools are decided as part of the curriculum. The special educational mission is granted to general upper secondary schools by the Ministry of Education and Culture.

According to the Act on General upper secondary Education (714/2018), equal selection criteria must be applied when admitting students. In general upper secondary education for young people, admission is based on applicants' previous academic performance and application preferences. The education provider decides on any selection or aptitude tests and other additional examinations. The selection criteria and their weighting in student selection are laid down in more detail in a decree of the Ministry of Education and Culture.

In Espoo, the Decree of the Ministry of Education and Culture on the Criteria for Admission to General upper secondary Schools (838/2021) is applied in the selection of students for general upper secondary school education. In Espoo, separate selection criteria are used as a basis for selecting students for general upper secondary education in particular lines and for general upper secondary education based on a specialisation. The general guidelines for the selection criteria are decided as part of the curriculum. The Growth and Learning Committee decides on the criteria for selecting students.

Emphasised studies in general upper secondary schools

Emphasised studies in general upper secondary schools are studies offerings that are available to all students. These are reflected in, for example, course topics and the number of optional courses offered in each general upper secondary school. There are no separate selection criteria: being a student at the general upper secondary school in question guarantees the opportunity to study according to the weighted curriculum.

Espoo's general upper secondary schools offer the following emphasised studies:

- Information technology and media: Kuninkaantien lukio
- Languages: Espoonlahden lukio
- Economics and social sciences: EteläTapiolan lukio

General upper secondary school specialisation lines

To apply for an general upper secondary school specialisation line, you must select the line in your application in the joint application system. To study in a line of an general upper secondary school, you must be selected as a student of that line. The selection is based on the selection criteria defined for each line.

Espoo's general upper secondary schools offer the following specialisation lines:

- Visual arts line: Matinkylän lukio
- Theatre and media line: Otaniemen lukio
- Visual arts line: Viherlaakson lukio
- Sports line: Haukilahden lukio
- Sports line: Leppävaaran lukio

General upper secondary schools with a special educational mission

The Ministry of Education and Culture has granted some general upper secondary schools a specific educational mission. This means, that a speciality is highlighted in the studies offering of these general upper secondary schools. In general upper secondary schools with a special educational mission, the student has the right to deviate from the national distribution of lesson hours. Students can choose to drop some of the national compulsory studies and choose instead studies that correspond to the specific mission of the general upper secondary school. Applications for the special lines of general upper secondary schools with a special educational mission are submitted in a different way than for the rest of general upper secondary school education. Students are selected on the basis of specific selection criteria.

General upper secondary schools in Espoo with a special educational mission include:

- Otaniemen matematiikka ja luonnontiedelukio (mathematics and natural sciences)
- Tapiolan musiikkilukio (music)

On the basis of a specific mission, Espoo also organises education leading to the International Baccalaureate degree. In IB general upper secondary schools, the IB path is a two-year programme, preceded by a preparatory class lasting one academic year. Already in the preparatory classes, IB teaching is partly in English. In the second and third years, the language of instruction is English, except for mother tongue and foreign language lessons. The IB qualification gives the same eligibility for further studies as the Finnish matriculation examination.

The International Baccalaureate (IB) is offered by Etelä-Tapiola lukion, one of Espoo's Finnish-language general upper secondary schools.

The general upper secondary school describes any specific educational missions, specialisation lines and emphasised studies, as well as specific criteria for the selection of students, in its curriculum.

3.2. Conception of learning

The National core curriculum for general upper secondary education is based on a conception of learning that sees learning as a consequence of the students' active and goal-oriented work. During the learning process, the students interpret, analyse, and assess data, information or knowledge presented in different formats on the basis of their previous experiences and knowledge. They develop solutions and create new entities by combining knowledge and skills in new ways. Educational guidance and constructive feedback strengthen the students' confidence and help them set their personal goals, develop their thinking, and work appropriately towards the goals.

Learning occurs in interaction with other students, teachers, experts, and communities in different environments. Learning is diverse and bound to the activity, situation, and culture in which it takes place. Language, physical elements, and the use of different senses are also essential for learning. In general upper secondary education, students are guided to observe connections between concepts, fields of knowledge, and competence as well as to apply what they have learned previously in changing situations. This also allows them to develop competences required

for continuous learning. Students who are aware of their learning processes can assess and develop their learning and thinking skills and gradually adopt a more self-directed approach to their studies. Experiences of success associated with the studies and encouraging guidance strengthen the students' belief in their possibilities and inspire them to study.

In Espoo, the learning concept of the general upper secondary school curriculum is complemented by the perspective of positive guidance.

A safe and supportive learning environment promotes learning. The teacher creates a safe and supportive atmosphere in learning situations, guiding the students to see the good in people and allowing them to make mistakes. It is important that the teacher ensures that the interaction between the teacher and the student is constructive and respectful.

The teacher takes into account that students learn in different ways. Students are encouraged and guided to test and embrace new ways of learning and studying. The teacher uses learning exercises of an appropriate level of challenge to stimulate students' interest, develop their learning skills and help them develop their transversal competence.

Teaching learning skills is part of every subject teacher's job. The teacher guides students in understanding the subject. The teacher supports the learning process by breaking the objectives down into suitably understandable pieces and guiding students to work towards them. The teacher guides and helps the students to understand how to interpret, analyse and evaluate information presented in different forms and apply it to what they have learned.

Experiences of success generate not only new skills, but also motivation for purposeful studying and continuous learning. The teacher guides, encourages and gives constructive feedback to help students succeed in their work and to strengthen their sense of achievement. It is important that, in addition to performance, general upper secondary schools pay attention to innovation, joint experimentation, the identification of new problems that need to be solved and the search for creative solutions. Creativity and critical thinking require a safe environment where failure is also allowed.

Resilience to failure, which is part of the learning process, is practised. The teacher helps the students overcome experiences of failure, so that the students learn to trust their own abilities and persevere instead of giving up or underperforming. Guided assessment helps everyone to perform to the best of their ability. Through properly targeted feedback and experiences of success, students discover their strengths and maximise their learning to their potential.

3.3. Learning environments and methods

The solutions concerning general upper secondary schools' learning environments and methods are based on the conception of learning and the goals set for the instruction. When developing learning environments and selecting methods, the students' different backgrounds and capabilities, interests, views, and individual needs as well as the requirements set by the future and the world of work are also taken into account.

Learning environments

The diverse, safe, and welcoming learning environments of the general upper secondary school promote motivation to study, enrich study experiences, and encourage the students to act for sustainable development. A good learning environment supports not only interaction and working together but also independent study. In the design of learning environments, attention should be paid to accessibility. The students are activated to develop their learning environments.

Built spaces and nature are utilised in the learning, enabling creative thinking and inquiry-based learning. The facilities, materials, and expertise of universities, universities of applied sciences and other educational institutions, libraries, sports centres, visitor centres at nature destinations, NGOs, and art and cultural institutions are utilised, both in Finland and abroad. Learning opportunities are also offered in authentic work environments, including companies,

other working life organisations or the students' mini-companies. The learning environment is also extended outside the educational institution by utilising information and communication technology.

The students are guided in utilising digital learning environments, learning materials, and tools in acquiring, processing, and evaluating as well as producing and sharing information. Individual progress, personal learning paths, and competence development can also be supported by offering students opportunities for completing online studies.

When making arrangements for independent study, the students' capabilities for completing studies without participating in instruction as well as their need for educational guidance and support are taken into account.

Study methods

In general upper secondary schools, diverse teaching, educational guidance, and study methods are used which are linked to the conceptual and methodological competence required in the subjects. Teaching solutions also promote mastering complex entities and interdisciplinary competence. Methods of study based on exploration, experimentation, and problem solving promote learning to learn and develop critical and creative thinking.

Meaningful learning experiences promote the students' commitment and encourage them to study. The students are provided with opportunities for work that links the knowledge and skills to be studied both to their experiences and the phenomena occurring in the environment and society. The students are encouraged and guided to solve open-ended and sufficiently challenging assignments, to detect problems as well as to ask questions and search for solutions.

The purpose of the instruction and study techniques of the general upper secondary education is to promote the students' active work and the development of team skills. The students are guided to plan their studies, assess their skills related to the activities and work, and take responsibility for their learning. The students use information and communication technology diversely both in independent and group work.

In the selection of study techniques and guidance of school work, attention is paid to equal opportunities for studying as well as to recognising and changing gendered attitudes and practices.

Learning environments

Learning environments in Espoo's general upper secondary schools are built to support positive interaction, learning and well-being. The teacher selects learning environments that promote learning and interaction among students.

Learning environments include a variety of spaces, the local environment, external places to visit and electronic environments. The teacher also takes into account the students' abilities and needs for learning support and guidance when choosing learning environments. The teacher supports students in using digital and physical learning environments and materials. Wherever possible, students are allowed to choose the learning environments that best suit their own learning. The teacher guides and supports students in the use of learning environments, so that the choice of learning environment does not hinder the completion of exercises or learning but advances them.

Students should be involved in planning the use of the places they visit and other learning environments, so that the places they choose are interesting and motivating for them. The choice of learning environments should also take into account their suitability for all students, regardless of the students' cultural background, gender or other individual circumstances. Every student must have the opportunity to participate in teaching in the learning environment provided by the general upper secondary school.

Cultural education is part of the transversal competence in the Espoo general upper secondary school curriculum. Teachers use Espoo's cultural offerings as part of their teaching. Cultural experiences link course objectives to students' learning process and different types of content to

the wider social and even global context. They give students the opportunity to experience different artistic disciplines, which supports the formation of their identity and worldview and the fulfilment of the cultural mission of general upper secondary education.

In general upper secondary schools, independent study skills are practised. In the early part of the studies, students practice working independently through small exercises. For a fully independent course, the teacher sets objectives and exercises, on the basis of which the student makes a timetable under the guidance of the teacher. This ensures that the student is able to study independently. The teacher goes through the plan with the student before the start of the course. The teacher supports independent study by monitoring the student's progress and, if necessary, contacting the student if progress is not going according to plan. If necessary, the completion of studies is supported by personal guidance.

Study methods

The teacher selects a variety of methods appropriate to the learning situation, such as independent work, pair and group work, written, oral and activity-based methods to support students with different learning styles. Teaching is streamed as needed and students are also given the opportunity to choose the study methods that best suit them.

Study methods should be used to pace the learning situation into periods of appropriate length, with a variety of methods and types of exercises, as well as activity-based moments. Concentrating on studying is facilitated by the possibility of interaction, activity or movement in teaching situations.

The teacher also takes into account the students' level of proficiency when choosing the methods, and guides and supports students in using different learning methods as needed. Especially in the early stages of their studies, it is important to teach students to master different learning strategies and to support the development of study skills in the context of learning the content of the subject. Students need guidance on how to organise their studies and how to break down their objectives in order to learn to manage their own learning in line with their goals. The aim is to strengthen students' learning skills and increase their confidence in their own abilities.

Promoting positive interaction in a learning group requires planning and responsibility from the teacher. For example, when forming groups or pairs, the starting point should be that no one is left alone and that all students learn to work together. Students are guided to interact with different individuals in a respectful and accepting way. The adults at school are an important example of this.

The general upper secondary school curriculum describes the opportunities and conditions for independent study for each course.

3.4. School culture

The general upper secondary school's educational task is translated into practical terms in the school culture, i.e. the school's values, practices and procedures. The school culture is made visible in all activities of the community and in the way its members encounter each another. General upper secondary education is a specific form of education, and each general upper secondary school has its unique school culture. Different elements of the local curriculum find their concrete expression in the school culture. The school culture includes both conscious and subconscious factors which are reflected in the operation of the educational institution.

The school culture should support the students' personal activity and community involvement as well as promote each student's possibilities for participating in developing the school's learning environment and the values, practices and procedures in the community. The National core curriculum for general upper secondary education stresses a school culture that creates positive attitudes, inspires learning, and promotes a sustainable future. The school culture is

developed together with the students, parents or persons having custody of the students, all school staff members, and partners. The principles of developing and evaluating the school culture, the school's particular educational tasks, and any local emphases are described in the local curriculum.

School culture development is underpinned by the following themes.

A learning community

The school is a learning community which promotes the learning of all of its members and challenges them to work in a goal-oriented manner. A precondition for building a community is that everyone participates in creating an atmosphere of caring. Practices that strengthen communal and individual learning are developed systematically. The activities are student-centred and promote the students' personal development and well-being as well as their learning and coping. A positive attitude towards learning lays the foundation for future competences and later learning.

A learning community creates interaction practices both within the school as well as with the surrounding society. To achieve this, cooperation with parents or persons having custody of the students, other educational institutions and levels of education, cultural and research institutes, NGOs as well as working and business life actors is required. Digitalisation creates opportunities for collaborative learning and creation of knowledge as well as the utilisation of different learning and information environments. The students are guided in operating in a networked and globalised world.

Participation and sense of community

Participation and democratic activity lay the foundation for the students' growth into active citizenship. The general upper secondary school promotes each student's participation and creates for the students versatile opportunities for participating in developing the learning environment and school culture as well as preparing decisions that have a bearing on them. The students' participation in building the community's activities and well-being is ensured. The students are encouraged to state their opinions, participate in making decisions on joint matters as well as to act responsibly in communities and the society. They are encouraged in being active and participating through such channels as the student association and tutor activities.

Approaches that promote participation and sense of community are systematically developed in interaction between the school community and partners. The education draws on cooperation and supports the formation of social relationships in student groups. The learning of communal operating methods, for example by means of homeroom group guidance, is emphasised at the beginning of general upper secondary studies.

Well-being and sustainable future

General upper secondary education enhances the students' physical, psychological, and social well-being and imparts capabilities for maintaining it in different life stages. The impacts on student well-being are taken into consideration in all planning and development efforts of the school, and student participation in them is also ensured. The perspectives of well-being guide all activities of the general upper secondary school as well as all staff members' work, both in daily encounters and as part of the instruction.

A physically active school culture increases motivation for adopting an active way of living and creates structures for physical activity in the daily life of the school. It also reduces sedentary time and experiences of stress as well as promotes learning. Ensuring sufficient rest and breaks during the school day supports coping and recovery. Meals as part of the school culture promote students' well-being. Practices that promote the sense of community, a safe atmosphere, and mental well-being are part of each school day. The students are guided to understand that they are unique human beings, to establish and maintain interpersonal relationships, and to value themselves and others.

Students are encouraged to act for a fair and sustainable future. A responsible attitude towards the environment is reflected in the choices made and approaches used in the educational institution's

daily life. The school's operating methods and practices support the well-being of the students and the community as well as a peaceful and safe atmosphere. Transparency, caring, and mutual respect are emphasised in the interaction of the community. These perspectives extend to all activities of the educational institution and guide everyone's work. Educational guidance and student welfare are a task all staff members at the educational institution share. The students are entitled to the guidance and support referred to in the relevant provisions, in which their individuality and special needs are taken into account.

Equality and equity

The general upper secondary education promotes equity and gender equality in all of its activities. The members of the community are heard, encountered, and treated equally. Experiences of justice, safety, and being accepted create trust and promote a disruption-free learning environment. Bullying, harassment, violence, racism, or other discrimination are prevented and intervened in.

Equal treatment comprises not only safeguarding everybody's fundamental rights and opportunities for participation but also addressing and appreciating individual needs. The instruction is gender aware and respects every student's individuality. A learning community encourages the students to recognise their personal values, attitudes, and resources. The students are guided to approach different subjects and choices without gendered role models and to keep an open mind about their future and personal goals.

Cultural diversity and language awareness

Cultural and linguistic diversity are valued in general upper secondary education. Different languages, religions, and worldviews coexist and interact. A learning community draws on the country's cultural heritage and national and minority languages as well as diversity of cultures, languages, religions, and worldviews in the community itself and in its surroundings. The key importance of languages for learning, interaction, building of identities, and socialisation is understood in the community. Each subject has its specific mode of language use, concepts, and practices for using texts, which open up new perspectives on the phenomena being discussed. A language-aware general upper secondary school develops the student's plurilingual competence, which consists of languages in different fields of science, mother tongues and their dialects and registers as well as proficiency in other languages at different levels. Every teacher in the general upper secondary school also teaches the language of their subject and multiliteracy.

From the perspective of the mission of general upper secondary education, the key principles of the curriculum are embodied in the operating culture of general upper secondary education. Espoo's general upper secondary schools systematically develop all the themes of operating culture development: a learning community, inclusion and community, well-being and sustainable future, equality and parity, cultural diversity and language awareness. All five aspects of the operating culture are essential to the development of the changing general upper secondary education in Espoo.

Espoo will continue to be a growing, multilingual, multicultural city at the forefront of sustainable development. A sense of inclusion and belonging to the community, as well as student well-being, are key development priorities for all general upper secondary schools in Espoo. Developing an operating culture requires a learning community that nurtures dialogue within itself, builds understanding and shares and develops skills under the leadership of the principal. The Unit for Finnish General Upper Secondary Education and Youth Services provides general upper secondary schools with city-level skills support for the development of different themes.

The general upper secondary school curriculum emphasises an operating culture that creates a positive attitude, inspires learning and promotes a sustainable future. The operating culture of Espoo's general upper secondary schools is developed in cooperation with students, guardians, general upper secondary school staff and partners. The development of the culture is regularly assessed as part of the other city-level assessments of general upper secondary education.

Building a common understanding, planning measures and evaluating them on different development themes contributes to the development of the operating culture of an general upper secondary school. Each academic year, the general upper secondary school selects the areas for improvement on the basis of assessment data and collective reflection. The general upper secondary school describes the objectives, measures and assessment of operating culture development in its school year plan.

3.5. Cooperation between home and school

Under section 31 of the Act on General Upper Secondary Education (714/2018), general upper secondary education for young people shall engage in cooperation with the students' homes. This cooperation is based on open and equal interaction and mutual respect. Active cooperation supports the students' prerequisites for learning, healthy development, and well-being. It reinforces the students' participation as well as the participation of students' parents or persons having as well as the well-being, safety, and community-oriented sense of school attachment. Cooperation with parents or persons having custody and homes is part of the general upper secondary school culture, and regular cooperation continues throughout the students' general upper secondary education.

The cooperation is versatile, and its implementation methods are developed systematically. Parents or persons having custody of the students are informed about the general upper secondary school as a form of education and its practices, and they are encouraged to support the students' studies as well as to participate in the development of the educational institution's activities and the cooperation. The student's work and progress are followed together with the student, and the parents and the persons having custody are kept informed at sufficiently frequent intervals. The students and those having custody of the students are also informed about educational guidance, communal student welfare as well as special needs education and other learning support.

The students' individual capabilities and needs guide the realisation of the cooperation. The evolving independence and personal responsibility of young persons close to adulthood and students who are of age are taken into consideration in the cooperation between home and school and, in particular, individual student welfare. The cooperation also takes into account the diversity and individuality of families. Utilising the competence of the students' parents or persons having custody of the students in the educational institution strengthens the school culture. Such cooperation is emphasised at the transition points of education, in the planning of studies, and the guidance and support provided for a student in need of support.

The education provider is responsible for developing cooperation as well as creating preconditions and methods for it. The education provider determines in the local curriculum how cooperation between home and school is implemented.

For a growing and independent young person, support from home is important. The general upper secondary school takes the initiative to build and develop the conditions for cooperation with students' homes. The general upper secondary school and the guardians are responsible for ensuring that the cooperation is smooth. The functioning and adequacy of the cooperation structures are regularly assessed. Cooperation is particularly important at the transition phases of education and in caring for young people who need support in their learning. The cooperation pays attention to ensuring that all guardians, regardless of background or language skills, have the opportunity to be involved in the activities of the general upper secondary school.

Creating a community-oriented operating culture requires respectful and multifaceted collaboration between the general upper secondary school and the guardians. The general upper secondary school regularly communicates its activities and students' learning to parents and guardians. It organises parents' evenings and scheduled meetings with the students. The general upper secondary school can also encourage cooperation between guardians. In addition, guardians are invited to the student welfare group (OHR) meetings, as decided annually by the general upper secondary school.

Information about the activities of general upper secondary schools and the matriculation examination is published in their study guides and on their websites. From various electronic systems, guardians can track their child's academic performance, view and settle absences, interact with the general upper secondary school staff and follow the school's communications. A guardian's account in the school's electronic system is valid until the student turns 18. The use of the guardian's account may continue after this period, provided the student gives permission. It is a good idea to discuss this with the young person at home and find out what will best support them.

The views of parents and guardians on the activities of the general upper secondary school and the education provider are surveyed in a feedback survey during the general upper secondary school studies. The results of the feedback survey are discussed as part of the self-assessment of the general upper secondary school.

The forms of cooperation between homes and general upper secondary school are specified for each general upper secondary school.

3.6. Higher education institutions, world of work, and internationality

In general upper secondary education for young people, the students shall have opportunities for developing their capabilities for further studies, international competence as well as working life and entrepreneurship skills (section 13 of the Act on General Upper Secondary Education 714/2018). To support the progress of their general upper secondary school studies and transition to further studies and working life, the students prepare personal study plans for themselves.

Opportunities for individual study choices are organised for the students, enabling them to utilise the studies offered at higher education and other educational institutions in Finland and abroad.

In general upper secondary studies, diverse use is made of learning environments that build the students' knowledge of further studies as well as business and working life, also internationally, support their study motivation, and help them identify their personal strengths (section 4 of the Government Decree on General Upper Secondary Education 810/2018). The students' horizons shall also be broadened regarding futures thinking and anticipation.

The education provider shall also recognise prior learning that corresponds to the objectives and contents of the curriculum (section 27 of the Act on General Upper Secondary Education 714/2018).

When planning the studies offered by the general upper secondary school, elements on internationality and working life skills as well as familiarisation with higher education studies may be included in the study units. The local curriculum expresses the objectives and forms of cooperation in a concrete form and identifies the partners. Capabilities for further studies, working life, and internationalisation are reinforced with the help of the school culture, implementations that promote transversal competences, and studies in all subjects.

Cooperation with higher education institutions

General upper secondary education gives students the competences to pursue tertiary education studies in a university or a university of applied sciences. (Section 2(1) of the Act on General Upper Secondary Education 714/2018.)

Some syllabus studies in general upper secondary education shall be organised in cooperation with one or more higher education institutions. (Section 13(3) of the Act on General Upper Secondary Education 714/2018.)

The teaching and other activities of the general upper secondary school are organised in such a way that the students have diverse opportunities for obtaining information about and experiences

of higher education studies. A key objective is facilitating the students' transitions from general upper secondary school to higher education studies and further to the world of work.

Higher education studies and the capabilities associated with them are linked to both transversal competences and the objectives and contents of different subjects. Educational guidance practices in general upper secondary education together with the instruction of different subjects motivate the students to familiarise themselves with studies offered at higher education institutions and other educational institutions as well as the life choices and work and career opportunities to which these studies provide access. Guidance practices also provide concrete support for the students in preparing plans for further studies. Familiarisation with higher education studies and studies completed at higher education institutions are included in the students' personal study plans.

The students are guided to familiarise themselves with the studies offered at higher education institutions with an open mind and without gendered or other preconceptions. The students are guided to prepare for continuous learning and acquire diverse capabilities needed in different higher education studies and fields in the world of work. General upper secondary students are introduced to opportunities for international studies and careers. The significance of general knowledge and ability, cultural knowledge, and language proficiency is highlighted as preconditions for higher education studies and success in the world of work. Of the transversal competences, multidisciplinary and creative competence, interaction competence, and global and cultural competence are stressed in preparation for higher education studies. The concrete forms of familiarisation with higher education studies are determined in the local curriculum.

Working life capabilities

Studies belonging to the syllabus shall be organised in such a way that it is possible for students to develop their international competence and skills for working life and entrepreneurship. (Section 13(3) of the Act on General Upper Secondary Education 714/2018.)

The teaching and other activities of the general upper secondary school are organised in such a way that the students have equal and diverse opportunities for obtaining information about the possibilities and trends in the world of work in order to plan their future and further studies. The students are also encouraged to familiarise themselves with the international and global prospects offered by the world of work. The students become acquainted with new forms of work, entrepreneurship, and economic activity, allowing them to form an idea of the competences needed now and in the future. The students are offered learning experiences that encourage keeping an open mind, acting with initiative, an entrepreneurial attitude, cooperation, responsibility, and constructive problem-solving in line with the principles of a sustainable future.

The students are encouraged to act creatively, boldly, and in an ethically sustainable manner in rapidly changing operating environments, the world of work, and other life situations as well as to grasp different opportunities. They are guided to become aware of and document their interests, strengths, and competence related to studies and work. The general upper secondary school creates preconditions for students to share and reflect on themes related to working life and entrepreneurship and their competence actively, with an open mind, and systematically.

The students' entrepreneurship and working life skills are enhanced in different subjects as part of the study units and guidance of studies as well as in other school activities, especially by developing versatile forms of cooperation between the general upper secondary school and the world of work as well as between the school, companies, and the third sector. The subjects and transversal competences as well as activities outside of the school that can be recognised as part of the studies open up vistas of a meaningful life in which work plays a key role.

Of the transversal competences, interaction competence, multidisciplinary and creative competence, societal competence as well as ethical and environmental competence are emphasised in the acquisition of working life capabilities. As part of these competences or in addition to them, life management skills, cooperation and team skills, language proficiency and cultural skills, motivation to learn, flexibility, an ability to assess and develop one's personal competence, and an understanding of how changes in the world of work affect personal competence development are stressed.

In its local curriculum, the general upper secondary school sets out its policies on cooperation with working life, including the world of business, the public sector, and third sector representatives.

International competence

Studies belonging to the syllabus shall be organised in such a way that it is possible for students to develop their international competence and skills for working life and entrepreneurship. (Section 13(3) of the Act on General Upper Secondary Education 714/2018.)

Internationality in general upper secondary education diversifies the students' experiences, broadens their perception of the world, and builds their capabilities for acting ethically in a globalised world full of challenges and opportunities. The UN's Agenda 2030 for Sustainable Development, and especially its Goal 4.7 describing the characteristics of global citizenship, are taken into account in competence development.

The students' international competence is built through the various subjects, interdisciplinary cooperation, and the transversal competences. Focal areas include a diverse language programme offered by the general upper secondary school and the education provider, its implementations, and advancing cultural knowledge and awareness.

The students are guided towards active and systematic international activity by drawing on internationalisation at home and international mobility. Internationalisation at home includes international visits or projects carried out at school, in its close surroundings or using virtual technology. The students are also encouraged to participate in study visits or exchange programmes abroad, either independently or based on what the school has to offer.

Of the transversal competences, international competence is supported especially by interaction competence, societal competence, and global and cultural competence. As part of or in addition to these competence areas, a global citizen's attitude, cultural skills and language proficiency, cooperation and team skills as well as an open interest in encountering new dimensions and opportunities and continuous learning are stressed.

The focal areas of international competence and forms of the general upper secondary school's international activities are determined in the local curriculum.

The teaching of all subjects in general upper secondary education aims to support students' readiness for further studies. As part of the compulsory and optional studies in general upper secondary education, different forms of cooperation with higher education institutions, cooperation with working life and international skills are included in the planning of studies offerings. Cooperation with universities, businesses and working life can take the form of courses or parts of courses, visits, lectures, workshops or events. The general upper secondary school subject teacher plays a key role in promoting cooperation between higher education institutions and working life in their subject.

All Espoo general upper secondary school students are offered equal opportunities to develop their post-general upper secondary education skills and to explore local higher education institutions. The personal study plan is designed to identify the student's interests in further studies and to find out what forms of university and working life cooperation are suitable for the student. The aim is for all students get to explore the world of higher education and have the opportunity to develop their international, working life and entrepreneurial skills during their time in the general upper secondary school.

Cooperation with universities and working life as well as international cooperation are coordinated at city level. Espoo's key partners in general upper secondary education are Aalto University, the University of Helsinki, Laurea University of Applied Sciences and Metropolia University of Applied Sciences. General upper secondary schools may also have other partners in addition to these.

International cooperation in general upper secondary education is guided by the Espoo internationality and global education plan for Finnish-language education. All general upper secondary school students should have equal opportunities to participate in international activities. The teaching can take utilise Espoo's rich local internationality and explore, for example, the

internationality of local companies, organisations and other actors, and use remote contacts for international cooperation.

In is academic year plan, the general upper secondary school describes the ways in which cooperation with higher education institutions, international cooperation and cooperation with working life are implemented.

4. Guidance and support for students

4.1. Guidance

Students studying the general upper secondary education syllabus are entitled to receive personal and other guidance that meets their needs related to their studies and their plans for further studies (section 25(2) of the Act on General Upper Secondary Education 714/2018). The task of educational guidance in general upper secondary education activities is to build on the study and careers education provided in primary and lower secondary education, forming a continuum which extends to studies after general upper secondary education. Through educational guidance, the students improve their capabilities for coping with changing life situations and learn to value their choices of general upper secondary studies and further studies from the perspective of future competence needs. In accordance with the general upper secondary education's transversal competence objectives, the general upper secondary level studies are transformed into lifelong employability skills and a more comprehensive societal competence.

Educational guidance and counselling support the students' well-being, growth, and development, afford building blocks for acquiring self-knowledge and self-directiveness, and encourage students towards active citizenship. The students' sense of community, participation, and agency as well as their trust in their personal competence is developed and maintained throughout their general upper secondary school studies. Guidance promotes equity and equality in education as well as prevents marginalisation. Gender sensitive guidance creates equal opportunities for different genders' placement in further studies and the world of work. The students' studies and well-being are monitored and supported in cooperation with the parents or those who have custody of the students, as well as the school and student welfare staff.

Educational guidance is to be managed in accordance with jointly agreed goals and is a shared responsibility of all school staff members. It includes cooperation with higher education institutions and the world of work. Guidance can be provided as classroom activities in study units, as individual and small group guidance, peer guidance, and a combination of these delivery modes. The students have an active and participatory role in the guidance, and they must have opportunities for participating in study units implemented with higher education institutions and the world of work during their studies. The study and careers adviser is responsible for the coordination and practical implementation of educational guidance. The homeroom teacher acts as the first point of contact for their student group.

The guidance should be differentiated, taking into account each student's individual background, needs, objectives, hobbies, interests, competence areas, and factors affecting their life situation. A student's individual needs may be addressed more effectively by resorting to multi-professional cooperation. The students must be informed about the tasks of different actors in the integrated service provision, the issues in which students can receive help from them, and the practices for obtaining support.

The local curriculum must contain a description of how the general upper secondary education provider organizes co-operation in transition phases with primary and lower secondary education, vocational educational and training, higher education, and other education providers. Practices that enable the students to take higher-level orientation studies and alternative routes to further studies must be developed separately with higher education institutions. The implementation of regional multidisciplinary cooperation with the world of work, local employment and business services, social and health services, youth services, and other actors must also be described. The local curriculum describes how educational guidance ensures the students' possibilities for improving their internationality competence as well as working life and entrepreneurial skills.

As part of the local curriculum, an educational guidance plan is prepared, which describes how educational guidance is organised in the educational institution. This plan serves as a tool for evaluating and developing educational guidance.

The educational guidance plan of a general upper secondary school must contain the following elements based on the National core curriculum for general upper secondary education:

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- the tasks and objectives of guidance
- organisation of guidance
- actors participating in providing guidance and their division of responsibilities
- guidance in transition phases: cooperation with primary and lower secondary education, higher education, secondary level vocational institutions and other education providers as well as the organisation of further guidance
- the contents, methods, and work approaches of guidance
- cooperation between guidance and the world of work and other parties outside the school
- evaluation of guidance activities.

The educational guidance plan also covers accessibility in transition phases. It describes operating models followed to ensure equal opportunities when applying for a place in general upper secondary education and, later on, further studies. The plan should also include a description of measures for ensuring that the study paths and learning environments are accessible.

Under section 26(1) of the Act on General Upper Secondary Education (714/2018), students completing the general upper secondary syllabus shall prepare for themselves plans that contain a personal study plan, a matriculation examination plan, a plan for further studies, and a career plan to support their progress in upper secondary studies as well as the transition to further studies and the world of work. Under section 26(2) of the Act on General Upper Secondary Education, the personal study plans shall be prepared at the beginning of the studies with the support of the educational institution's teaching and guidance staff, and they are updated regularly as the studies progress.

The personal plan contains the following parts:

1) a study plan

- prior learning and other competence
- Finnish/Swedish language proficiency and other language skills as well as language learning skills
- studies and/or syllabi and other prior learning to be recognised
- studies to be completed; progress in general upper secondary studies; study unit choices
- the conditions in which the studies are pursued, ways of completing studies, and any special teaching arrangements
- study skills and any need for support
- study and/or familiarisation periods at higher education institutions and possibly other educational institutions
- periods of introduction to working life
- estimated time required to complete the studies

2) a matriculation examination plan

3) a plan for further studies and a career plan.

Under section 27(1) of the Act on General Upper Secondary Education (714/2018), the education providers shall, in connection with the preparation of the students' personal study plans, find out about and recognise any prior learning a student may have based on an account given by the student. Under section 27(2) of the Act on General Upper Secondary Education, the education provider shall also recognise learning acquired elsewhere that corresponds to the objectives and contents of the local curriculum. Under section 27(3) of the Act on General Upper Secondary Education a student must, if necessary, give a demonstration of their prior learning as determined by the education provider.

The significance of educational guidance is emphasised at the transition points and phases of education. The educational institution provides information about general upper secondary education to primary and lower secondary education pupils, their parents and persons having the custody, study and careers advisers, and teachers as well as offers opportunities for them to familiarise themselves with general upper secondary education. At the beginning of their general upper secondary school studies, students are familiarised with the school's activities as well as the

practices related to upper secondary school studies. During the guidance process, the students plan their study programme, identifying and taking into account the opportunities offered by further studies and the world of work. These issues are addressed in educational guidance throughout the general upper secondary studies.

A student is entitled to receive educational guidance for applying for a place in other studies if their right to study the general upper secondary education syllabus is about to terminate, or the student has announced their intention to discontinue their studies (section 25(3) of the Act on General Upper Secondary Education 714/2018). A student who has completed the general upper secondary education syllabus but who has not secured a place in further studies for a qualification or a degree is entitled to receive educational guidance related to applying for studies and for careers advice during the year following the year in which they completed the syllabus. This guidance shall be organised by the education provider at whose educational institution the student completed the syllabus. (Section 25(4) of the Act on General Upper Secondary Education 714/2018.)

Espoo's general upper secondary schools have a common document template for guidance plan development. On the basis of this template, each general upper secondary school describes the objectives, tasks and roles of the different actors involved in the guidance. The guidance plan also describes how students can develop their internationality, working life and entrepreneurship skills as part of their general upper secondary school studies. The implementation of guidance is planned in a community-oriented manner in the work community and it is described in the guidance plan of the general upper secondary school. Guidance is the responsibility of every teacher and staff member in the general upper secondary school.

Student guidance

The guidance counsellor teaches the subject of student counselling and guides students in one-to-one or small group meetings. The guidance counsellor supports students in planning and scheduling their studies and practising the skills they need to study. Student guidance is based on the individual needs of the young person. Young people are supported in identifying their strengths and interests and in making choices about their further studies. The objectives and content of student guidance are described in the subject's curriculum.

Guidance as part of subject teaching

Teaching learning to learn is part of every subject. The subject teacher guides students to grasp the big picture and break down broad issues into manageable parts. The teacher teaches the mastery of concepts essential to the subject, the use of mnemonic rules, methods, learning techniques and strategies that support the teaching of the subject, the production of the elements needed for a good answer, and the use of different tools needed to study the subject, to demonstrate competence or in other situations.

It is important for teachers to use a variety of methods and exercises in their teaching and to give examples of different ways of learning. These experiences, under the guidance of a teacher, help students find ways of learning and studying that suit them. The teaching of learning-to-learn skills related to the subject is particularly important at the beginning of general upper secondary education. It is also important to revise them and, if necessary, guide the students to additional training. The teacher will give feedback on where special attention should be paid. With guiding questions, the teacher helps the students practice self-reflection. Self-assessment is part of the process of learning to learn.

In each subject, it is important to highlight its connection to working life, so that young people already understand the importance of learning and the subject in terms of different fields of study, professions and working life skills during their studies.

Group tutoring

The group tutor acts as the student's immediate tutor in the general upper secondary school. It is important that the tutor establishes an immediate and trusting relationship with the students, making it easy for the young people to contact the tutor about even the smallest issues.

The group tutor monitors absences and how studies progress and is in regular contact with the students. The group counsellor discusses with the young people their goals and how their studies are going and, if necessary, refers them to student welfare services. The group tutor also supports the grouping of students in their group, informs them about important dates and community events, introduces them to school traditions and keeps in touch with students' families. If necessary, the group tutor will contact the young person and their guardians if there are problems with their studies.

Guidance during transition phases

At the beginning of their studies, it is important that students receive guidance and teaching to master the skills needed to study and to master the necessary IT programmes and methods to support their studies. Students receive the guidance they need to prepare their study plan. The general upper secondary school ensures that all students and guardians are aware of the school's communication channels and that they have access to the required systems from the start of general upper secondary school. Opportunities are organised for guidance counsellors, pupils and guardians in basic education to find out more about general upper secondary education. They are informed about upper secondary school studies for their choices of general upper secondary education at various events and through information leaflets.

Student guidance

The general upper secondary school plans and describes the implementation of individual and group student guidance provided by the guidance counsellor and how the student has the possibility to reserve the time for the guidance they need in the curriculum/ guidance plan.

Guidance as part of subject teaching

The general upper secondary school curriculum may, if desired, describe the cooperation and division of labour between subject teachers in the teaching of learning-to-learn skills and in working life contexts. The division of labour for guidance is described in the guidance plan.

Group tutoring

The general upper secondary school plans the implementation of group guidance sessions, individual interviews related to group guidance, attendance monitoring and studies and other activities related to group guidance and describes them in the curriculum.

Guidance during transition phases

The general upper secondary school plans how the teaching and guidance of the skills and programmes required for general upper secondary studies are discussed with students at the beginning of their studies and the school describes the process in the general upper secondary school curriculum.

4.2. Support for learning and special needs education

4.2.1. Support for learning

Support for learning means responding to the individual support needs of the student and providing support solutions in the school community and in the learning environment. Support for learning is provided for students in a diverse, flexible manner and using alternative methods. Learning support can be provided according to the needs of the student both individually and in groups.

The main focus of support for learning is on easily accessible support, which is provided to the student as soon as the need for support arises and which can be used to prevent the accumulation of difficulties. Support for learning is designed to support the teaching of subjects

to students who have difficulties in completing their studies. This support is implemented in cooperation between teaching staff. Support measures include remedial instruction provided by subject teachers, instruction provided by subject teachers and special education teachers, and support and educational guidance provided by special education teachers, study and careers advisers and other personnel. Support measures must be provided sufficiently, in a timely manner, and in a way that promotes students' learning, demonstration of competence, progression to further studies, and well-being.

The subject teacher takes into account the student's support needs in the planning of lessons and in the teaching arrangements, for example by choosing diverse teaching methods and differentiating teaching.

Students have the right to receive remedial instruction, i.e. instruction and guidance provided by subject teachers in order to meet the student's learning support needs. Remedial instruction can be provided to students who have temporarily fallen behind in their studies or who for some other reason need support or guidance to complete their general upper secondary education studies. Remedial instruction may also be provided to strengthen study skills, such as linguistic, mathematical or information technology-related skills, or to support skills related to study techniques. Remedial instruction may include strengthening of language skills where the student has a lack of knowledge of the vocabulary or ways of using the language of instruction.

Support for learning includes instruction, support and guidance from a special education teacher. Such support for learning provided by a special education teacher is not subject to an administrative decision on special needs education in accordance with section 28 b of the General Upper Secondary Education Act (714/2018).

The support provided by a special education teacher may include, for example, discussing the student's support needs and ways to support studying, or testing and screening for difficulties in reading and writing. In addition, a special education teacher can work together with the student to find suitable study strategies and provide support and guidance for developing study skills, structuring entities, scheduling and completing assignments, and independent and goal-oriented studying. A special education teacher can support the student by consulting other teachers to take into account the students' support needs. Such support from a special education teacher is usually sufficient for students who have, for example, mild learning difficulties or difficulties in reading and writing or mathematical perception.

The support for learning provided by the special education teacher may also include an assessment of the need for special arrangements for the matriculation examination and the planning, in cooperation with subject teachers, of ways of demonstrating learning and competence during general upper secondary education. Students should be given the opportunity to try out the chosen measures and arrangements during their general upper secondary studies in order to assess the need and effectiveness of the arrangements. If necessary, the special education teacher will guide the student in obtaining the necessary statements and in applying for special arrangements for the matriculation examinations.

According to section 28 of the Act on General Upper Secondary Education, the student's need for support must be assessed at the beginning of studies and regularly as the studies progress. The teachers assess the need for support together with the student and, if necessary, the parent or the person having custody. With the student's consent, other experts necessary for arranging support may also be involved in the assessment. The identification of the need for support may also be based on information transferred on the basis of section 40 of the Basic Education Act (628/1998, amended by Act 1288/2013) and section 23 of the Act on Compulsory Education (1214/2020), which is necessary for the organization of education, or on observations made by teachers and other staff. In addition, various methods, such as initial screenings or interviews, can be used to assess the need for support. Students should also be encouraged to tell subject teachers, special education teachers or study and careers advisers about learning difficulties which may not otherwise come to light.

Students can apply independently or be referred to support measures. However, students are not obliged to accept support for learning. The completion of general upper secondary education is based on the student's activity and initiative in promoting studies. Support for learning is

not targeted at situations where students fall behind in their studies due to self-selected or unauthorised absences. Even in such cases, it is important to take into account the student's life situation as a whole when assessing the need for support for learning.

The subject teachers, special education teachers and study and careers advisers who instruct the student plan the support measures together with the student. If necessary and with the student's consent, support measures can be planned in cooperation with other experts. Support measures and any changes to them are recorded in the student's personal study plan at the student's request (Act on General Upper Secondary Education, section 28(2)). The teacher or study and careers adviser responsible for the support measures ensures that the student is informed of the possibility of having the support measures recorded. At the same time, they can find out whether the student has expressed a wish to have the support measures recorded. The implementation and effectiveness of support measures are monitored and evaluated regularly.

If necessary, the student's learning and well-being are supported through multidisciplinary cooperation. Students can receive learning support and guidance as needed not only from subject and special education teachers and study and careers advisers, but also from other personnel, such as student welfare personnel.

As part of support for learning, a student's learning can also be promoted by offering studies within the general upper secondary school syllabus that increase learning and well-being. These studies provide support in areas such as study skills, life management, and subject-specific learning.

The starting point for learning support is an active student. Students are supported to identify the need for support in their own learning through guidance and they are encouraged to take responsibility for their own learning. Students should take the initiative to ask for support if they know or recognise the need for it. It is the duty of the staff to create an atmosphere that encourages people to ask for help. Students and their guardians are informed about the possibilities of learning support at the beginning of the studies and as they progress. The guardian can also express a need for support.

Learning support is based on working practices and everyday structures that support all students in their studies. They prevent the emergence and accumulation of problems. Learning support is inclusive and supports the strengths of different students. Students' learning is supported as part of the teaching through, for example, a variety of teaching methods and work practices. Students are given feedback on their learning as part of a multifaceted assessment.

It is particularly important to assess the need for support at the beginning of studies. The need for support can be assessed on the basis of information from basic education and through various initial assessments and screenings. The group tutor and the guidance counsellor will discuss with the student what kind of support the student has received in basic education and whether the support in general upper secondary school has been sufficient. The background questionnaire of the dyslexia screening also asks about the implementation of support in basic education and the student's experiences of the adequacy of support in general upper secondary education.

It is the responsibility of every teacher and guidance counsellor to observe students' learning and possible needs for support during their studies. Attention should be paid to areas such as working speed, concentration skills, reading speed, writing skills and speed, and logical reasoning. The quality manual for general upper secondary school education in Espoo contains models to support the work of subject teachers in developing education and identifying support needs. When a teacher notices a student's learning difficulties, the teacher has a duty to support the student in their own teaching by, for example, providing remedial teaching. The teacher should guide the student to receive support in other classes as well and inform the group tutor of any need for support.

The need for support measures is assessed as soon as the need for support arises. The support measures must be adequate to the need and they must be provided without delay. The starting point is to support, develop and build on the student's strengths and mitigate barriers to learning. The need for support is assessed and the necessary support is planned in cooperation with the teaching staff. As a rule, the group tutor is responsible for initiating support planning, for example

by consulting colleagues, contacting the underage student's guardian or, if necessary, convening an individual student support group. Planning is initiated by the special education teacher if the need for support is indicated by a dyslexia screening and by the subject teacher if the need is indicated by any screenings commissioned by the subject teacher. Espoo's general upper secondary school education has a policy for situations where a student is having difficulties in their studies. This template provides guidance and advice on the process of implementing support.

If necessary and with the student's consent, support assessment and planning can also be carried out in multidisciplinary cooperation with student welfare staff. The professionals needed will be considered on a case-by-case basis. The student's own role and commitment are important in assessing and planning the need for support. The role of the special education teacher is to support the assessment and planning of support needs and the assessment of the need for special arrangements for the matriculation examination. Learning support is planned from the student's perspective.

If special aids, assistance services, etc. are required, the instructions of the education provider are followed.

Implementation of support

The student's own active role and commitment to the support measures is essential. The student should take responsibility for receiving support and share information about the identified need for support. General upper secondary school staff encourage students to take the initiative in expressing their need for support.

The role of subject teachers in the implementation of learning support is essential. Taking students' support needs into account in teaching is the responsibility of every teacher. The subject teacher plans and implements teaching in such a way that the teaching arrangements, such as guidance, streaming, demonstration, structure, varied working methods, learning environment and methods of demonstrating competence support students' learning. The subject teacher monitors the effectiveness of their teaching and develops their actions/teaching through peer support and, if necessary, consults the special education teacher. If the teacher detects learning difficulties, they are obliged to refer the student to other support as well.

The subject teacher provides support for students who are having difficulties in completing their studies, provided that the difficulties are not due to the student's own negligence. When assessing the need for learning support, it is important to take into account the student's life situation as a whole. Remedial teaching can include, for example, revision, reinforcement of study skills, strengthening of language skills in terms of vocabulary and language use, flexible arrangements for general upper secondary studies and co-teaching by subject teachers. Support can be provided as needed in the form of individual and group teaching. If necessary, the teacher can also provide learning support for independent work.

In addition to remedial teaching from the subject teacher, learning support may also include teaching and guidance from a special education teacher (for example, discussion of study skills and strategies) and guidance and support from a guidance counsellor. The teaching provided by the special education teacher is planned as part of the overall support for the student. Teaching by a special education teacher can be provided individually, in groups or as team teaching, as required.

Learning support can also include peer support for students organised by general upper secondary schools. An example of this is a student assisting a teacher in a support workshop.

Cooperation between the teachers who teach the student and with the special education teacher in the planning, coordination, implementation and monitoring of support is essential.

Documentation and recording of support measures in the personal study plan

The support measures planned and implemented are documented according to defined procedures common to general upper secondary schools. Documentation of support measures ensures that the support is planned and

that the implementation of the support is monitored and assessed. At the student's request, the support measures are recorded in the student's personal study plan. The basis for the personal study plan is common to all general upper secondary schools in Espoo.

Monitoring and assessment of the implementation of support

The implementation and effectiveness of the support measures are regularly monitored and assessed. The implementation of the support measures is monitored by subject and regularly by the subject teacher and the group tutor. The group tutor will discuss with the student the implementation of the support when meeting the student.

It is the responsibility of each subject teacher, guidance counsellor and special education teacher to record the support provided and implemented in accordance with their respective policies.

The implementation and effectiveness of the support measures are assessed on an individual basis according to the need for support or at least once a school year. The assessment involves the student and the group counsellor, as well as, for example, subject teachers, special education teachers, guidance counsellors and, if necessary, the student's guardian and student welfare staff. The learning support measures in the personal study plan are updated at least once a school year. If a member of the staff of the general upper secondary school or student support services finds that the support the student is receiving is not sufficient, the learning support will be strengthened and/or diversified in accordance with the principles set out in the section "Implementation of support".

The division of labour in relation to learning support will be specified for each general upper secondary school, based on a common approach, and how students and their guardians are informed about support measures and the related rights.

4.2.2. Special needs education

Students are entitled to special needs education if the support for learning described above is not sufficient in relation to the student's need for support and they need special needs education due to verified learning difficulties or other comparable reasons in order to complete the general upper secondary education syllabus.

Verified learning difficulties refer to factors that hinder a student's learning and that have been identified either during primary and lower secondary education or general upper secondary education studies. These factors may be due to a long-term learning disability, neuropsychiatric difficulty, or other disability or illness that impairs learning. Other comparable reasons refer to situations where a student would need special pedagogical support for some other reason than learning difficulties, disability or illnesses. Other reasons may be, for example, a reason related to a difficult life situation that significantly and persistently complicates studying and learning.

If a student has received student-specific or special support during primary and lower secondary education, the support measures received have been recorded in the student support documents available to the education provider. These documents are transferred to the provider of general upper secondary education on the basis of section 23 of the Act on Compulsory Education and section 28 b of the Act on General Upper Secondary Education: the provider of primary and lower secondary education must submit to the provider of general upper secondary education an administrative decision on support for learning or special needs education valid at the end of primary and lower secondary education in accordance with the Basic Education Act. In this case, the provider of general upper secondary education must investigate and assess the student's need for special needs education on the basis of a decision made during primary and lower secondary education.

During general upper secondary education, learning difficulties can be verified on the basis of, for example, screenings and tests. If necessary, the student and the teachers teaching the student

can be interviewed as part of the assessment in order to assess the effects of the student's learning difficulties on studying and the necessary support measures. If necessary, the verification of learning difficulties is carried out in cooperation with the professionals of student welfare services. The adequacy of support for learning can be assessed, for example, in the spring semester of a student's first academic year. If the means of support for learning described in section 4.2.1 are assessed to be insufficient right at the beginning of general upper secondary education studies, special needs education can be provided and an administrative decision on special needs education can be made based on the need for support already at the beginning of general upper secondary education. Even then, other means of support for learning, such as remedial instruction and differentiation, can be used alongside it.

Special needs education is provided by a special education teacher, whose qualifications are laid down in the Decree on the Qualifications Requirements for teaching Staff. Special education teachers are responsible for assessing the need for special pedagogical support measures and planning support measures related to studying and demonstrating competence. The difference with support for learning provided by a special education teacher as described in chapter 4.2.1 is that special needs education based on an administrative decision is more deeply focused at verified learning difficulties or other equivalent causes, i.e. it is more systematic and targeted than support for learning. Such special needs education may, in contrast to support for learning, be more thorough teaching of, for example, study skills and strategies, executive functions or support for time management and setting and achieving independent study goals. As a rule, it is key that when assessing support measures, the support for learning presented in section 4.2.1 has been tried out in a wide range of ways and found to be insufficient to meet the student's support needs.

The special education teacher plans the support measures together with the student. If necessary, subject teachers and study and careers advisers are also involved in the implementation. Special needs education also takes into account the special arrangements required by the student in situations related to the demonstration of competence during general upper secondary education and in matriculation examinations. Special needs education is recorded in the student's personal study plan at the student's request. When discussing special needs education support measures, the special education teacher may find out the student's expression of will for recording the support measures.

Those admitted to general upper secondary school must have sufficient preconditions to complete the studies in the general upper secondary education syllabus. In general upper secondary education, it is not possible to deviate from the objectives specified in the syllabus. In special needs education, cooperation is carried out with student welfare services and the student's treatment and rehabilitation network, as necessary. In order to meet the support needs of students with disabilities, cooperation is carried out with the wellbeing services counties when necessary. The exceptional organisation of studies is described in section 4.2.3.

The education provider makes an administrative decision on special needs education to be provided to students. The administrative decision is taken when the need for special needs education arises or on the basis of a request or expression of will by the student or the student's or an underaged student's parent, person having custody or legal representative concerning the need for support. The decision may be positive or negative, depending on how the education provider assesses that the criteria for the provision of special needs education are met. The student and the parent, person having custody or legal representative of an underage student must be heard before the decision referred to in this paragraph is taken. Decision-making complies with the general provisions concerning decision-making, mainly the Administrative Procedure Act (434/2003) and, in municipalities, also the Municipalities Act (365/1995).

The effectiveness of support measures is assessed during studies and, if necessary, support is strengthened or reduced. It is also possible to give up special needs education and discontinue support if the need for support no longer exists. In this case, an administrative decision is taken to discontinue the support.

If a student needs special education to complete the general upper secondary school syllabus due to a confirmed learning difficulty or other equivalent reason and the learning support described in

Section 28 of the Act on General Upper Secondary Education is not sufficient to meet the student's need for support, the student is entitled to special education.

The need for special support can be assessed on the basis of information from start of general upper secondary school basic education and through various initial assessments and screenings. The group tutor and the guidance counsellor will discuss with the student what kind of support the student has received in basic education and whether the support in general upper secondary school has been sufficient. The background questionnaire of the dyslexia screening also asks about the implementation of support in basic education and the student's experiences of the adequacy of support in general upper secondary education.

It is the responsibility of every teacher and guidance counsellor to observe students' learning and possible needs for support during their studies. If they become aware that learning support may not be sufficient to meet the student's needs, teachers and guidance counsellors are obliged to inform the principal, the special education teacher, the group tutor and, where appropriate, other members of the general upper secondary school staff of the student's possible need for special education. The student or guardian can also express the need for special education. The need for special education is assessed as soon as the possible need for it arises.

Prior to the decision on special education, a wide range of forms of learning support have been tried out in the general upper secondary school and found to be inadequate. The starting point is that, in discretionary situations, a decision on special education is made at the earliest during the third period of the first year of general upper secondary education. This is to ensure that the staff of the general upper secondary school have enough time to get to know the student and that the information on the progress of the student's studies is sufficiently comprehensive. However, a decision on special education can be made as soon as the student starts general upper secondary studies, on the basis of individual discretion.

A positive decision requires that the student has accepted the learning support they have received and has contributed to the progress of their studies. The administrative decision on special education for a student is made by the principal of the general upper secondary school concerned. The decision-making process follows a common approach defined for general upper secondary schools. Before the decision is made, the student and the guardian are consulted. The decision can also be negative.

Special education is provided by a special education teacher. Special education can be, for example, more in-depth teaching of study skills and strategies than learning support, guidance of executive function, or support for time management and setting and achieving independent learning goals. Alongside special education, it is also appropriate to implement learning support measures, such as streamed teaching by the subject teacher and guidance by the guidance counsellor. The subject teacher is responsible for teaching the subject.

The special education teacher is responsible for assessing the needs of the student receiving special education and for planning the support measures related to learning and the demonstration of competence. The support measures are planned together with the student, and other guidance and teaching staff are involved as necessary.

Documentation and recording of support measures in the personal study plan

Documentation of support measures ensures that the support is planned and that the implementation of the support is monitored and assessed. The planned and implemented support measures are documented according to defined procedures common to general upper secondary schools. According to the defined procedures, the special education teacher is responsible for recording the support provided and the support implemented, and the subject teacher and the guidance counsellor for learning support. At the student's request, the support measures are recorded in the student's personal study plan. The basis for the personal study plan is common to all general upper secondary schools in Espoo.

Monitoring and assessment of the implementation of support

The special teacher regularly monitors the implementation and effectiveness of the support measures in cooperation with the student and, if necessary, the subject teachers, the guidance counsellor and the group tutor.

The implementation and effectiveness of special education support measures are assessed individually at least once a school year. The assessment involves the student, the guardian(s) or legal representative of the underage student, the special education teacher and group tutor, and, if necessary, subject teachers, the guidance counsellor and, if necessary, student welfare staff. In addition, the support measures set out in the personal study plan are updated every academic year or as needed.

The division of labour in relation to special education is specified for each general upper secondary school, based on a common approach, and how students and their guardians are informed about support measures and the related rights.

4.2.3. Exceptional organisation of studies and assistance services

Exceptional organisation of studies in accordance with section 29 of the Act on General Upper Secondary Education may also apply to students in need of support for learning or special needs education. Exceptional organisation of studies does not mean deviating from the objectives of the general upper secondary education syllabus, but that the student's studies in order to achieve the objectives of the syllabus may be partly organized differently from the provisions of the act or government decree on general upper secondary education, and the local curriculum. Deviating arrangements can be made at the student's request or with their consent. Deviating arrangements shall be made only to the extent necessary. They are recorded in the student's personal study plan.

The student's work, learning and competence development are assessed in a diverse manner. Students in need of support are guaranteed the opportunity to demonstrate their competence in different ways, for example, in situations where written production is challenging. The ways and situations of demonstrating competence are designed according to the student's needs. Individual arrangements for demonstrating competence include, for example, allowing extra time, using a small group space, increasing the font size of the material or the possibility to use a separate display. Depending on the student's needs, other appropriate special arrangements can also be used. For possible special arrangements for matriculation examinations, students are guided in obtaining the necessary statements and applying for special arrangements from the Matriculation Examination Board.

If necessary, students are guided to apply for assistance services, special aids and other services in accordance with the disability services act or other legislation. Supporting students' coping and well-being can be done in cooperation with professionals in student welfare services or, if necessary, with other actors. In addition to special needs education and other support for learning, students are also entitled to individual student welfare in accordance with sections 15 and 16 of the Student Welfare Act (1287/2013).

4.2.4. Issues subject to local decision related to support for learning and special needs education

The local curriculum decides and describes the practical organisation of support for learning and special needs education in the following matters:

- *informing students and their parents or persons having custody about support measures, special needs education and related rights;*
- *assessment of the need for support measures and special needs education*
- *recording support measures and special needs education in the personal study plan*

- implementation of support for learning and special needs education
- monitoring and evaluation of the implementation of support and special needs education
- administrative decision on special needs education
- hearing the student and the parent or person having custody in the decision on special needs education
- cooperation, responsibilities and division of labor in the above matters.

4.3. Student welfare

Where applicable, educational institutions are referred to using the terms 'general upper secondary school' and 'school'. The statements below concerning wellbeing services counties also apply to the City of Helsinki (section 1 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

This chapter lays down provisions on the key principles of student welfare, the goals of the student welfare work carried out as part of education, and the preparation of the education provider's student welfare plan in accordance with the Student Welfare Act (sections 12 and 32 of the Act on General Upper Secondary Education 714/2018; section 13 of the Student Welfare Act 1287/2013 [as amended by Act 377/2022]).

Student welfare means the promotion and maintenance of the effective learning, good psychological and physical health and social well-being of students and activities that improve the preconditions for these in the school community (section 3 of the Student Welfare Act 1287/2013). Students are entitled to the free student welfare necessary for participation in education, excluding medical care services for students over 18 years of age (section 9 of the Student Welfare Act 1287/2013). The child's interests take priority in student welfare work. (UN Convention on the Rights of the Child and section 2 of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022).

Student welfare is implemented through systematic cooperation between education services and wellbeing services counties together with students, their parents and persons having custody and, where necessary, other cooperation parties (section 3 of the Student Welfare Act 1287/2013, as amended by Act 377/2022). Student welfare consists primarily of preventive communal work. Communal student welfare is the shared task of all the professionals working in the school community. Students are also entitled to student welfare services, that is the student health care services and the services of school social workers and psychologists. (Sections 4 and 3 of the Student Welfare Act 1287/2013.) Student welfare services are primarily organised as locally accessible services, for which the education provider must provide appropriate facilities. Upper secondary level student health care services can also be provided at a centralised student health care services location. Even in this case, the service must be easily accessible to students. (Section 15 a of the Health Care Act 378/2022 and section 9 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

4.3.1. Education provider's student welfare plan and issues subject to local decisions

The education provider must prepare an education provider's student welfare plan for the implementation of student welfare (section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022). The general planning, development, steering and evaluation of provider-specific student welfare is carried out by a multidisciplinary student welfare steering group (section 14 of the Student Welfare Act 1287/2013). The student welfare plan is drawn up in cooperation with the staff of educational institutions and student welfare services, students and their parents or persons having custody (section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022). Wellbeing services counties are obligated under the Health Care Act to engage in cooperation with education providers in the preparation of their student welfare plans (section 15 a of the Health Care Act 378/2022).

The education provider's student welfare plan supersedes the local curriculum as regards student welfare. It includes the objectives and key principles of student welfare work as defined by the education provider, the measures to be taken to implement and monitor student welfare (self-monitoring) and the school-specific detailed information specified below under items 1–5. The education provider must describe in the student welfare plan how the implementation of the plan will be monitored at schools and, where necessary, revised. (Section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

The education provider must prepare a student welfare plan in accordance with the regulations concerning each form of education. The education provider decides locally how the necessary information on the items listed below is collected and how the information is used to steer the operations of educational institutions. As regards student welfare services, this is done in cooperation with the wellbeing services county. The plan is attached to the municipality's plan for the well-being of children and young people. (Section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

The education provider is responsible for ensuring that the student welfare plan includes the following information (items 1–5) for the implementation, evaluation, and development of student welfare (section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022).

1) Assessment of overall student welfare needs and available student welfare services

Information for the assessment of the overall need for student welfare and available student welfare services (student health care and the services of school social workers and psychologists) is collected from each educational institution. The information is recorded in the education provider's student welfare plan in the form of the person-years of the student welfare services professionals. The purpose of the assessment is to ensure the sufficiency of student welfare services, taking into account the needs of students and the school community, the implementation of health examinations and staffing and the organisation of services within time limits. (Sections 15 and 17 of the Student Welfare Act 1287/2013 and Section 17 of the Health Care Act 1326/2010).

The assessment of overall student welfare needs includes the resources needed for individual and communal student welfare work and student welfare cooperation. The assessment of overall needs takes into account factors such as the number of school units, the numbers of students of schools and the special characteristics of the operating environment. The assessment makes comprehensive use of local monitoring data on children's and young people's health, well-being and living conditions, which is also collected from students and their parents or persons having custody, teaching staff and student welfare professionals.

Assessment of available student welfare services

The education provider's assessment of available student welfare services includes the number of person-years of all student welfare professionals (student health care and school psychologist and social worker services).

2) Measures of the school community to promote communal student welfare

Communal student welfare is an important part of the school culture, i.e. the values, practices and procedures, of general upper secondary education, and its development requires management. Communal student welfare includes the promotion of the health and well-being of students in accordance with section 6 of the Student Welfare Act (student welfare in accordance with the curriculum and the education provider's student welfare). This means activities for monitoring and developing communal and individual well-being, creating a healthy, safe and accessible learning environment, promoting mental health and learning and preventing exclusion. (Section 6 of the Student Welfare Act 1287/2013.) The staff of the educational institution have primary responsibility for the well-being of the school community (section 4 of the Student Welfare Act 1287/2013).

The education provider's student welfare plan describes:

- the practices and key results of the monitoring of the well-being, health and safety of students and the school community
- the management, composition and operating methods of school-specific student welfare groups (section 14 of the Student Welfare Act (1501/2016))
- the monitoring of school attendance; the prevention of and intervention in absences
- the prevention of and intervention in the use of tobacco products and other intoxicating substances
- cooperation and practices related to inspections of the health and safety of the educational environment and the well-being of the student community (section 17 of the Health Care Act 1326/2010 and section 12 of the Government Decree on Maternity and Child Health Clinic Services, School and Student Health Services and Preventive Oral Health Services for Children and Youth 388/2011).

3) Measures to organise necessary support measures (individual student welfare)

Individual student welfare refers to student health care services, school social worker and psychologist services that are part of student welfare, and multidisciplinary individual student welfare implemented by a multidisciplinary expert group (section 5 of the Student Welfare Act 1287/2013). Individual student welfare involves monitoring and promoting a student's overall health, well-being, participation and learning, preventing problems and providing early support.

Individual student welfare is always based on student consent (section 58 of the Act on General Upper Secondary Education 714/2018 and Report of the Parliamentary Education and Culture Committee 14/2013 vp.) The student's participation and opinions are taken into account in the measures and solutions in accordance with their age and level of development (section 18 of the Student Welfare Act 1287/2013). Individual student welfare is subject to regulations concerning disclosure of, access to and confidentiality of information (EU General Data Protection Regulation (679/2016); Data Protection Act (1050/2018); Act on the Openness of Government Activities (621/1999); section 58 of the Act on General Upper Secondary Education 714/2018; Act on the Status and Rights of Patients (1992/785); Act on the Status and Rights of Social Welfare Clients (2000/812); and Section 22 of the Student Welfare Act 1287/2013, as amended by Act 377/2022, and section 23).

The education provider's student welfare plan describes:

- the steering of students to student welfare services (student health care, school social worker and psychologist services) (section 16 of the Student Welfare Act 1287/2013, as amended by Act 377/2022)
- the assembly of the multidisciplinary expert group to support an individual student, the obtaining of consent, and participation in the work (section 19 of the Student Welfare Act 1287/2013)
- the preparation and storage of school welfare reports and the assignment of a person responsible for the education provider's student welfare register (section 20 of the Student Welfare Act 1287/2013, as amended by Act 377/2022, and section 21)
- 714/2018, as amended by Act 165/2022)
- practices concerning the reporting of a student's special diet or medication during the school day at the educational institution
- the method of organising medical care services in student health care and guidance in accessing them.

4) Cooperation with students and their families, those working at the educational institution and other parties supporting the well-being of students

Student welfare is the shared task of everyone working in the school community and student welfare professionals (section 4 of the Student Welfare Act 1287/2013). The participation of students, parents or persons having custody, teaching staff, student welfare staff and cooperation partners in the planning, implementation and evaluation of student welfare practices is a

key aspect of student welfare. This participation requires common practices and in particular cooperation between the education provider and the wellbeing services county.

The education provider's student welfare plan describes:

- the participation of students, parents and persons having custody, teaching staff and student welfare services in the preparation of the education provider's student welfare plan and in the implementation of communal student welfare (section 13 of the Student Welfare Act 1287/2013, as amended by Act 377/2022)
- the induction of the general upper secondary school's teaching and other staff and ensuring their competence in communal work
- cooperation with partners outside the school, such as youth services, child welfare services, specialised medical care and the police
- the communication of the principles and activities of communal and individual student welfare to students, parents or persons having custody, staff and cooperation parties (section 11 of the Student Welfare Act 1287/2013).

5) Plans for safeguarding students against violence, bullying and harassment and crisis plan

Students have the right to a physically, psychologically, socially and pedagogically safe and secure learning environment (section 40 of the Act on General Upper Secondary Education 714/2018). Ensuring safety and security requires the education provider to systematically develop its school culture, engage in joint preparation and establish common operating procedures with educational institutions. The education provider familiarises its staff and student welfare professionals with the operating procedures followed in various problem situations and ensures that information is provided and plans are updated.

Plans for safeguarding students against violence, bullying and harassment

The education provider's student welfare plan must include a separate description of measures to prevent violence, bullying and harassment, monitor their prevalence and intervene in problem situations, and of the practices required for follow-up. The plan describes the obligation of the teacher or principal to report any harassment, bullying, discrimination or violence in the learning environment or on the way to or from school that they become aware of to the parent or person having custody, or other legal representative of the student suspected of these acts and the student subjected to them (section 40 of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022). In addition to this, the plan describes the measures for directing students who need support (the subject and perpetrator of the act) to student welfare services. The plan also includes a description of cooperation with parents or persons having custody and cooperation with authorities, including procedures regarding the obligation to report incidents to social services and/or the police (section 23 of the Student Welfare Act 1287/2013, section 25 of the Child Welfare Act 471/2007 and section 35 of the Social Welfare Act 1301/2014).

Crisis plan (plan for crisis, threatening and dangerous situations)

The education provider's student welfare plan must include a crisis plan describing procedures in the event of sudden crises and threatening and dangerous situations. The plan describes the prevention, preparations for and procedures during crisis situations and the practising of operative preparedness. In addition to this, the plan describes crisis management principles, cooperation and the division of tasks and responsibilities. The plan describes the principles of internal and external communication and information exchange between the education provider and the educational institution. The plan is prepared in cooperation with the wellbeing services county and other relevant authorities, taking into account other guidelines concerning threatening, dangerous and crisis situations as well as the principles governing the organisation of psychosocial support.

The joint student welfare plan of the City of Espoo describes how community-based student welfare work is carried out in pre-primary, basic and general upper secondary education in a

locally decided manner, how individual support is organised and how cooperation is carried out with children, pupils, students, their guardians and cooperation partners,

The student welfare plan also sets out policies for dealing with bullying, harassment, violence and crisis situations. The student welfare plan contains the objectives and key principles of student welfare work, as well as measures for implementing and monitoring student welfare (self-monitoring), defined for each education provider. The education provider must describe in the student welfare plan how the implementation of the plan in schools and educational institutions will be monitored and reviewed as necessary.

4.4. Discipline

Under section 40(1) of the Act on General Upper Secondary Education (714/2018), students have the right to a safe and secure learning environment. The education provider shall protect the students from bullying, violence, and harassment. Under section 30(2) of the Act on General Upper Secondary Education, students shall refrain from bullying and discriminating against others and behave in a way that does not endanger the safety or health of other students, the school community or the learning environment (section 30(2) of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022). Cooperation in the general upper secondary school community and different pedagogical solutions create preconditions for a disruption-free learning environment. General upper secondary education providers also have the right to use disciplinary measures in accordance with the Act on General Upper Secondary Education (section 41 of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022).

Under section 40(3) of the Act on General Upper Secondary Education, education providers shall, in conjunction with the preparation of the local curriculum, prepare a plan and issue instructions for the use of disciplinary measures and the procedures to be followed in connection with them. The Finnish National Agency for Education issues provisions on the preparation of the plan in the national core curriculum for general upper secondary education. The purpose of the plan is to ensure that the procedures are legal and uniform and that the students are treated equally. Planning also supports the enforcement of the school rules.

When preparing the plan, the fact should be taken into account that only the means referred to in legislation may be used in disciplinary measures and for safeguarding a good disciplinary climate, and that when using these measures, the general principles of legal protection in governance must be complied with.

Disciplinary actions provided for in legislation:

- *A student who disrupts instruction or otherwise breaches order or cheats may be issued a written warning.*
- *If the breach is serious or if the student carries on with the inappropriate conduct after being issued a written warning, the student may be suspended from the school for a fixed period of time not exceeding one year and denied access to student accommodation for a fixed period of time or for the duration of their studies. A student in compulsory education may be suspended from the educational institution for a maximum period of three months.*

The use of disciplinary actions must be based on appropriate, generally accepted, and objective reasons. The same sanctions must be imposed for similar acts regardless of who committed them, however so that recurrence of acts may be taken into account as aggravating circumstances. The disciplinary consequences must be in proportion to the act. They shall not be used for inappropriate purposes, such as taking revenge or offending a student. When considering disciplinary action, the education provider must also take into account the nature of the act and the age and level of development of the student. The student and their parent or person having custody must be heard before deciding on disciplinary actions. A formal decision must always be issued for any disciplinary action (section 42(1) of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022).

Disciplinary measures provided for in law:

- A student who disrupts instruction may be removed from the classroom or other place of instruction for the remainder of the class or be ordered to leave a school function.
- A student may be banned from attending instruction for a maximum of three school days if there is a risk that the safety of a fellow student or other person working in the premises in which instruction is provided is endangered by the violent or aggressive behaviour of such a student or if the student displays disruptive behaviour so as to inordinately complicate instruction and related activities. During the ban, the student must be provided with the opportunity to engage in a personal discussion with a student welfare psychologist or social worker.

Disciplinary measures shall be reported to the student's parent or person having custody and, if necessary, the banning of a student from instruction shall be reported to the authority responsible for the implementation of social welfare services in the wellbeing services county in whose area the educational institution is located. Disciplinary measures must be recorded. (section 42(1) of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022)

4.4.1. Content of the plan on the use of disciplinary measures and the procedures to be followed in connection with them

The education provider prepares the plan on the use of disciplinary measures and the procedures to be followed in connection with them in cooperation with the school staff and students. Before adopting or updating the plan, the education provider must hear the student body and school staff and give all students of the general upper secondary school an opportunity to express their opinions on it. Cooperating with the students' parents or persons having custody as well as the wellbeing services county's authorities responsible for social welfare and health services and other necessary authorities supports the preparation and implementation of the plan.

The plan on the use of disciplinary measures and the procedures to be followed in connection with them must contain the following:

- procedures in cases of violations and disruptions, division of responsibilities for investigating incidents, and procedures for hearings and record-keeping
- preparation of a plan for supporting a student who has been banned from attending instruction during the ban and upon their return to teaching (section 41(3) of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022)
- principles of compliance with the general principles of legal protection in governance when using disciplinary measures
- ensuring staff familiarisation and competence in relation to using disciplinary authority
- provision of information to various parties about the plan, school rules, and disciplinary measures laid down in the law
- cooperation with different authorities and the parents or the persons having custody of the student
- procedures for monitoring the plan and evaluating its implementation and effectiveness.

The plan may be included in the local curriculum or be a separate document.

Espoo's general upper secondary schools have a common plan for the use of disciplinary measures and the related procedures, which is supplemented on a school-by-school basis.

4.5. Questions of language and culture

Common goals and principles laid down in the National core curriculum for general upper secondary education are complied with in the instruction of all students. The students' linguistic capabilities and cultural background are taken into account in general upper secondary school education. Each student's linguistic and cultural identity is supported diversely. The students are

guided to understand and respect everyone's right to their own language and culture protected under the Constitution. They are guided in becoming aware of their linguistic and cultural rights in different situations.

The objective is to guide all students to appreciate linguistic and cultural diversity and to promote bilingualism and plurilingualism, thus reinforcing the students' language awareness and metalinguistic skills. General upper secondary school studies may include multilingual teaching situations.

The language of instruction in general upper secondary education is either Finnish or Swedish. The language of instruction may also be Sámi, Roma or the sign language. Under section 14(1) of the Act on General Upper Secondary Education (714/2018), instruction may additionally be provided in a language spoken by a student other than the languages listed above. In this case, the local curriculum must specify the subjects, scopes, and ways in which the above-mentioned languages are to be used for instruction or studying.

The Sámi and Sámi language speakers

Education for Sámi students must take into account the fact that the Sámi are an indigenous people with their own language and culture. In general upper secondary school education provided for Sámi students, the particular objective is supporting the young people in growing into their language, culture, and community, and building their identities. General upper secondary school instruction may also support the re-learning of a lost indigenous language and the revival of the language. It promotes knowledge of the history, culture, and the Sámi community extending across the territories of several countries as well as awareness of the Sámi as one of the indigenous peoples of the world. It also provides possibilities for learning traditional knowledge. General upper secondary school instruction promotes the students' possibilities for continuing studies of and in the Sámi language at higher education level in Finland and the neighbouring countries.

Under section 15 of the Act on General Upper Secondary Education (714/2018), instruction of the Sámi languages spoken in Finland – Inari Sámi, Skolt Sámi and North Sámi – may be provided in a general upper secondary school as the syllabus in mother tongue and literature. Instruction of the Sámi language may also be delivered as foreign language syllabi of different scopes, or as instruction supplementing general upper secondary education. The Sámi language may also be taught as the syllabus in mother tongue and literature even if the school does not generally provide instruction in the Sámi language. Instruction of Finnish or Swedish may be delivered to those studying the Sámi language as their mother tongue either according to a separate syllabus intended for Sámi-language students or the syllabus in Finnish language and literature or Swedish language and literature. Instruction of Sámi as a foreign language may be provided for Sámi students who have not been able to learn the Sámi language in their home environment. Instruction may also be provided in cooperation with other educational institutions and as distance teaching.

The Sámi language can be used as the language of instruction in general upper secondary education. The aim should be to ascertain the continuation of instruction in the Sámi language in general upper secondary school for students who have received instruction in this language in primary and lower secondary education. In instruction provided in the Sámi language, the particular objective is supporting the students in growing into bilingualism. The instruction also supports equal opportunities for studying and participating for Sámi students in both Sámi-language and Finnish-speaking communities. In instruction provided in the Sámi language, the teaching and learning of different subjects support the development of Sámi language skills. The instruction in the Sámi language follows the National core curriculum, taking special features of the

Sámi culture into account. Knowledge of the history of the Sámi people, traditional Sámi industries, traditional knowledge, nature in the Sámi area as well as awareness of Sámi music, narrative, and craft traditions are emphasised in the instruction. The resources used in the instruction include the local community, extended families, the Sámi-language media, and active contacts with other Sámi areas.

Sámi-language students must be informed about their rights in the matriculation examination.

The Roma

The education for Roma students must account for the status of the Roma as an ethnic and cultural minority in Finland. The particular objective of general upper secondary school studies is supporting young people in growing into their language, culture, and community, promoting their inclusion in society, and building their identity. A further aim is to promote the transition of Roma students to further studies.

Under section 15 of the Act on General Upper Secondary Education (714/2018), instruction of the Roma language may be provided in a general upper secondary school as the syllabus in mother tongue and literature. Instruction of the Roma language may also be delivered as instruction supplementing general upper secondary education. General upper secondary school instruction in Roma promotes the students' possibilities for both reviving the language as well as continuing Roma-language studies at higher education level. Instruction of the Roma language in general upper secondary education strengthens the Roma students' identity and provides them with opportunities to use their language and express themselves while acknowledging the skills and knowledge they have obtained at home, in their community, and in primary and lower secondary education as well as their desire to express their identity. The instruction promotes the Roma students' knowledge of their history and language as well as their awareness of the Roma in Finland and other countries. Instruction of the Roma language may also be provided in cooperation with other educational institutions and as distance teaching. The local surroundings, the Roma community, and the Roma-language media can be utilised in the studies.

Sign language users

The objective of general upper secondary education in sign language is to strengthen the students' identity as sign language users and to teach them to appreciate their language and culture as equals to the majority language and culture. Students using sign language may be deaf, hard-of-hearing or hearing.

In the instruction and studies of the sign-language students, the general educational and learning objectives of the general upper secondary school should be complied with, however applied to sign language culture and communication. The language of instruction may be the Finnish or Finnish-Swedish sign language, complemented with Finnish or Swedish as the language used for reading and writing. Sign languages or communication methods based on them can also be used alongside instruction in Finnish or Swedish. The students are guided in utilising sign-language interpretation and social services. Another objective is that the students become aware of and learn about the world of sounds and the culture and practices of hearing people insofar as they differ from sign language culture and practices, allowing the students to manage flexibly within the sphere of two or more cultures. Sign language may be taught as the syllabus in mother tongue and literature, even if the school does not generally provide instruction in sign language. Instruction

of Finnish or Swedish may be delivered to those studying sign language as their mother tongue following either a separate syllabus intended for sign-language users, or the syllabus in Finnish language and literature or Swedish language and literature.

As both the Finnish sign language and Finnish-Swedish sign language are minority languages, special attention in the instruction should be focused on creating the richest possible sign language learning environment. There is no generally applicable writing system for sign language, which places special emphasis on personal linguistic interaction. Instruction makes use of the opportunities offered by information and communication technology for sign language communication and acquisition of information. Instruction may also be provided in cooperation with other educational institutions and as distance teaching.

Students using sign language must be informed about their rights in the matriculation examination.

Other plurilingual students

Common goals and principles laid down in the National core curriculum for general upper secondary education and the local curriculum are complied with in the instruction and studies of other plurilingual students while taking into consideration their backgrounds and initial situations, including their Finnish/Swedish language proficiency, mother tongue, knowledge of the Finnish general upper secondary education and study culture, and previous schooling. Teaching and learning in general upper secondary school support the students' command of the language of instruction, plurilingual identity, appreciation of their linguistic and cultural backgrounds, and growth into active and balanced members of society.

Students whose mother tongue is not Finnish, Swedish, or Sámi may be taught mother tongue and literature following the syllabus in Finnish/Swedish as a second language and literature. The syllabus in Finnish/Swedish as a second language and literature is appropriate for the student if there are deficiencies in some aspects of their basic Finnish or Swedish language proficiency, in which case the student's Finnish/Swedish language proficiency does not create sufficient preconditions for studying the syllabus in Finnish/Swedish language and literature. Instruction of the student's mother tongue may be offered as instruction supplementing general upper secondary education. Instruction of the student's mother tongue may also be provided as the syllabus in mother tongue and literature under section 15 of the Act on General Upper Secondary Education (714/2018). The education provider decides how the instruction of Finnish or Swedish as a second language and literature, instruction in the language spoken by the student, and instruction of their mother tongue are organised and when it is appropriate to provide it in cooperation between several educational institutions.

The students must be informed about their study opportunities, support arrangements, and rights in the matriculation examination.

If the student has completed preparatory training for immigrants and other foreign-language speakers for general upper secondary education, these studies can be recognised as part of their general upper secondary education studies.

Espoo's general upper secondary education values and maintains multilingualism and cultural diversity. The city's multilingual and international character is reflected in its general upper secondary school offering. Espoo offers both Finnish- and Swedish-language general upper

secondary education and English-language teaching on the IB tracks. In general upper secondary education, active interaction between Finnish- and Swedish-language general upper secondary schools, students and teachers is sought. The languages of students and their families are taken into account as a resource for the learning community.

Espoo's general upper secondary schools also offer the opportunity to start Swedish language studies as a B3 language. Studies are offered through Espoo's common studies offering.

Students' language skills and cultural background are taken into account in their studies. All subjects are taught in a language-sensitive way. Language-sensitive teaching means, for example, clear and illustrative language, teaching the students to understand each subject and interacting with students using language resources. Language-sensitive teaching and a wide range of teaching methods and learning environments promote equal access to learning for all students. Language-sensitive interaction with students' families is an important area for development in the general upper secondary schools of the continuously growing Espoo.

Espoo's general upper secondary schools offer lessons in mother tongues other than the official languages of Finland. The teaching is centrally implemented as optional studies in general upper secondary schools. The teaching of Islam, Catholic and Orthodox religions is also centralised. General upper secondary schools are responsible for organising the teaching of Finnish/Swedish as a second language and literature.

5. Assessment of students' learning and competence

5.1. Objectives and tasks of assessment in general upper secondary education

Student performance, learning and progress in competences shall be assessed comprehensively. The purpose of student assessment is to provide guidance and motivation to study and to develop students' self-assessment capabilities. Students are entitled to be informed of the assessment criteria and how they are applied. Students shall be given the opportunity for self-assessment during general upper secondary school studies. (Section 37(1) of the Act on General Upper Secondary Education 714/2018.)

Assessment always takes place in the context of the objectives and the current situation. In general upper secondary education, assessment has two tasks:

- 1. Providing support and guidance for learning. These tasks are fulfilled by feedback given during a study unit, or formative assessment. The feedback describes the students' progress in relation to the objectives. It is an important part of interaction between the teacher and the students. Feedback given during study units as well as self and peer assessment carried out with the teacher's support during the general upper secondary school studies help students understand their learning, identify their strengths, correct their mistakes, and develop their work, enabling them to achieve the objectives set for learning.*
- 2. Making visible the attainment of objectives set for competence and learning. This task is fulfilled by the assessment of what the student knows and has learned, or summative assessment. The assessment of knowledge and skills is based on verified demonstrations of how well and to what extent the student has attained the objectives set for a study unit. The grade awarded for a study unit is determined on the basis of the subject's objectives and key contents, transversal competence objectives specified for the subject as well as the assessment criteria.*

Both formative and summative assessment include assessing the student's work. Assessment of work is based on the subject-specific objectives for work and their attainment.

Assessment should be versatile, and appropriate methods should be used for it. The students should be offered different possibilities, opportunities and methods of demonstrating their knowledge and skills during a study unit. The information produced by the assessment helps teachers direct their instruction to meet the students' needs.

In addition to general assessment criteria, the students must be informed of the objectives and assessment criteria of each study unit at the beginning of the unit. At this point, the objectives and criteria should be discussed with the students, and they should be offered support in planning their studies. The students must know what they are expected to learn and how their progress will be assessed. The assessment criteria promote the transparency of assessment.

The objectives and tasks of assessment are crystallised in the school's assessment culture, which is part of the school culture. The assessment culture refers to the values, norms, and practices applied in assessment work. A precondition for making the assessment culture visible and developing it is that the school has formalised uniform assessment principles and practices, the implementation of which is monitored.

In general upper secondary education, students' learning and competence are assessed on the basis of the objectives of the subjects. Assessment should be supportive, diverse and realistic, promoting learning. It is important that general upper secondary schools discuss the principles that guide assessment and establish common practices and procedures. General upper secondary

schools have regular discussions with teachers, students and guardians on the criteria and practices of assessment. The aim of the assessment development work is to create as coherent, shared, understandable and transparent an assessment culture as possible in the general upper secondary school.

General upper secondary schools are responsible for ensuring that students and their guardians are familiar with the learning objectives and the principles by which student learning and skills are assessed. Students need to know what, how and when they will be assessed. In Espoo, it is common practice that the principles of assessment are discussed orally with the students at the beginning of the module and are also given to the students in writing.

Formative assessment

Formative assessment means giving assessment feedback during the learning process. The teacher gives interactive feedback to the student in a learning situation or during a learning exercise to guide learning. Formative assessment also includes student self-assessment and feedback through peer assessment. The teacher's role is to make the student's learning process visible by guiding them and opening up the crossing points of learning. Guidance and encouragement means that the teacher helps the student to understand the objectives and encourages them in the right direction. Feedback is given as part of the daily teaching, so that students benefit from the guidance during each course and can improve their performance.

The aim of self- and peer-assessment is to teach students to observe and develop their own learning. Self- and peer-assessment are skills to be studied in depth after basic education in the context of general upper secondary education. As part of the teaching of the modules, the teacher should teach self-assessment skills by guiding students with questions and exercises that support the assessment process as part of the teaching of the subject. Self- and peer-assessment are part of formative assessment and support the student's own learning, rather than collecting evidence for summative assessment. Self- and peer-assessment must not affect the grade for the course.

Through a wide range of observations, the teacher gains information about the effectiveness of different working methods and learning environments, the student's competence and learning skills, and the need for streaming. Based on these observations, the teacher designs learning situations and exercises to best support learning. Diverse continuous observation also allows for early intervention and support if learning is compromised for one reason or another. General upper secondary schools also ensure that assessment methods are diverse, flexible and adapted to the situation, taking into account the needs and circumstances of the student.

Summative assessment

Summative assessment provides information on the extent to which the student has achieved the objectives set for a course. During the course, students will have the opportunity to show their skills through a range of different demonstrations. The teacher explains to the students how the exercise or performance to be assessed relates to the objectives of the subject. The aim is that students become aware of their own learning process, learn to influence their own learning and develop a positive and realistic view of themselves as learners.

Students are given the opportunity to give feedback on the teaching and teaching arrangements during the course and at the end of the course. This is to ensure that courses can be continuously adapted to best promote student learning.

In its own part of the curriculum, the general upper secondary school describes how Espoo's assessment culture is reflected in the general upper secondary school and what the common assessment practices are.

5.2. Assessment of a study unit

. (Section 37(2) of the Act on General Upper Secondary Education 714/2018.)

Study units based on the curriculum are assessed once each unit has been completed. (Section 37(3) of the Act on General Upper Secondary Education 714/2018.)

The student's learning is assessed during a study unit by giving them assessment feedback on the attainment of the study unit's objectives. Feedback that supports learning should be given in a sufficiently early stage of the study unit, allowing the student to improve their study and work performances on the basis of the feedback.

A grade or a pass mark is awarded to student once each unit has been completed. If a study unit consists of several modules of the same syllabus, a single grade is awarded for it. In a study unit shared between several subjects, a grade is awarded for each subject separately. The grades shall be based on diverse demonstrations of learning, competence, and skills related to achieving the objectives of the study unit. The assessment focuses on the student's knowledge, skills, and working skills, not on their values, attitudes or personal characteristics. The details of assessment are determined in the local curriculum.

Needs for learning support, including challenges arising from an illness or disability, specific reading and writing difficulties, , and other factors which hamper the demonstration of competence should be taken into account in the assessment, and the student should be provided with an opportunity to use special arrangements and alternative methods of demonstrating their competence.

When planning the assessment of a course, the teacher takes into account the variety of assessment methods and different ways of demonstrating competence. The course objectives may offer the possibility to provide different types of demonstration of competence or sometimes give students the opportunity to choose from alternative ways of demonstrating their competence. As a starting point, students should have the opportunity to succeed in the best possible way and to show their real competence.

The teacher can also assess students' skills in alternative, individualised ways. Not all students need to complete the same exercises or demonstrate their competence in the same way. At the same time, any special individual needs will be taken into account. For example, at the stage of developing language skills, students may be given the option of an oral test instead of a written test.

The teacher should make the assessment process visible to the students on the course, both in terms of formative and summative assessment. The course and learning objectives should be made clear to students and should be revisited during the course.

It is important that the student perceives the feedback as positive and supportive of learning. This requires the teacher to give assessment feedback to students in a way that conveys appreciation and a willingness to support their learning. Assessment feedback should also be clear and detailed enough to help students understand where they have succeeded, where they have made progress or what and how they could still improve.

5.2.1. Numerical grades and pass marks

In numerical grades, the scale of 4 to 10 is used. Grade 5 indicates adequate, 6 moderate, 7 satisfactory, 8 good, 9 very good, and 10 excellent knowledge and skills. Grade 4 denotes a failed performance. A study unit or a subject for which no numerical grades are awarded is assessed as passed or failed. (Section 17 of the Government Decree on General Upper Secondary Education 810/2018.)

Grades are awarded to students for studies included in the study units. Numerical grades are awarded for compulsory studies and national optional studies included in the study units, except for study and careers education study units, for which a pass mark is given (S = pass , H = fail). For other optional studies, either a numerical grade or a pass mark may be awarded as specified in the local curriculum.

A grade can be complemented and detail can be added to it by means of a written verbal assessment or feedback given in an assessment discussion. The method for marking any incomplete study units and the practices for completing a student's performances are determined in the local curriculum.

Under section 37(3) of the Act on General Upper Secondary Education (714/2018), the student shall be given an opportunity to demonstrate that they have acquired the knowledge and skills required for a study unit if they have not passed the study unit acceptably.

The student has a right to raise both a pass and fail grade by demonstrating their competence related to key knowledge and skills of the study unit. The practices of raising grades are specified in the local curriculum. The assessment shall be versatile also in this case. As the final grade for the study unit, the best grade obtained on different attempts is awarded.

The national compulsory and national elective courses included in the study programmes are graded on a numbers scale, with the exception of courses in student guidance and thematic studies. These are marked according to whether the student has passed or failed them (S = pass, H = fail). For local municipality- and general upper secondary school-specific optional studies in Espoo, a mark (S=passed, H=failed) or a number grade can be given. The assessment of the optional studies at the general upper secondary school level is recorded in the general upper secondary school curriculum. An incomplete course is marked P (P = missing credits) and a discontinued course is marked K (K = discontinued).

It is possible to complete a failed course by retaking the course, revising the course or completing the missing parts of the course. Even in this case, the assessment must be multifaceted. The redemonstration of competence may contain an exam or other exercises. The skills shown, demonstrations completed and work done by the student during the course may also be taken into account in the grade awarded after the redemonstration. The teacher of the subject in question is responsible for guidance on the retaking of an individual course. The final grade will be the highest of the different retakes.

There must be at least five times during the academic year when students can try to pass courses they have failed before. After each period, there is a possibility of retaking failed courses through exams or other demonstrations. Twice a year, students have the opportunity to improve the grades of courses passed. The improving of accepted grades and the retaking of failed courses are organised in secondary upper secondary schools in such a way that the student has the opportunity to participate in both. The dates for retaking or improving grades are decided on a school-by-school basis.

The assessment of the optional studies at the general upper secondary school level is recorded in the general upper secondary school curriculum. In its curriculum, the general upper secondary school describes the practices for retaking courses and improving grades. The different forms of support offered to those who have received a failing grade in a course are also defined for each general upper secondary school.

5.2.2. Independent studies

Students may be required to study some of the studies included in the general upper secondary education syllabus independently if this does not jeopardise the attainment of the objectives set for education and the student's ability to complete the syllabus and the matriculation examination. On similar terms, students may also be granted permission to complete studies independently upon application. (Section 25 of the Act on General Upper Secondary Education 714/2018.)

The studies which the students may be expected to complete independently and, on the other hand, those that cannot be completed independently are determined in the local curriculum.

Students are required to achieve a pass grade for any study units that they may have studied independently.

If a student studies a whole study unit or a part of it independently, the above-mentioned principles of assessment will be observed where applicable. The attainment of the objectives and progress in line with them should in such cases also be assessed on a sufficiently broad basis and diversely.

For independent study modules, the teacher gives the student a study plan based on the relevant objectives. With the support of the teacher, the student draws up a work schedule before starting the necessary studies. The teacher monitors the student's progress and gives feedback on assignments, encourages the student and is in contact with the student when necessary (at agreed times). Students who are studying independently should be given guidance and support for their studies as needed.

In its curriculum, the general upper secondary school describes what studies can be completed independently and what studies are required to be completed independently.

5.2.3. Assessment of oral language skills

In language instruction, students' oral language proficiency shall be assessed along with other aspects of language proficiency. Oral language proficiency can be assessed by means of a separate test. (Section 37(4) of the Act on General Upper Secondary Education 714/2018.)

In the course of compulsory studies and national optional studies of a second national language and foreign languages, the students' oral language skills are also assessed.

Regulations on using a test of oral language skills produced by the Finnish National Agency for Education, or demonstrations given following separate instructions issued by the Finnish National Agency for Education, are contained separately in the chapters dealing with the relevant subjects in the National core curriculum for general upper secondary education. A certificate of an oral language skills test taken as part of optional studies is attached to the student's general upper secondary education certificate.

5.2.4. Cooperation with parents or persons having custody in monitoring progress with studies

When organising studies under the syllabus for general upper secondary education intended for young people, education providers shall cooperate with the parents or those who have custody of the students. The persons who have custody of the students shall be provided with sufficient information on the students' performance and study progress. Schools shall consult students and the persons who have custody of the students at regular intervals on their views regarding the activities of the school and the education provider. (Section 31(1) of the Act on General Upper Secondary Education 714/2018.)

The teaching and guidance staff monitor the progress of the students' studies. The practices associated with progress in studies are determined in the local curriculum. However, the definition of progress in studies in the local curriculum may not impose more stringent requirements than those set out in this National core curriculum for general upper secondary education regarding the completion of subject syllabi.

To ensure that the parents or persons having custody of the student are informed of the student's work and progress in their studies, the general upper secondary school may require those students who are under 18 to obtain the signature of a person having custody, or a corresponding electronic acknowledgement, on certificates or communications.

Teachers at the general upper secondary school monitor the students' progress and regularly inform the students and their guardians about it. If necessary, students will be given personal advice and guidance, and the students' guardians will be informed.

In its curriculum, the general upper secondary school describes how students and their guardians are regularly informed about the students' work and progress, such as the assessment of exams, projects and assignments and any missing work.

5.2.5. Identification and recognition of prior learning

When drawing up a student's personal study plan, the task of the education provider is to determine and identify the student's prior learning on the basis of information presented by the student.

Education providers shall recognise the studies referred to in section 11 completed in another educational institution providing education in accordance with this Act by accrediting them as part of the general upper secondary education syllabus. Education providers shall also recognise prior learning acquired elsewhere that corresponds to the objectives and content of the curriculum.

Any recognition of student prior learning is governed by the provisions regarding student assessment and related decision-making referred to in sections 37 and 38. If necessary, students may be required to demonstrate said prior learning in a manner determined by the education provider.

A decision on recognition of prior learning is made in response to a specific request before the commencement of the studies or studies to be credited.

Further provisions on the recognition and related procedure for recognising prior learning are issued by the Finnish National Agency for Education. (Section 27 of the Act on General Upper Secondary Education 714/2018.)

In addition to what is laid down in the Act on General Upper Secondary Education, recognition of prior learning and credit transfer regarding competence acquired by other means shall be used to avoid overlap in studies and to shorten their time.

The student addresses the application for recognition of prior learning or competence otherwise acquired to the principal. The student must provide a reliable account of their studies or competence. For this purpose, the general upper secondary school may ask the student to provide an additional demonstration of learning to ensure that the objectives of general upper secondary education are met. The school principal must verify that the contents and scope of prior learning or competence acquired otherwise correspond with the objectives of general upper secondary education instruction. The students are informed of the practices for recognising prior learning.

Studies completed elsewhere or competence acquired by other means may be recognised by approving them as part of the general upper secondary syllabus. If the studies or competence acquired by other means are recognised as studies for which a numerical grade is awarded under the National core curriculum for general upper secondary education, a numerical grade must be given for the studies. Where necessary, the student may be required to provide additional demonstration of learning to support their grading. The regulations on the assessment of study units and syllabi contained in the national core curriculum and local curriculum shall be followed in the assessment of competence acquired by other means.

When studies a student has completed at another educational institution are recognised, the assessment made by that institution will remain valid. If, according to the local curriculum, such studies are to be assessed numerically, the grades are converted to the general upper secondary education grading scale as follows:

scale of 1 to 5	general upper secondary education grading scale	scale of 1 to 3
1 (satisfactory)	5 (adequate)	1
2 (satisfactory)	6 (moderate)	1
3 (good)	7 (satisfactory)	2
4 (good)	8 (good)	2
5 (very good)	9 (very good), 10 (excellent)	3

In the event that the general upper secondary school cannot decide whether studies completed at another educational institution correspond to the higher or lower grade used in general upper secondary education, the correspondence should be determined in favour of the student. In credit transfer and recognition of prior learning that concern studies completed abroad, the same principles are followed as for studies completed in Finland.

A student's general upper secondary education certificate may not contain syllabi of different scopes in the same subject. When a student transfers from an advanced to a less advanced syllabus in a subject, the studies completed as part of the advanced syllabus will be recognised in the less advanced syllabus in so far as their objectives and core contents correspond to each other. Grades awarded for an advanced syllabus are directly used as the grade for the less advanced syllabus unless the student gives an additional demonstration entitling them to a higher grade. Upon the student's request, opportunities for additional demonstrations shall be arranged for them in order to determine the level of competence. Other studies or parts of studies of an advanced syllabus completed acceptably may be recognised as optional studies of a less advanced syllabus as determined in the local curriculum. When a student transfers from a less advanced to a more advanced syllabus before the syllabus is completed, the above-mentioned principles also apply. In this case, the student may be required to take supplementing studies, and in this connection, the grades for studies already completed should also be reconsidered.

If the student's mother tongue and literature syllabus is Finnish/Swedish as a second language and literature (below referred to as the S2/SV2 syllabus), they shall be assessed according to this syllabus regardless of whether separate teaching based on the S2/SV2 syllabus has been arranged or not, or whether the general upper secondary school has only been able to offer part of the study units in the S2/SV2 syllabus. Studies completed following the syllabus in Finnish/Swedish language and literature are recognised in full as studies of the S2/SV2 syllabus, and the grade awarded for them is used as the grade for studies included in this syllabus. S2/SV2 studies replace studies included in the Finnish/Swedish language and literature syllabus in so far as their objectives and core contents correspond to each other. A student may only have a grade for either the syllabus in Finnish/Swedish language and literature or the syllabus in Finnish/Swedish as a second language and literature on their certificate, but not both.

In Espoo, students' studies completed elsewhere may be accepted as part of their general upper secondary school studies if they correspond to the objectives and core content of general upper secondary school education.

The general upper secondary school describes how a student can apply for accreditation of studies completed elsewhere and make them part of their general upper secondary school syllabus.

5.2.6. Assessment of transversal competences

The areas of transversal competences comprise the common objectives of the general upper secondary school subjects. These competences are 1) well-being competence, 2) interaction competence, 3) multidisciplinary and creative competence, 4) societal competence, 5) ethical and environmental competence, and 6) global and cultural competence.

The National core curriculum for general upper secondary education describes how the transversal competences are included in the studies of each subject. They are also taken into consideration in the objectives of the subjects. The local curriculum determines how the objectives and areas of transversal competences are implemented in different study units. Transversal competences are assessed as part of the formative and summative assessment of each study unit.

The gaining of transversal competence is part of the learning of all subjects. Transversal competence is assessed as part of the course assessment. The objectives of transversal competence are described for each module.

5.3. Assessment of subject syllabi

Once the studies included in the syllabus for general upper secondary education have been completed, a final grade is given for each subject as an assessment of learning of the syllabus. Students who have not been successful in a subject or who wish to raise their grades shall be provided with an opportunity to successfully pass the studies in the subject in an acceptable manner or to raise their grades. The support measures referred to in section 28 and the exceptional organisation of studies referred to in section 29 may be taken into account in the assessment of a study unit and in the final assessment. (Section 37(3) of the Act on General Upper Secondary Education 714/2018.)

Each study unit is assessed by the teacher of the student or, where there is more than one teacher, by the teachers together. Final assessment of learning is determined by the principal in consultation with the student's teachers. (Section 38 of the Act on General Upper Secondary Education 714/2018.)

The syllabus of a subject consists of studies taken by a student following their personal study plan. Detail is added to the student's study plan in the course of their general upper secondary school studies. Drawing up and following this plan guides the student in making appropriate and goal-oriented choices. The scope of the syllabus in a specific subject may vary between different students.

The compulsory and national optional studies in different subjects are described in the National core curriculum for general upper secondary education. The common module in mathematics is included in the mathematics syllabus selected by the student. The compulsory studies taken by a student or national optional studies that have been completed acceptably cannot be removed later. The local curriculum determines whether or not the syllabus of a subject contains other optional studies and thematic studies. Of these, only the studies the student has completed acceptably are included in the syllabus of a subject.

In order to complete the syllabus of a subject acceptably, the student must pass most of the studies in it. The student may at most have the following fail grades in compulsory and national optional studies:

<i>Scope of compulsory and national optional studies taken by the student</i>	<i>of which the number of failed grades may not exceed</i>
<i>2 to 5 credits</i>	<i>0 credits</i>
<i>6 to 11 credits</i>	<i>2 credits</i>
<i>12 to 17 credits</i>	<i>4 credits</i>
<i>18 credits or more</i>	<i>6 credits</i>

The grade awarded for the syllabus in a subject is calculated as an arithmetic average weighted by the credits obtained by the student in compulsory and national optional studies.

If a student shows greater maturity in and better command of the subject in a separate examination than the subject grade based on study unit assessments would imply, a higher grade must be awarded. A higher grade may also be awarded if those responsible for assessing the student decide that, based on demonstrations given by the student, their knowledge and skills are better than the grade determined on the basis of the study unit grades at the final stage of the student's studies of this subject.

For the syllabi in compulsory subjects and optional foreign languages, a numerical grade referred to in the Government Decree on General Upper Secondary Education (810/2018) is awarded. A pass mark is given for study and careers education. A student is, upon their request, entitled to receive a pass mark for physical education and for any subjects where the syllabus completed by the student only comprises two credits, and for optional foreign languages, provided that the scope of the syllabus completed by the student in these languages is no more than four credits.

Any other studies compatible with the general upper secondary school's role determined in the local curriculum are assessed according to the provisions of the curriculum.

The national core curriculum describe the compulsory and national optional studies in different subjects. If the syllabi of the subjects also include general upper secondary school diplomas, local optional studies or thematic studies, these are described in the general upper secondary school curriculum. For local optional and thematic studies, only those studies that have been successfully completed can be counted towards the subject syllabus.

The general upper secondary school must provide the student with the opportunity to complete the subject's syllabus either on a passed/failed basis or improve their previous grade. The grade should be improved if the student demonstrates in a separate examination or in the final stage of the subject a more mature mastery of the subject than the subject grade, which is determined as the average of the grades of the courses in the syllabus.

The general upper secondary school describes the possibility of completing the syllabus or improving the grade the student has been given for the subject in the general upper secondary school curriculum.

If local optional studies or thematic studies are included in the curriculum of a subject, the general upper secondary school describes them in its own curriculum.

5.4. Completion of the entire general upper secondary education syllabus

The scope of the syllabus for general upper secondary education for young people is 150 credits – – . (Section 10(3) of the Act on General Upper Secondary Education 714/2018.)

The syllabus for general upper secondary education comprises studies in the mother tongue and literature, the second national language and foreign languages, mathematics and natural sciences, humanities and social studies, religion or culture, worldviews and ethics, arts and practical subjects, (subject groups) and guidance for studies– – The syllabus for general upper secondary education may include thematic studies that develop transversal competence. The syllabus for general upper secondary education may also include studies (general upper secondary school diploma) that provide evidence of special competence and hobbies in different subject groups or subjects. (Sections 11(1) and (2) of the Act on General Upper Secondary Education 714/2018.)

The syllabus may also include general upper secondary diplomas and other optional studies as decided by the education provider. (Sections 12(1) and (2) of the Government Decree on General Upper Secondary Education 810/2018 as amended by Decree 124/2021.)

The syllabus for general upper secondary education is completed once the studies included in the syllabus have been completed in accordance with the provisions of the Government Decree referred to in subsection 4 of section 11, while also taking into account any specific educational mission referred to in section 6 or the authorisation for an educational trial referred to in section 18. (Section 36(1) of the Act on General Upper Secondary Education 714/2018, as amended by Act 1217/2020.)

A student has completed the general upper secondary education syllabus once the student has passed the subject syllabi and completed the minimum scope of general upper secondary education studies, or 150 credits. The general upper secondary education syllabus must contain national optional studies amounting to at least 20 credits. Regarding studies other than the compulsory and national optional studies, only those the student has completed acceptably can be included in the general upper secondary education syllabus.

By application or consent of the student, a student's studies may be partly organised in ways that derogate from the provisions in and under this Act, if:

- 1) the student is deemed to already possess the knowledge and skills specified in the syllabus for general upper secondary education in some respects;*
- 2) completing the entire general upper secondary education syllabus would be unreasonable, in some respects, in view of the student's circumstances and previous studies;*
- 3) this is warranted for reasons related to an illness, disability or other health condition of the student. (Section 29 of the Act on General Upper Secondary Education 714/2018.)*

In the event that a student's studies are organised otherwise than what is provided by virtue of legislation, the minimum scope of 150 credits laid down in legislation must nevertheless be completed.

5.5. Requesting a review of a decision regarding assessment or progress of studies

A decision on student assessment referred to in section 37 and 38 is not subject to review by way of appeal. The student may file a request with the principal for a review of a decision regarding the progress of studies or final assessment within two months of service of the decision. The decision on any new assessment is made by the principal in consultation with the student's teachers.

A student may request a review of the assessment or a decision by which the request has been denied by filing a request to this effect within 14 days with the Regional State Administrative Agency as provided in the Administrative Procedure Act. After taking the request for review under advisement, the Regional State Administrative Agency may amend or reverse the administrative decision, deny the request for an administrative review or return the matter to the principal for reconsideration. (Section 53 of the Act on General Upper Secondary Education 714/2018.)

Each provider of general upper secondary education must inform the students of the possibility to file a request for a review of a decision regarding assessment or the progress of studies.

A request for a revised decision concerning a decision referred to in the [General upper secondary schools] Act may be submitted to the Regional State Administrative Agency as laid down in the Administrative Procedure Act, where the decision concerns:

- 1) student admissions;*
- 2) the granting of an extension referred to in subsection 2 of section 23 or the termination of the right to study referred to in section 24;*
- 3) recognition of successfully completed studies;*
- 4) special arrangements in studies;*
- 5) the right to be given instruction in religion or culture, worldviews and ethics;*
- 6) the right to be given special needs education. (Section 49 of the Act on General Upper Secondary Education 714/2018, as amended by Act 801/2024.)*

An appeal against a decision on a request for an administrative review and other decisions issued under this Act shall be made by filing a complaint with the administrative court. In the appeal process to the administrative court, the provisions of the Administrative Judicial Procedure Act (808/2019) shall apply, unless otherwise stipulated in this Act. (Section 50 of the Act on General Upper Secondary Education 714/2018, as amended by Act 165/2022.)

A decision of the administrative court by which an appeal in a matter referred to in section 49 is resolved, and a decision of the Regional State Administrative Agency by which a request for an administrative review in a matter referred to in section 53 is resolved is not subject to appeal. (Section 54(2) of the Act on General Upper Secondary Education 714/2018.)

When education is provided abroad, the competent administrative court is the Helsinki Administrative Court and the competent regional state administrative agency the Regional State Administrative Agency of Southern Finland. (Section 55 of the Act on General Upper Secondary Education 714/2018.)

5.6. Certificates and the information included in them

Students who have completed the general upper secondary education syllabus are issued with a general upper secondary education certificate.

A transcript of studies completed is issued to students whose right to study has terminated before the general upper secondary education has been completed. Subject students and those studying for the special examination syllabus in general upper secondary education are issued a certificate of the completed studies belonging to the syllabus and of other studies completed.

The certificates referred to in subsections 1 and 2 are also accompanied by a separate certificate of completion of the general upper secondary school diploma and oral language proficiency test.

The Finnish National Agency for Education determines in the core curriculum the information to be included in the certificates, and appendices to the certificates other than those mentioned in subsection 3. (Section 39 of the Act on General Upper Secondary Education 714/2018, as amended by Act 1217/2020.)

The following certificates are used at general upper secondary schools:

- 1. A general upper secondary education certificate is awarded to a student who has completed the entire general upper secondary education syllabus. Additionally, a separate certificate on completion of a general upper secondary school diploma and*

an oral language skills test is attached to the general upper secondary education certificate.

2. *A certificate for completion of a syllabus is given to a student who has completed the syllabus in one or more general upper secondary school subjects.*
3. *A certificate of termination of studies (certificate of resignation) is given to a student who leaves the general upper secondary school before completing the entire syllabus.*

The certificates issued by a general upper secondary school shall contain the following information:

- *title of the certificate*
- *name of the education provider*
- *date of the authorisation to provide general upper secondary education issued by the Ministry of Education and Culture*
- *name of the educational institution*
- *name and personal identity code of the student*
- *completed studies*
- *place and date of award of the certificate and the principal's signature*
- *grading scale*
- *specification of the language syllabi*

S2/SV2 = syllabus in Finnish/Swedish as a second language and literature of the mother tongue and literature subject

A = syllabus in an A language started in grades 1 to 6 of primary and lower secondary education

B1 = syllabus in a B1 language started in primary and lower secondary education

B2 = syllabus in an optional B2 language started in primary and lower secondary education

B3 = syllabus in an optional B3 language started at general upper secondary education

ÄO/M = native-like syllabus in a second national language (Swedish/Finnish)

- *a notation to indicate that the report conforms to the National core curriculum for general upper secondary education of 2019 approved by the Finnish National Board of Education.*

The general upper secondary education certificate contains the following phrase: "The general upper secondary education syllabus corresponds to level four in the National Framework for Qualifications and Other Competence Modules and the European Qualifications Framework."

The grade for religion and culture, worldviews and ethics is given on certificates as "religion / culture, worldviews and ethics" without specifying which syllabus the student studied.

Finnish/Swedish as a second language and literature is marked on the certificate in the section for mother tongue and literature.

The general upper secondary education certificate and the certificate for completion of a syllabus indicates the subjects studied, the number of credits obtained in these subjects, and the grade for each subject in words and numbers (such as: very good 9) or as a mark indicating the acceptable completion of the subject (passed S).

A pass mark is given for thematic studies. The names of the study units of thematic studies are listed in the attachment.

The general upper secondary education certificate and the certificate for completion of a syllabus also include a section entitled Further information. This section is used for certification of proof of learning associated with general upper secondary school studies appended to and complementing the general upper secondary education certificate, such as general upper secondary school diplomas and oral language skills tests as well as a specification of thematic studies and other studies completed as part of the general upper secondary education syllabus which are not included in subject syllabi.

If a student has completed more than one half of the studies in a subject syllabus in a language other than the school's actual language of instruction, this should also be indicated on the certificate's Further information section.

A certificate of termination of studies should contain the subjects and studies completed by the student, the number of credits obtained in them as well as other general upper secondary studies completed by the student and the grades awarded for them, either numerically or as pass marks (S = pass, H = fail).

Each general upper secondary school shall keep a register of the students' studies with information on the studies completed and the grades awarded for them.

No overall grade is awarded for the completion of the entire general upper secondary education syllabus, either as an average of subject grades or in any other way.

The certificate shows the scope of studies completed by the student as credits. Failed studies are included in the total scope only in compulsory and national optional studies.

The decision on the layout of the certificates that it awards is made by each individual general upper secondary education provider.

Certificates for oral skills tests and general upper secondary school diplomas are appended to the general upper secondary education certificate.

A certificate issued for completing an oral language skills test contains the following information:

- title of the certificate*
- name of the education provider*
- date of the authorisation to provide general upper secondary education issued by the Ministry of Education and Culture*
- name of the educational institution*
- name and personal identity code of the student*
- the language in which the test was taken, its syllabus, and the grade awarded for the test*
- place and date of award of the certificate (the date of the general upper secondary education certificate) and the principal's signature*
- the grading scale.*

A certificate for a general upper secondary school diploma is attached to the general upper secondary education certificate, and it is entered in the Further Information section. The following information is included in a certificate for a general upper secondary school diploma:

- title of the certificate*
- name of the education provider*
- date of the authorisation to provide general upper secondary education issued by the Ministry of Education and Culture*
- name of the educational institution*
- name and personal identity code of the student*
- the subject or entity to which the certificate for general upper secondary school diploma refers*
- grade*
- number of credits completed in the subjects included in the general upper secondary school diploma, including the diploma study unit*
- place and date of award of the certificate (the date of the general upper secondary education certificate) and the principal's signature*
- the grading scale.*

Espoo's general upper secondary schools use the common certificate template for Espoo's Finnish-language general upper secondary education.

5.7. Issues subject to local decisions related to assessment

As set out in the chapter on assessment in the National core curriculum for general upper secondary education, key issues decided in the local curriculum are the following:

- study unit specific issues: the objectives and core contents of the study unit, implementation of the transversal competences in the study unit, and the assessment of the study unit*
- the principles of the school's assessment culture and shared assessment practices*
- implementation of assessment and the different practices of providing assessment feedback associated with it*
- monitoring of how the shared principles and practices relevant to assessment are realised*
- practices for recording incomplete study units and complementing performances*
- principles of raising fail and pass grades and the number of attempts*
- studies that students may be expected to complete independently*
- specification of possible ways of progressing in studies*
- certificate layout.*

The general upper secondary school defines in its curriculum the possible paths of progression of studies.

6. Learning objectives and core contents of instruction

6.1. General objectives of instruction

Education and other activities in general upper secondary schools must be organised in accordance with the general national objectives defined in the Government Decree on General Upper Secondary Education (810/2018), enabling the students to grow into educated members of society, acquire knowledge and skills required by the changing operating environment, and improve their capabilities for continuous learning. The objectives emphasise the importance of transversal general knowledge and ability and understanding broad issues, and encourage the students towards ethically responsible and active agency as part of the local, national, European and global community.

General upper secondary education strengthens the students' identity and guides them in understanding and appreciating their uniqueness. Understanding the diversity of gender and sexual orientation creates preconditions for gender aware instruction.

General upper secondary education reinforces the students' awareness of the impacts that human activity has on the state of the environment and guides them to act for a sustainable way of living in a goal-oriented manner, based on knowledge and in diverse cooperation. The instruction encourages the students to recognise and discuss ethical questions, conflicts, and tensions from a number of viewpoints. It inspires the students to become involved and act for a fairer and more sustainable society and world with more respect for human rights.

During their years in general upper secondary education, the students gather diverse experiences of building new knowledge and ability, extensively and crossing the boundaries of individual subjects. The students develop their capabilities for acquiring and applying information, and their problem-solving skills. They gather experiences of inquiry-based learning and participation in conducting science and research. The instruction reinforces the students' multiliteracy, allowing them to understand the language typical for different fields of science and arts as well as motivating them to examine, produce, and interpret different texts. The students become accustomed to assessing the reliability of texts and information. Languages are valued and made visible in a versatile way in general upper secondary education. The students learn to communicate in both national languages as well as making full use of their language resources. The instruction guides the students in advancing their knowledge of information and communication technology and using it appropriately, responsibly, and safely, both when working alone and with others.

General upper secondary education contributes to sense of community, participation, and well-being by strengthening interaction, cooperation, and expression skills. The students gather experiences of goal-oriented activity and peer learning in teams and projects during their studies. General upper secondary education encourages the students to engage in expression and activity characteristic of different fields of art as well as to participate in arts and cultural life. Physical activity and a healthy way of living are understood as the basic preconditions for health and well-being.

During their general upper secondary education, the students develop and diversify their learning-to-learn skills. The students learn to recognise their strengths and development needs as learners and feel confident about their possibilities as learners. The students understand the significance of commitment for their learning, thus reinforcing their self-regulation. General upper secondary education helps the students recognise and become skilled in using the learning strategies best suited for them. During general upper secondary education, the students gain solid skills and an interest in continuous and renewing learning.

The instruction provides the students with knowledge and experiences of educational opportunities, society, and the world of work, supporting them in planning their future, further studies, and working life in Finland and abroad. It strengthens the students' equal opportunities

for developing their competences as well as making choices during their studies and concerning their future.

In Espoo, compulsory and national optional studies have been made into municipality-level study modules. The objectives and core content of the modules within the courses have been set at national level.

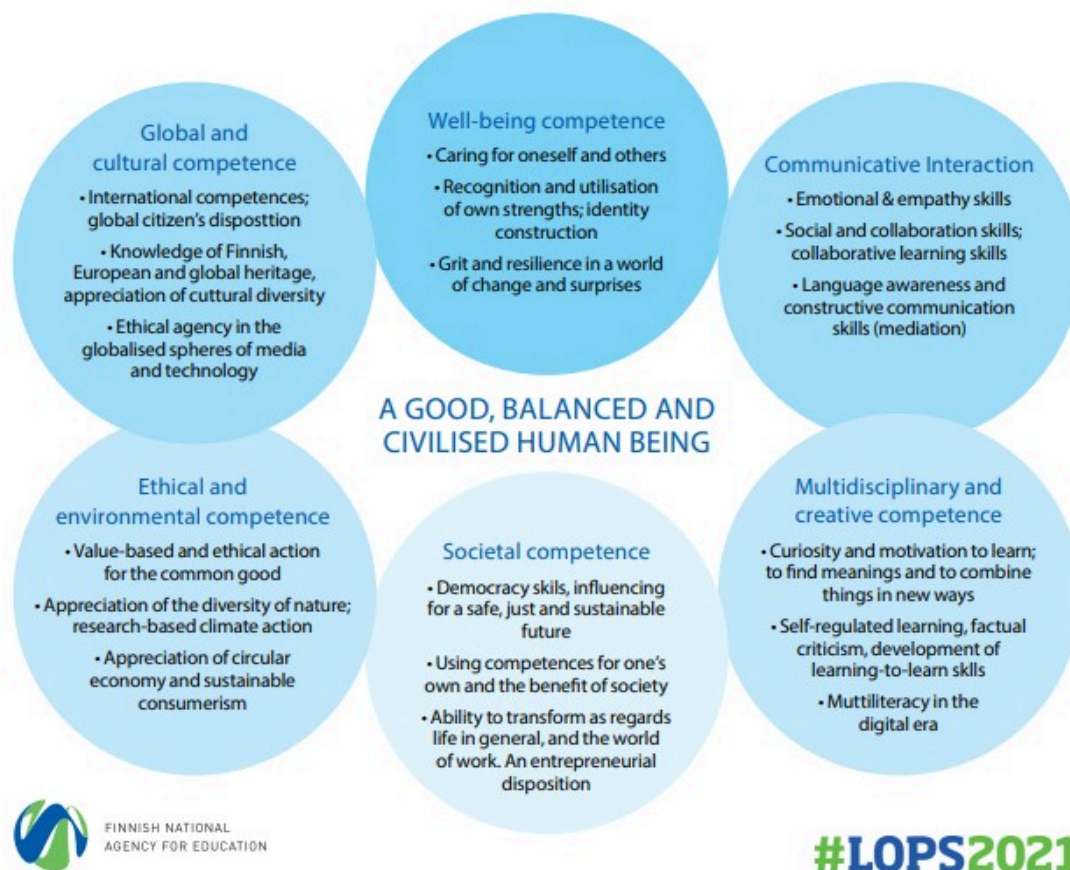
6.2. Transversal competences

The key task of transversal competences is to provide an integrative element to the general upper secondary studies. The areas of transversal competences comprise the common objectives of the general upper secondary school subjects. The Figure below describes the transversal competences as a whole.

Transversal Competences in General Upper Secondary Education as of 2021

General objectives:

a good overall knowledge and skills base; and competences needed in building a sustainable future plus a readiness to move on to continued studies & working life & the internationalised world



Transversal competence areas

The syllabuses in different subjects described in the National core curriculum for general upper secondary education lay the foundation for the knowledge and skills acquired in general upper secondary education. The general knowledge and ability, which it is the mission of general upper secondary education to develop, consist of competence specific to fields of knowledge defined for the subjects, and it is complemented and advanced by the transversal competences.

The transversal competences consist of the knowledge, skills, values, attitudes, and will needed to acquire solid general knowledge and ability and to grow into a good human being, to build a sustainable future, and to obtain capabilities for further studies, working life, and internationalisation.

The underlying values, conception of learning, and school culture of general upper secondary education lay the foundation for the development of transversal competences. Achieving the objectives of the transversal competence areas is the aim of all general upper secondary studies. Each subject approaches the transversal competences from the starting points of its own fields of knowledge and science. Transversal competences are a key part of both subject-specific studies and those integrating the different subjects.

In studies which develop transversal competences, the students' knowledge and skills are advanced by examining complex cultural and societal phenomena as well as their links and interdependencies. The students learn to apply their prior learning and to find, interpret, evaluate, share, and produce information in different forms, environments, and communities as well as using different tools. The developing transversal competences support the students in improving their critical thinking, team skills, creative problem-solving, learning-to-learn, and continuous learning skills.

As shown in the Figure above, all general upper secondary schools have six common areas of transversal competences, which complement each other and are interlinked. The areas of transversal competence are:

- well-being competence
- interaction competence
- multidisciplinary and creative competence
- societal competence
- ethical and environmental competence
- global and cultural competence.

In studies of all these areas, the idea is that the students

1. observe and analyse contemporary phenomena and operating environments and learn to seek elements for building a good future
2. are able to express their justified views of desirable changes and are emboldened to work for ethically sustainable solutions at the level of both their daily lives and society
3. are given opportunities for challenging their comfort zone, sharing knowledge and peer learning as well as producing ideas and solutions together.

The transversal competences are complemented and expressed in concrete terms in the local curriculum for each subject and in the description of each study unit. Transversal competences are taken into account in the school culture. Their implementation is complemented by descriptions of arrangements for familiarisation with higher education studies and the world of work as well as international competence included in the curriculum. The contents of thematic studies can be selected from the areas of transversal competences.

The more detailed objectives of the transversal competence areas are described below. The areas and their objectives progress from an individual perspective towards broader contexts.

Well-being competence

The students build their identity by recognising their strengths and development areas and advancing their competence based on increasing self-knowledge. General upper secondary studies improve the students' ability to tolerate uncertainty, perseverance and trust in future.

The students understand the significance of health and healthy ways of living as well as take care of their physical, psychological, and social functional capacity and well-being. The students adopt practices that support their well-being and bring them joy as well as recognise communities that promote these practices. Sufficient physical activity, sleep, breaks during the school day, and a healthy diet support learning and the students' coping and recovery. The general upper secondary school studies also reinforce ways of living in which culture meaningful for the students, responsible use of technology, and ethical considerations are highlighted.

The students work actively to promote their and other people's well-being and safety. The general upper secondary school studies also improve the students' capabilities for recognising factors that undermine well-being and safety, including fatigue, bullying, and harassment, as well as for participating in preventing them. The students obtain capabilities for accessing, or guiding other to access, the service system in case of problems and exceptional situations.

The general upper secondary school studies introduce the students to social, cultural, and global means of promoting the well-being of communities and ecosystems. The students are offered possibilities for doing things and learning together as well as finding ways of encountering the uncertainties of a changing world.

Interaction competence

The starting point for good communication is empathy, which enables experiences of meaningfulness. The students can feel part of the school community, and they are heard as themselves. The students develop their interaction competence by recognising, processing, and regulating their emotions. They also learn to listen to, respect and anticipate other people's emotions and views, and their expression. They learn to use emotions as a resource in interaction. The students learn interaction together and in cooperation as well as in different environments. At the same time, the students improve their language awareness and multiliteracy and understand the key importance of these competences for producing and interpreting information and seeking solutions. Interaction competence supports the students as they set goals for their studies and other activities.

General upper secondary school studies provide the students with capabilities for constructive interaction. The students improve their skills in encountering disputes and conflicts constructively, also using the means of mediation. The students also gain experiences of conveying messages and meanings in interaction across linguistic and cultural barriers.

As part of developing their interaction competence, the students reflect on the meaning of the freedom of expression, its responsible use, and changes in the conception of information and information dissemination from different perspectives. The students perceive the importance of constructive interaction and inter-cultural understanding for a sustainable future, democracy and peace.

Multidisciplinary and creative competence

Multidisciplinary competence supports the students in reflecting on their ethical, aesthetic, and ecological values that underlie their thinking, views, and action. They familiarise themselves with and learn to use different ways of acquiring and presenting information. They also improve their ability to evaluate the reliability of information. The students get accustomed to evaluating the usefulness and significance of different types of information in terms of their life management, studies, and plans for work and further studies as well as from the perspective of different communities they belong to. In more concrete terms, this takes place by familiarising the students with the ways of building knowledge and using competence typical of higher education studies and on-the-job learning. At the same time, the students improve their learning-to-learn skills as well as their capabilities needed in further studies and later life stages.

The students' multiliteracy is advanced in a goal-oriented manner. Multiliteracy is based on a broad conception of text. General upper secondary school studies reinforce the students' curiosity and skills in finding, interpreting, and producing many types of texts with different levels of challenge, perspectives, and contexts. The students reflect on how technology and digitalisation support individuals' and communities' abilities. They examine the possibilities of solving complex problems.

The students reflect on solutions for a sustainable future which take into account the connections between the environment, economy, technology, and politics, and learn to produce and evaluate alternative future scenarios from the perspectives of individuals, communities, and ecosystems.

Societal competence

The students' diverse experiences of and reflection on participation, involvement, and work lay the foundation for societal competence. The studies develop the students' understanding of their roles, responsibilities, and possibilities related to supporting the diverse realisation of democracy in society around them and in cooperation with others.

Societal competence supports the students in their plans for further studies, world of work, and civic engagement. Societal competence helps students adopt an entrepreneurial approach and an attitude intent on renewal in different areas of life. They learn to plan their future with an open mind and are emboldened to take calculated risks and to tolerate uncertainty, frustration, and failures. The students learn to understand and appreciate the operating principles and structures of a democratic and fair society built on equality and equity. They understand how social capital is formed and how it can be increased. The students adopt active citizenship and agency skills. They are motivated to take a stand on societal issues as well as to submit and promote initiatives in local and international cooperation. The importance of the students' own work in building a good future is made visible.

Ethical and environmental competence

The students evaluate and plan their actions from the perspectives of ethics and responsibility. They learn basic facts about the ecological, economic, social, and cultural dimensions of a sustainable way of living and the interdependencies between these dimensions. The students understand why human activity has to be reconciled with the bearing capacity of natural environments as well as limited natural resources and their sustainable use. Experiences of caring for human beings and nature build their trust in being able to make a difference by means of good deeds in daily life.

The students familiarise themselves with research evidence and practices associated with climate change mitigation and safeguarding biodiversity. They are given opportunities to observe, plan, examine, and evaluate activities that can help change these phenomena towards a more sustainable direction. The students reflect on their observations from the perspective of civic engagement, striving to identify structures that enable, or prevent different communities from taking, sustainable action.

The students understand the basics of globalisation and the way in which it affects the possibilities people living in different conditions have of pursuing a sustainable way of living. They are familiar with the goals of the UN's 2030 Agenda for Sustainable Development and evaluate progress made towards achieving them. The students reflect on and increase their personal inputs and strengthen the necessary partnerships for promoting a sustainable future.

Global and cultural competence

The students advance their knowledge and understanding of their identity as well as diversity in the general upper secondary school community and society, where different identities, languages, religions, and worldviews live side by side and interact with each other. The students improve their international competence and multiliteracy by drawing on culturally and linguistically diverse networks, media, and reference materials. They gain experience of studying, cooperation, and ethical agency which draw on different operating forms of internationality and technology environments.

The students learn to recognise and reflect on different types of cultural heritage, values, different operating environments, and other elements on which cultural identities and ways of living are based in their daily lives and Finnish society, in Europe, and globally. At the same time, they learn to appreciate individuals' and communities' right to a cultural identity, and to act for cultural diversity. The students are offered versatile opportunities for investigating, practising, and improving their global citizenship and ethical skills in line with the UN's 2030 Agenda for Sustainable Development. They also learn to analyse internationalisation and globalisation as phenomena. The students build their knowledge of human rights and their agency in promoting human rights, equity, justice, and ethically responsible ways of living. They identify and learn to use opportunities for multilateral, creative cooperation aiming to build a good future.

7. Appendices

7.1. Government decree on general upper secondary education

The following is an unofficial translation of the Government Decree 810/2018, provided for present purposes.

Government decree on General Upper Secondary Education

Pursuant to the decision of the Government, in accordance with the Act on General Upper Secondary Education (714/2018), the following is laid down:

Chapter 1

General national objectives of education

Section 1

Growth as a member of a civilized society

The objective of general upper secondary education is to support the student's balanced mental, physical, and social growth and to promote respect for life, human rights, sustainable development, the environment, and cultural diversity. Education actively supports equality and non-discrimination in all activities of the educational institution.

Education guides the student to act democratically, responsibly, and as an active member of the local, national, European, and global community.

Section 2

Knowledge and skills

Education broadly develops the student's ability to acquire, integrate, and apply knowledge and skills, as well as to apply what they have learned in a versatile manner, transcending subject boundaries. Education strengthens and deepens the student's general knowledge in a changing operational environment and provides knowledge and skills in studies specified in the annexes to this decree.

Education develops the student's readiness for further studies, working life, entrepreneurship, societal participation, and internationalization.

Education strengthens the foundation for the student's physical, mental, and social well-being and provides the skills and motivation to maintain them throughout different stages of life. Education supports the development of the student's ethical reflection.

Education enhances the ability to manage complex tasks, learning skills, scientific and critical thinking, creativity, work skills, interaction and collaboration skills, information acquisition and management skills, information technology application skills, and the ability to express oneself in writing and orally in both national languages and other languages, as well as through artistic means.

Section 3

Lifelong Learning and guidance for studies

Education shall guide, inspire, and create conditions for lifelong learning, as well as improve the student's future management and decision-making skills and readiness for career and life planning.

Education develops the student's ability to assess and renew their competencies and to identify their strengths and development needs.

The student shall be able to utilise the guidance for studies and other guidance provided and shall familiarize themselves comprehensively with further study options. They shall also be able to make meaningful further study and career plans during their general upper secondary education.

Section 4

Learning environments and school culture

General upper secondary education shall make versatile use of learning environments that increase familiarity with further studies, working life, and information and communication technology. Learning environments shall support the student's motivation to learn and help them discover their strengths. They shall enrich the student's experiential world in a multidisciplinary manner and be pedagogically and functionally appropriate.

The school culture of the general upper secondary school shall support the student's own activity and communal action and promote all students' opportunities to participate in the development of the learning environment and school culture. A positive attitude toward learning shall be pursued in studies.

Section 5

Special objectives of general upper secondary education for adults

In general upper secondary education for adults, the knowledge, skills, and competencies previously acquired by the students shall be taken into account.

The objective is for the adult student to acquire study, communication, and language skills, as well as information technology knowledge and skills, needed for further studies, employment, and success in the world of work. Teaching shall provide readiness for lifelong learning and support the growth of the student's personality.

The special characteristics of adult education shall be taken into account in provision of education. In addition to students completing the general upper secondary education syllabus, teaching may take into account subject students completing one or more subjects included in the general upper secondary education syllabus, as well as other special groups.

Section 6 (4.2.2021/124)

Section 6 has been repealed by Decree 4.2.2021/124.

Chapter 2

Provision of education

Section 7

Applying for authorisation to provide education

An application to provide education, as referred to in Section 3 of the Act on General Upper Secondary Education (714/2018), shall be applied for no later than one year before the planned start date of the education. The Ministry of Education and Culture may also consider applications submitted after this deadline.

Section 8

Documents and reports to be attached to the authorization application

The application for authorisation shall include a justification for:

1. The need to provide education, as referred to in Section 4(1) of the Act on General Upper Secondary Education;
2. The planned number of students;
3. The planned start date of the education;
4. The municipalities in which the education is intended to be provided;
5. The languages of instruction;
6. The provision of possible boarding school-based education.

The following shall also be attached to the application:

1. A report on the applicant's ownership entities and organisational structure, as well as the founding documents of a municipal federation, registered association, or foundation;
2. Information from the most recent financial statements, including the balance sheet and income statement, or, if financial statements have not yet been finalised, a reliable estimate of the balance sheet and income statement during the financial year;
3. A report on the applicant's solvency and financial stability and their management, as well as the profitability of operations during the planned start year and the following four years;
4. A plan for qualified teaching staff;
5. A plan for the premises and learning environments to be used;
6. A curriculum to be followed in the education;
7. A plan for cooperation with the entities referred to in Section 8(1) of the Act on General Upper Secondary Education;
8. A plan for quality management and its continuous development, as referred to in Section 56 of the Act on General Upper Secondary Education.

If the application concerns an amendment to an existing authorisation, the application shall justify the matters referred to in subsection 1 to the extent they relate to the requested amendments.

Section 9

Conditions for granting a specific educational mission

When granting a specific educational mission as referred to in Section 6(1) of the Act on General Upper Secondary Education, the following shall be taken into account:

1. The national need for education to promote special expertise and strengthen the national knowledge base;
2. National and regional demand for education, the students' need to combine general upper secondary education with strong specialisation or special interests, and the need to build individualised study paths;
3. The educational offerings, cooperation networks, and effectiveness of the applicant's operations in line with the specific educational mission;
4. The qualifications, special expertise, and adequacy of the staff, the suitability of the premises, equipment, and curricula, the development of operations, and the students' opportunities to participate and influence the development of teaching and education, as well as the applicant's readiness to allocate resources to the specific educational mission;
5. Other relevant factors related to the specific educational mission applied for.

If the specific educational mission includes a national development task, the following shall also be taken into account when granting the mission:

1. The national development need for the educational emphasis of the specific educational mission;
2. The applicant's prerequisites and readiness to act as a national developer of its educational emphasis;
3. The national significance, effectiveness, and accessibility of the development activities;
4. Other factors significant for development.

Section 10

Content of the national development task

The national development task may include:

1. An obligation to develop and disseminate nationally models and good practices related to pedagogy, school culture and learning environments in line with the educational emphasis of the specific educational mission, as well as to strengthen the teaching staff's pedagogical competencies and expertise nationally;

2. *An obligation to develop and promote cooperation between education providers and other actors in the field of the specific educational mission.*

Chapter 3

Teaching and Assessment

Section 11 (4.2.2021/124)

Scope of studies

Studies included in the general upper secondary education syllabus are weighted according to their duration. Teaching is provided in education intended for young people for an average of 14 hours and 15 minutes per credit and in education intended for adults for an average of 9 hours and 20 minutes per credit. Studies also include a necessary and reasonable amount of independent work by the student, considering the objectives and content of the studies.

Section 12 (4.2.2021/124)

Structure and scope of study units

The general upper secondary education syllabus includes compulsory and national optional studies as set out in Annexes 1 and 2 of this decree, which the education provider must provide to students.

The syllabus may also include general upper secondary diplomas and other optional studies as decided by the education provider.

The education provider decides the scope of study units in which the studies are offered to students. However, students must have the opportunity to complete optional studies as specified in Annexes 1 and 2 as two-credit study units. The scope of general upper secondary diplomas is two credits.

Section 13

Language teaching

Compulsory language teaching as specified in Annexes 1–2 is organized as an advanced syllabus (A-language) based on the A-syllabus started in grades 1–6 of primary and lower secondary education and as an intermediate syllabus (B1-language) based on the B1-syllabus completed in primary and lower secondary education. Optional language teaching is organized as a basic-level syllabus (B2-language) based on the B2-syllabus started in grades 7–9 of primary and lower secondary education and as a basic-level syllabus (B3-language) started in general upper secondary education.

A student may study more than one A-language. The syllabus for a second national language is studied either as an A- or B1-language. For a student exempted from studying a second national language under Section 29 of the Act on General Upper Secondary Education, instruction of the second national language may be provided following the B3-syllabus.

In general upper secondary education intended for young people, the education provider must provide B2- or B3-languages as optional studies in at least two different languages. In general upper secondary education intended for adults, the education provider must provide B2- or B3-languages as optional studies in at least one language.

Section 14

Mother tongue and literature and language teaching for students other than Finnish- or Swedish-speaking students

For a Sámi-speaking, Roma-speaking, or foreign-language-speaking student, mother tongue and literature as specified in Annexes 1–2 may be taught according to the syllabus for Finnish or Swedish as a second language and literature.

If a Sámi-speaking, Roma-speaking, or foreign-language-speaking student is taught their own mother tongue, the total amount of compulsory studies in the student's mother tongue and literature and other languages, as well as the total amount of compulsory studies for the student,

may be less than specified in Annexes 1–2 of this decree. In this case, the second national language is studied as an optional subject.

If a foreign-language-speaking student is taught Finnish or Swedish as a second language and literature, the teaching of mother tongue and literature and the second national language may be divided between the teaching of these subjects as decided by the education provider.

Section 15 (4.2.2021/124)

Section 15 has been repealed by Decree 4.2.2021/124.

Section 16

Teaching provided in penal institutions

In teaching provided in penal institutions, deviations from the provisions of Annex 2 of this decree may be made as specified in the curriculum.

Section 17

Grading scales

In numerical grades, the scale of 4 to 10 is used. Grade 5 indicates adequate, 6 moderate, 7 satisfactory, 8 good, 9 very good, and 10 excellent knowledge and skills. Grade 4 denotes a failed performance. A study unit or a subject for which no numerical grades are awarded is assessed as passed or failed.

Chapter 4

Entry into force

Section 18

Entry into Force

This decree enters into force on 1 August 2019.

Studies included in the general upper secondary education syllabus for young people

Subject group and subject	Compulsory studies (credits)	Amount of national optional studies offered to students (credits)
Mother tongue and literature, second national language, and foreign Languages		
Mother tongue and literature	12	6
A-language	12	4
B1-language	10	4
B2- and B3-languages		16 + 16
Mathematics and natural sciences		
- Common studies in mathematics	2	
Basic or advanced syllabus in mathematics		
- Basic syllabus	10	4
- Advanced syllabus	18	6
Biology	4	6
Geography	2	6
Physics	2	12
Chemistry	2	8
Humanities and social sciences		
Philosophy	4	4
Psychology	2	8
History	6	6
Social studies	6	2
Religion or Culture, worldviews and ethics	4	8
Health education	2	4
Arts and practical subjects		
Physical Education	4	6
Music and Visual arts combined	6	
- Music	2 or 4	4
- Visual arts	2 or 4	4

<i>Study and careers education</i>	4	
<i>Thematic studies</i>		6
<i>Total compulsory studies</i>	94 or 102	
<i>National optional studies according to this annex</i>		20
<i>Total studies (minimum)</i>	150	

Studies included in the general upper secondary education syllabus for adults

Subject group and subject	Compulsory studies (credits)	Amount of national optional studies provided to students (credits)
Mother tongue and literature, second national language, and foreign Languages		
Mother tongue and literature	10	2
A-language	12	4
B1-language	10	4
B2- and B3-languages		12
Mathematics and natural sciences		
- Common studies in mathematics	2	
Basic or advanced syllabus in mathematics		
- Basic syllabus	10	4
- Advanced syllabus	18	6
Biology, Geography, Physics and Chemistry combined	10	10
Biology	2 or 4	
Geography	2 or 4	
Physics	2 or 4	
Chemistry	2 or 4	
Humanities and social sciences		
Religion or Culture, worldviews and ethics, History, Social sciences or Philosophy combined	12	10
Religion or Culture, worldviews and ethics	2	
History	4	
Social studies	4	
Philosophy	2	
Psychology		4
Thematic studies		2
Total compulsory studies	66 or 74	

Total studies (minimum)	88	
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Annex 3

Annex 3 has been repealed by Decree 4.2.2021/124.

Entry into force and application of amendment provisions:

4.2.2021/124:

This decree enters into force on 1 August 2022.

7.2. Evolving Language Proficiency Scale

The Evolving Language Proficiency Scale is a Finnish application of the scales included in the Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

EVOLVING LANGUAGE PROFICIENCY SCALE					
Proficiency level	Interaction skills			Text interpretation skills	Text production skills
	Interacting in different situations	Using communication strategies	Cultural appropriateness of communication	Text interpretation skills	Text production skills
A1.1 First stage of elementary proficiency	Supported by the communication partner, the student is at times able to cope with a few of the most common and routine communication situations.	The student needs plenty of communication aids (including gestures, drawing, glossaries, the internet). The student is at times able to guess or conclude the meanings of individual words based on the context, their general knowledge, or other language proficiency. The student is able to indicate whether they have understood.	The student is able to use a few of the most typical polite expressions of the language and the culture (greetings, good-byes, thanking) in some of the most routine social contexts.	The student understands a small number of individual spoken and written words and expressions. The student is familiar with the alphabet or a very limited number of characters.	The student is capable of very limited self-expression through spoken language, using words that have been practised, and standard expressions that have been memorised. The student pronounces comprehensibly some of the expressions they have been practising and is able to write some individual words and phrases.
A1.2 Developing elementary proficiency	The student can at times cope with the most common routine communication situations, still mostly relying on the communication partner.	The student relies on the most central vocabulary and expressions in their communication. The student needs plenty of communication aids. The student is able to ask the communication	The student is able to use a few of the most common expressions of politeness typical of the language in routine social contacts.	The student understands written text and slow speech of a few words' length that has been practised and includes familiar vocabulary and expressions. The student is able to	The student is able to describe some familiar topics they consider important using a limited resource of expressions and write a few sentences on topics they have practised. The student is able

		partners to repeat what they said or slow down.		recognise individual facts in a text.	to pronounce the majority of expressions they have practised in a comprehensible way and has a good command of a very limited basic vocabulary, a few contextual phrases, and elements of basic grammar.
A1.3	Functional elementary proficiency	The student is able to cope with many routine communication situations, occasionally relying on the support of their communication partner.	The student participates in communication but continues to need communication aids frequently. The student is able to react by using short verbal expressions, small gestures (such as nodding), sounds, or other kinds of minimal feedback. The student needs to ask for clarification or repetition very frequently.	The student is able to use the most common expressions that are part of respectful language use in many routine social contacts.	The student understands written texts and slow speech that include simple, familiar vocabulary and expressions with the support of the context. The student is able to find the simple information they need in a short text.
A2.1		The student is able to exchange thoughts or information in familiar and	The student participates increasingly in communication, resorting to non-verbal	The student is able to cope with short social situations and use the most	The student understands texts that contain easy and familiar vocabulary
	First stage of basic proficiency				The student is able to tell about everyday and concrete topics and

	everyday situations and can occasionally maintain a communication situation.	expressions less often. The student needs to ask for clarification or repetition quite frequently and is somewhat able to apply the expressions used by the communication partner in their own communication.	common polite greetings and terms of address as well as to politely express requests, invitations, proposals, apologies etc. and respond to them.	and expressions as well as clear speech. The student understands the core contents of short and simple messages that are of interest to them and the main points of a predictable text containing familiar vocabulary. The student is capable of very simple reasoning supported by the context.	those important to them using simple sentences and concrete vocabulary. The student masters predictable basic vocabulary and many key structures. The student knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.
A2.2	The student is able to cope with many types of everyday communication situations reasonably well and is increasingly capable of taking initiative in communication situations.	The student increasingly participates in communication using set phrases if necessary when asking for clarification of key words. The student needs to ask for clarification or repetition from time to time. The student uses, for instance, a close concept or a more general concept when they do not know a more specific one (dog/animal or house/cottage).	The student is able to use simple language for the most central purposes, such as the exchange of information and appropriate expression of opinions and attitudes. The student is able to have a polite conversation using common expressions and basic-level communication routines.	The student is able to follow the main points of a clear-cut, non-fiction spoken text very roughly, frequently recognises the topic of the conversation around them, and understands the main ideas in a standard language text or slow speech including familiar vocabulary. The student is able to deduce the meanings of unfamiliar words based on the context.	The student is able to list and describe things that are typical for their age group and related to daily life using ordinary vocabulary and some idiomatic expressions as well as basic and sometimes slightly more demanding structures. The student knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.
Developing basic proficiency					

B1.1	The student is able to communicate, to participate in discussions, and to express their opinions fairly effortlessly in everyday communication situations.	The student is somewhat able to take initiative in different stages of communication and knows how to verify whether the communication partner has understood the message. The student has learned to compensate or replace an unknown word or rephrase their message. The student is able to negotiate the meanings of unknown expressions.	The student demonstrates knowledge of the most important rules of politeness. The student is able to take into account some key perspectives related to cultural practices in their interaction.	The student understands the main ideas and some details of clear standard language speech delivered almost at the regular tempo, and popularised written text. The student understands speech or written text based on a shared experience or general knowledge. The student is able to find the main ideas, keywords, and important details, also without preparation.	The student is able to explain the key points and also some details of different real-life or fictional topics connected to daily life that interest them. The student uses a fairly extensive vocabulary and resource of structures as well as some common phrases and idioms. The student knows how to apply some basic rules of pronunciation, also in expressions that have not been practised.
B1.2	The student is able to participate in communication fairly effortlessly in some more challenging communication situations, such as in providing information about a current event.	The student is able to take initiative and use suitable expressions in interaction situations that deal with familiar topics. The student is able to correct misunderstandings quite easily and to negotiate the meanings of fairly complicated ideas.	The student is able to use language for different purposes in a way that is not too familiar or formal. The student knows the most significant rules of politeness and follows them. The student is able to take into account key perspectives related to cultural practices in their interaction.	The student understands spoken language that includes distinct factual information on familiar or fairly common topics and can also manage texts that require some inference. The student understands the main points and most important details of a wider formal or informal discussion around them.	The student is able to describe ordinary, concrete topics using description, analysis, and comparisons. The student is able to express themselves relatively effortlessly and to write personal and also more public messages and to express their thoughts on some fictional topics. The

					<p>student uses a reasonably extensive vocabulary and common idioms as well as versatile structures and even complicated sentences.</p> <p>The student masters the basic rules of pronunciation also in expressions that have not been practised.</p>
B2.1					
First stage of independent proficiency	<p>The student is able to communicate fluently also in some communication situations that are new to them, in which the language used is sometimes conceptual but yet clear.</p>	<p>The student is able to express their opinion and sometimes use standard phrases, such as “That is a difficult question”, to gain some time. The student is also able to negotiate the meanings of complex issues and concepts. The student is able to monitor their understanding and communication and correct themselves.</p>	<p>The student strives to express their thoughts appropriately and respectfully for the communication partner, taking the requirements set by different situations into account.</p>	<p>The student understands speech or written text that is factually and linguistically complex. The student is able to follow a long speech and complicated argumentation and to express the main ideas of what they have heard. The student understands a large share of a discussion around them. The student understands many types of written texts that may also deal with abstract subjects and which contain facts, attitudes, and opinions.</p>	<p>The student is able to express themselves relatively clearly and accurately on many issues within their sphere of experience using versatile structures and rather extensive vocabulary that also includes idiomatic and conceptual expressions. The student is also able to participate in rather formal discussions and masters a relatively large vocabulary and even demanding sentence structures. The student's pronunciation is clear, the main stress in</p>

					a word is on the correct syllable, and their speech contains some intonation patterns typical for the target language.
B2.2	The student is able to use the language in many types of communication situations requiring versatile language use, also in situations that are new to them.	The student strives to give feedback, to contribute complementary points of view, or to state conclusions. The student is able to promote smooth communication and, when necessary, to use paraphrastic expressions and negotiate the meanings of also complex issues and concepts. The student is able to use strategies that support understanding, including picking out the main points and, for example, making notes of what they hear.	The student is able to express their thoughts naturally, clearly, and respectfully in both formal and informal situations and to select the mode of language use according to situations and the persons participating in them.	The student understands live or recorded standard language speech that is clearly structured in all types of situations and also understands somewhat unfamiliar forms of language. The student is able to read complex texts produced for different purposes and to summarise their main points. The student is able to recognise attitudes and to evaluate critically what they have heard and/or read.	The student is able to express themselves confidently, clearly and respectfully. The student masters extensive linguistic means for expressing all topics, both concrete and conceptual as well as familiar and unfamiliar. The student is able to communicate spontaneously and to write a clear and structured text. The student's pronunciation is very clear, the main stress in a word is on the correct syllable, and their speech contains some intonation patterns typical of the target language.
Functional independent proficiency					
C1.1	The student is capable of versatile, fluent and	The student is able to naturally take responsibility	The student is able to use the language flexibly and	The student understands in detail also longer	The student is able to express themselves
First stage of fluent					

language proficiency	accurate interaction in all types of communication situations.	for progress in communication. The student is able to rephrase the content they wish to express, to draw back when encountering difficulties, and to skilfully use hints associated with language or the context to make conclusions or to anticipate what is coming next.	effectively for social purposes as well as for expressing emotional states, making indirect references, and using irony or playfulness.	presentations on familiar and general topics, even if the speech were not clearly structured and contained idiomatic expressions or changes of register. The student understands in detail complex and conceptual written texts and is able to collate information found in complicated texts.	fluently, accurately, and in a structured manner on many types of topics or to deliver a lengthy presentation prepared in advance. The student is able to write well-structured texts on complex topics using a confident personal style. The student has a very extensive resource of linguistic expressions. The student's pronunciation is natural and pleasant to hear. The rhythm of the speech and intonation are typical of the target language.
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7.3. Instruction: Objectives, core contents, and assessment of the students' learning in instruction of the Sámi language supplementing general upper secondary education

November 7, 2019 OPH-2264-2019

To the education providers of general upper secondary education

THE OBJECTIVES, CORE CONTENTS, AND ASSESSMENT OF THE STUDENT'S LEARNING IN THE INSTRUCTION OF THE SÁMI LANGUAGE COMPLEMENTING GENERAL UPPER SECONDARY EDUCATION

The attached instructions on the objectives, core contents, and the assessment of the student's learning in the instruction of the Sámi language complementing general upper secondary education have been issued by the Finnish National Agency for Education. They concern the

instruction of the Sámi language complementing general upper secondary education that is provided under separate funding [Minister of Education and Culture Decree on the grounds of discretionary government transfers granted for complementary teaching of foreign-language as well as Sámi-language and Roma-language pupils and students in primary and lower secondary education and general upper secondary education (1777/2009)].

These instructions replace the instructions issued in Appendix 3 of the National Core Curriculum for General Upper Secondary Education 2015.

Instruction will be provided in compliance with these instructions as from 1 August 2021.

Director General Olli-Pekka Heinonen

Counsellor of Education Petri Lehtikainen

7.3.1. Objectives, core contents, and assessment of the students' learning in instruction of the Sámi language supplementing general upper secondary education

Finnish National Agency for Education Instruction no 2264-2019.

Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. The purpose of the instruction of the Sámi language is to support the students' active plurilingualism and their interest in the lifelong development of language proficiency. The instruction of the Sámi language supports the students' inclusion as active and balanced members in both their own and the Finnish linguistic and cultural community and as global actors. The instruction of the Sámi language is provided in cooperation with the syllabus in Finnish language and literature and other subjects.

Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and socialisation in their language community. It also helps students build their linguistic and cultural identity. The objective is to learn to recognise and appreciate linguistic and cultural diversity and language rights in the students' daily life and more extensively in society.

The students' backgrounds and language proficiency are taken into account in the studies. Varying learning environments are used for studying, including libraries, theatres, and museums as well as other cultural institutions. The students also draw on their own language community, language use and textual environments as well as the linguistic and cultural diversity of the school community and other communities in their studies. Materials and methods that are sufficiently challenging, meaningful, and experiential for the students and develop their creativity are used in the studies.

The objectives and contents have been defined for the entire period of general upper secondary education for Sámi language instruction amounting to two lessons a week. The education provider

draws up a local curriculum, in which the objectives are defined and the contents selected by taking the special features of the Sámi language into account. The curricula for the Sámi language may also be formulated in cooperation between education providers.

Task of instruction

The instruction of Sámi language guides the students to diverse self-expression, development of interaction skills, active information acquisition, critical processing of information, text interpretation, and ethical reflection. The task of the instruction is to support and develop the students' language awareness. The students' appreciation of the Sámi language advances, and the students are motivated to develop their Sámi language skills further.

The instruction combines phenomena relevant to linguistics, comparative literature studies, and cultural studies. The students' knowledge and diverse use of the Sámi language expand, they learn about the roots of their language area, and they develop their skills of comparing different features of the language with other languages they know. The students expand their vocabulary and resource of concepts and develop their multiliteracy. They develop their skills of utilising Sámi-language texts and producing texts for different purposes. The students advance their knowledge of the literature, narrative tradition, visual culture, music, and drama of their cultural area.

Objectives of instruction

The general objectives of the instruction of Sámi language supplementing general upper secondary education are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and developing their language and cultural awareness. The general objectives can be divided into the following areas:

Interaction competence

The objective is that the students

- are capable of goal-oriented, appropriate, and ethical interaction, both in public speaking and group communication situations, and are able to analyse, assess, and develop their interaction competence*
- know how to analyse and evaluate different interactive situations and relationships, the interaction phenomena and skills associated with them, and their ethical considerations.*

Interpreting texts

The objective is that the students

- develop their critical and cultural multiliteracy to the point where they are able to analyse and evaluate multimodal texts, including non-fiction and media texts, literature and spoken texts with awareness of their objectives and contexts, and use appropriate concepts for analysing texts*
- improve their skills in interpretative and experiential reading of fiction and non-fiction, develop their understanding of the devices of literature as well as use appropriate concepts for analysing literature*
- are able to evaluate critically different information sources and their intentions, reliability, and usability.*

Producing texts

The objective is that the students

- *develop their critical and cultural multiliteracy to the point where they are able to use and produce multimodal texts with awareness of their intentions and contexts and to express and justify their ideas and use language and ways to express suitable for each situation*
- *master the different stages in the process of producing texts, are able to reflect on their text production processes, give and receive feedback as well as use it in producing texts*
- *improve their mastery of standard language and its norms as well as the conventions of written and spoken language, use sources appropriately as well as understand and observe copyrights.*

Development of language and cultural awareness

The objective is that the students

- *understand the significance that language, and the languages of different fields of knowledge, have for learning and thinking as well as the importance of linguistic and cultural diversity for identities*
- *advance their knowledge of the structure, vocabulary, and different registers of the Sámi language, means and tones of expression, the meanings created by them as well as literature and other cultural products*
- *familiarise themselves with the Sámi language family and understand their status as preservers of the Sámi language.*

Assessment

The objective of assessment is to promote and support learning and make visible the different dimensions of competence and the students' improving skills. The provision of feedback and assessment are linked to module-specific objectives derived from the general objectives of the syllabus. The module-specific objectives comprise, or combine into, the objectives of local study units. Assessment should be versatile, open, fair, participatory, and encouraging and guide the students to self-assessment. Versatile assessment methods are used in the assessment of learning and competence, including observation and various demonstrations of knowledge and skills.

Assessment during a study unit may, for example, consist of giving feedback as well as self and peer assessment, which support the students in developing their competence during the learning process. The assessment interaction and feedback as well as self-assessment skills help the students develop their perception of themselves as speakers and listeners as well as producers and interpreters of texts.

Assessment at the end of a study unit is based on achieving the objectives of the modules contained in the unit. In addition to the objectives of modules, the study unit objectives may also contain locally specified transversal competence objectives. At the beginning of a study unit, the students are informed of its objectives, allowing both the teacher and the students to monitor progress made during the unit. Versatile demonstrations of knowledge and skills, including written, oral, and possibly other products as well as active work during the study unit affect the assessment. If a study unit consists of several modules of the same syllabus, a single grade is awarded for it.

Studies

SÄI1 Interpreting and writing texts (2 credits)

Objectives

The objective of the module is that the students

- know how to produce, interpret, and evaluate different multimodal Sámi texts, their structures, and their ways to express
- are emboldened as writers and master the different stages of the writing process
- are able to use other texts as a basis for their own
- develop their self-image as interpreters and producers of texts as well as providers and receivers of feedback.

Core contents

- key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres
- target groups of texts, constructing a textual entity; analysing the objective, contexts, content, structure, ways to express and viewpoints of a text
- the process of producing texts in different genres alone and together with others, writing based on texts, summarising and commenting on texts
- polyphony of texts and intertextuality
- editing the language and form of texts, normative writing

SÄI2 Language and textual awareness (1 credit)

Objectives

The objective of the module is that the students

- improve their language and textual awareness
- develop their understanding of language and texts as entities that construct meanings
- develop their understanding of the Sámi language family among world languages as well as the influence of cultural contacts.

Core contents

- Sámi language and identity, language variations, comparison of languages as well as the position, viability, and endangered status of languages
- language policy, unilingualism and plurilingualism, language ideologies, principles of language planning
- concept of multiliteracy, concept of genre, broad conception of text

SÄI3 Interaction 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened to communicate and develop their self-image as communicators as well as their perceptions of language and identity*
- *improve their group communication skills and learn to analyse and evaluate the phenomena of group communication*
- *learn to examine the significance and situation-specific variations of linguistic and non-verbal devices in different interactive situations.*

Core contents

- *reflecting on the students' personal interactive skills, giving and receiving feedback, listening skills as well as goal-oriented and constructive participation in group interaction*
- *analysing interactive situations, building a discussion, negotiation of meaning, language and non-verbal communication*
- *language and identity as well as situation-specific variations of language*

SÄI4 Literature 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance and diversify their modes of reading*
- *know genres and ways to express of Sámi fiction, non-fiction, and cinema*
- *diversify their skills in reading, analysing, and interpreting literature about the Sámi or by Sámi authors, using an appropriate approach and concepts*
- *learn about the history as well as the material and immaterial cultural heritage of the Sámi.*

Core contents

- *tasks of literature and modes of reading, in particular experiential reading and writing*
- *key genres and ways to express of literature, concepts used in literary analysis*
- *narratives and narrativity in fiction and non-fiction, mythical stories, joik, and singing tradition*
- *narration in multimodal texts, including a theatrical performance, cinema, and music*

SÄI5 Interpreting texts 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance their critical literacy, particularly media literacy*
- *learn to interpret diverse Sámi-language texts and to analyse their ways to express and interaction, also from the perspective of the Sámi identity*
- *understand the operating methods of the media, significance of the media in building identities, and the role of the media in exerting influence in society*
- *are able to justify their views diversely, understand justifications given by another person, and are able to evaluate them as well as have a constructive attitude towards differing opinions.*

Core contents

- *freedom of expression, media criticism, media ethics*
- *linguistic and audiovisual means of involvement as well as practices and rhetorical means of argumentation*
- *recognising ideological traits in texts, differences between opinion and scientific knowledge, visibility of minorities and minority languages in the media*
- *source criticism, information acquisition and management, and copyrights*
- *analysing and producing spoken and written texts that are argumentative and tendentious*

SÄI6 Writing 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened as writers and advance their skills in mastering the Sámi-language writing process*
- *are able to use other Sámi-language texts as a basis for their writing and evaluate the reliability of texts*
- *advance their understanding of how the structure, language, and ways to express of a text influence its meanings.*

Core contents

- *writing as a process: coming up with ideas, defining the topic, and selecting the viewpoint; structuring, editing, and polishing the style; giving and receiving feedback*
- *writing based on texts, editing the language and form of texts, normative writing*
- *exercises in literary art that support the students in expressing a personal voice*

SÄI7 Interaction 2 (1 credit)

Objectives

The objective of the module is that the students

- *become emboldened as public speakers and increase their understanding of nervousness related to public speaking*
- *improve their public speaking skills and ability to produce different spoken texts, also in digital environments*
- *advance their ability to analyse and evaluate spoken texts and audiovisual communication.*

Core contents

- *nervousness related to public speaking and alertness, interactive nature of public speaking, and the audience's responsibility*
- *special features of Sámi-language interaction*
- *constructing a speech and delivering it alone, in a group or as an audiovisual text; skills in targeting, maintaining contact, illustration, and expression.*
- *interaction skills and ethics on different communication channels, such as the social media*
- *analysing and evaluating spoken and audiovisual texts*

SÄI8 Literature 2 (2 credits)

Objectives

The objective of the module is that the students

- improve their knowledge of Sámi-language literature and learn to examine fiction also as a part of changing society
- understand the significance of different contexts in interpreting literature
- are able to analyse Finnish and international literature and other art about the Sámi or by Sámi authors and artists as part of the cultural context.

Core contents

- examining Sámi-language literature in its different contexts: the context of the author and the genre, historical and cultural context, political and social context
- examining texts from different perspectives, including the conception of humanity, identities, perception of the world as well as changes in values and ideologies
- Sámi-language literature, literature by Sámi authors and literature about the Sámi as a diverse, polyphonic and multilingual phenomenon

Certificates

The students are issued a certificate of attendance for Sámi language studies that supplement general upper secondary education. The certificate includes the language learned, the scope of the instruction, and a verbal assessment or a numerical grade as decided by the education provider. In other respects, the regulations on the information to be included in certificates set out in the National core curriculum for general upper secondary school are complied with.

7.4. Instruction: Objectives, core contents, and assessment of the students' learning in instruction of the Roma language supplementing general upper secondary education

November 7, 2019 OPH-2265-2019

To the education providers of general upper secondary education

THE OBJECTIVES, CORE CONTENTS, AND ASSESSMENT OF THE STUDENT'S LEARNING IN THE INSTRUCTION OF THE ROMA LANGUAGE COMPLEMENTING GENERAL UPPER SECONDARY EDUCATION

The attached instructions on the objectives, core contents, and the assessment of the student's learning in the instruction of the Roma language complementing general upper secondary education have been issued by the Finnish National Agency for Education. They concern the instruction of the Roma language complementing general upper secondary education that is provided under separate funding [Minister of Education and Culture Decree on the grounds of discretionary government transfers granted for complementary teaching of foreign-language as well as Sámi-language and Roma-language pupils and students in primary and lower secondary education and general upper secondary education (1777/2009)].

These instructions replace the instructions issued in Appendix 4 of the National Core Curriculum for General Upper Secondary Education 2015.

Instruction will be provided in compliance with these instructions as from 1 August 2021.

Director General Olli-Pekka Heinonen

Counsellor of Education Petri Lehtikainen

7.4.1. Objectives, core contents, and assessment of the students' learning in instruction of the Roma language supplementing general upper secondary education

Finnish National Agency for Education Instruction no 2265-2019.

Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. The purpose of the instruction of the Roma language is to support the students' active plurilingualism and their interest in the lifelong development of language proficiency. The instruction of the Roma language supports the students' inclusion as active and balanced members in both their own and the Finnish linguistic and cultural community and as global actors. The instruction of the Roma language is provided in cooperation with the syllabus in Finnish language and literature and other subjects.

Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and socialisation in their language community. It also helps students build their linguistic and cultural identity. The objective is to learn to recognise and appreciate linguistic and cultural diversity and language rights in the students' daily life and more extensively in society.

The students' backgrounds and language proficiency are taken into account in the studies. Varying learning environments are used for studying, including libraries, theatres, and museums as well as other cultural institutions. The students also draw on their own language community, language use and textual environments as well as the linguistic and cultural diversity of the school community and other communities in their studies. Materials and methods that are sufficiently challenging, meaningful, and experiential for the students and develop their creativity are used in the studies.

The objectives and contents have been defined for the entire period of general upper secondary education for Roma language instruction amounting to two lessons a week. The education provider draws up a local curriculum in which the objectives are defined and the contents selected, taking the special features of the Roma language into account. The curricula for the Roma language may also be formulated in cooperation between education providers.

Task of instruction

The instruction of the Roma language guides the students towards diverse self-expression, development of interaction skills, active information acquisition, critical processing of information, text interpretation, and ethical reflection. The task of the instruction is to support and develop the students' language awareness. The students' appreciation of the Roma language develops, and the students are motivated to improve their Roma language skills further.

The instruction combines phenomena relevant to linguistics, comparative literature studies, and cultural studies. The students' knowledge and diverse use of the Roma language expand, they learn about the roots of their language area, and they develop their skills of comparing different features of the language with other languages they know. The students expand their vocabulary and resource of concepts and develop their multiliteracy. The students develop their skills of utilising Roma-language texts and producing texts for different purposes. The students advance their knowledge of the literature, narrative tradition, visual culture, music, and drama of their culture.

Objectives of instruction

The general objectives of the instruction of the Roma language supplementing general upper secondary education are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and developing their language and cultural awareness. The general objectives can be divided into the following areas:

Interaction competence

The objective is that the students

- *are capable of goal-oriented, appropriate, and ethical interaction, both in public speaking and group communication situations, and are able to analyse, assess, and develop their interaction competence*
- *know how to analyse and evaluate different interactive situations and relationships, the interaction phenomena and skills associated with them, and their ethical considerations.*

Interpreting texts

The objective is that the students

- *develop their critical and cultural multiliteracy to the point where they are able to analyse and evaluate multimodal texts, including non-fiction and media texts, literature and spoken texts with awareness of their objectives and contexts, and use appropriate concepts for analysing texts*
- *improve their skills in interpretative and experiential reading of fiction and non-fiction, develop their understanding of the devices of literature as well as use appropriate concepts for analysing literature*
- *are able to evaluate critically different information sources and their intentions, reliability, and usability.*

Producing texts

The objective is that the students

- *develop their critical and cultural multiliteracy to the point where they are able to use and produce multimodal texts with awareness of their intentions and contexts and to express and justify their ideas and use language and ways to express suitable for each situation*
- *master the different stages in the process of producing texts, are able to reflect on their text production processes, give and receive feedback as well as use it in producing texts*
- *improve their mastery of standard language, standardised Roma language, and its norms as well as the conventions of written and spoken language, use sources appropriately as well as understand and observe copyrights.*

Development of language and cultural awareness

The objective is that the students

- *understand the significance that language, and the languages of different fields of knowledge, have for learning and thinking as well as the importance of linguistic and cultural diversity for identities*
- *build their knowledge of the structures, vocabulary, and different registers of the Roma language spoken in Finland, its means and tones of expression, the meanings created by them as well as literature and other cultural products*
- *familiarise themselves with Roma dialects spoken around the world and understand their status as preservers of the Finnish Roma language.*

Assessment

The objective of assessment is to promote and support learning and make visible the different dimensions of competence and the students' improving skills. The provision of feedback and assessment are linked to module-specific objectives derived from the general objectives of the syllabus. The module-specific objectives comprise, or combine into, the objectives of local study units. Assessment should be versatile, open, fair, participatory, and encouraging and guide the students to self-assessment. Versatile assessment methods are used in the assessment of learning and competence, including observation and various demonstrations of knowledge and skills.

Assessment during a study unit may, for example, consist of giving feedback as well as self and peer assessment, which support the students in developing their competence during the learning process. The assessment interaction and feedback as well as self-assessment skills help the students develop their perception of themselves as speakers and listeners as well as producers and interpreters of texts.

Assessment at the end of a study unit is based on achieving the objectives of the modules contained in the unit. In addition to the objectives of modules, the study unit objectives may also contain locally specified transversal competence objectives. At the beginning of a study unit, the students are informed of its objectives, allowing both the teacher and the students to monitor progress made during the unit. Versatile demonstrations of knowledge and skills, including written, oral, and possibly other products as well as active work during the study unit affect the assessment. If a study unit consists of several modules of the same syllabus, a single grade is awarded for it.

Studies

RÄI1 Interpreting and writing texts (2 credits)

Objectives

The objective of the module is that the students

- *know how to produce, interpret, and evaluate different multimodal Roma-language texts, their structures, and their ways to express*
- *are emboldened as writers and master the different stages of the writing process*
- *are able to use other texts as a basis for their own*
- *develop their self-image as interpreters and producers of texts as well as providers and receivers of feedback.*

Core contents

- *key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres*
- *target groups of texts, constructing a textual entity; analysing the objective, contexts, content, structure, ways to express and viewpoints of a text*
- *the process of producing texts in different genres alone and together with others, writing based on texts, summarising and commenting on texts*
- *polyphony of texts and intertextuality*
- *editing the language and form of texts, normative writing*

RÄI2 Language and textual awareness (1 credit)

Objectives

The objective of the module is that the students

- *improve their language and textual awareness*
- *develop their understanding of language and texts as entities that construct meanings*
- *understand the place of the Roma language among world languages as well as the influence of cultural contacts.*

Core contents

- *Roma language and identity, language variations, comparison of languages as well as the position, viability, and endangered status of languages*
- *language policy, unilingualism and plurilingualism, language ideologies, principles of language planning*
- *concept of multiliteracy, concept of genre, broad conception of text*

RÄI3 Interaction 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened to communicate and develop their self-image as communicators as well as their perceptions of language and identity*

- *improve their group communication skills and learn to analyse and evaluate the phenomena of group communication*
- *learn to examine the significance and situation-specific variations of linguistic and non-verbal devices in different interactive situations.*

Core contents

- *reflecting on the students' personal interactive skills, giving and receiving feedback, listening skills as well as goal-oriented and constructive participation in group interaction*
- *analysing interactive situations, building a discussion, negotiation of meaning, language and non-verbal communication*
- *language and identity as well as situation-specific variations of language*

RÄI4 Literature 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance and diversify their modes of reading*
- *know genres and ways to express of Roma-language fiction, non-fiction, and cinema*
- *diversify their skills in reading, analysing, and interpreting literature about the Roma or by Roma authors using an appropriate approach and concepts*
- *learn about the history as well as the material and immaterial cultural heritage of the Roma.*

Core contents

- *tasks of literature and modes of reading, in particular experiential reading and writing*
- *key genres and ways to express of literature, concepts used in literary analysis*
- *narratives and narrativity in fiction and non-fiction, mythical stories, song lyrics*
- *narration in multimodal texts, including a theatrical performance, cinema, and music*

RÄI5 Interpreting texts 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance their critical literacy, particularly media literacy*
- *learn to interpret diverse Roma-language texts and to analyse their ways to express and interaction, also from the perspective of the Roma culture*
- *understand the operating methods of the media, significance of the media in building identities, and the role of the media in exerting influence in society*
- *are able to justify their views diversely, understand justifications given by another person, and are able to evaluate them as well as have a constructive attitude towards differing opinions.*

Core contents

- *freedom of expression, media criticism, media ethics*

- *linguistic and audiovisual means of involvement as well as practices and rhetorical means of argumentation*
- *recognising ideological traits in texts, differences between opinion and scientific knowledge, visibility of minorities and minority languages in the media*
- *source criticism, information acquisition and management, and copyrights*
- *analysing and producing spoken and written texts that are argumentative and tendentious*

RÄI6 Writing 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened as writers and advance their skills in mastering the Roma-language writing process*
- *are able to use other Roma-language texts as a basis for their writing and to evaluate the reliability of texts*
- *advance their understanding of how the structure, language, and ways to express of a text influence its meanings.*

Core contents

- *writing as a process: coming up with ideas, defining the topic, and selecting the viewpoint; structuring, editing, and polishing the style; giving and receiving feedback*
- *writing based on texts, editing the language and form of texts, normative writing*
- *exercises in literary art that support the students in expressing a personal voice*

RÄI7 Interaction 2 (1 credit)

Objectives

The objective of the module is that the students

- *become emboldened as public speakers and increase their understanding of nervousness related to public speaking*
- *improve their public speaking skills and ability to produce different spoken texts, also in digital environments*
- *advance their ability to analyse and evaluate spoken texts and audiovisual communication.*

Core contents

- *nervousness related to public speaking and alertness, interactive nature of public speaking, and the audience's responsibility*
- *special features of interaction in the Roma language*
- *constructing a speech and delivering it alone, in a group or as an audiovisual text; skills in targeting, maintaining contact, illustration, and expression.*
- *interaction skills and ethics on different communication channels, such as the social media*
- *analysing and evaluating spoken and audiovisual texts*

RÄI8 Literature 2 (2 credits)

Objectives

The objective of the module is that the students

- improve their knowledge of Roma-language literature and learn to examine fiction also as part of changing society
- understand the significance of different contexts in interpreting literature
- are able to analyse Finnish and international literature and other art about the Roma or by Roma authors and artists as part of the cultural context.

Core contents

- examining Roma-language literature in its different contexts: the context of the author and the genre, historical and cultural context, political and social context
- examining texts from different perspectives, including the conception of humanity, identities, perception of the world as well as changes in values and ideologies
- Roma-language literature, literature by Roma authors and literature about the Roma as a diverse, polyphonic, and multilingual phenomenon

Certificates

The students are issued a certificate of attendance for Roma language studies that supplement general upper secondary education. The certificate includes the language learned, the scope of the instruction, and a verbal assessment or a numerical grade as decided by the education provider. In other respects, the regulations on the information to be included in certificates set out in the National core curriculum for general upper secondary school are complied with.

7.5. Instruction: Objectives, core contents, and assessment of the students' learning in instruction of students' mother tongue supplementing general upper secondary education

November 7, 2019 OPH-2266-2019

To the education providers of general upper secondary education

THE OBJECTIVES, CORE CONTENTS, AND ASSESSMENT OF THE STUDENT'S LEARNING IN THE INSTRUCTION OF THE STUDENTS' MOTHER TONGUE COMPLEMENTING GENERAL UPPER SECONDARY EDUCATION

The attached instructions on the objectives, core contents, and the assessment of the student's learning in the instruction of the students' mother tongue complementing general upper secondary education have been issued by the Finnish National Agency for Education. They concern the instruction of the students' mother tongue complementing general upper secondary education that is provided under separate funding [Minister of Education and Culture Decree on the grounds of discretionary government transfers granted for complementary teaching of foreign-language as well as Sámi-language and Roma-language pupils and students in primary and lower secondary education and general upper secondary education (1777/2009)].

These instructions replace the instructions issued in Appendix 5 of the National Core Curriculum for General Upper Secondary Education 2015.

Instruction will be provided in compliance with these instructions as from 1 August 2021.

Director General Olli-Pekka Heinonen

Counsellor of Education Petri Lehtikainen

7.5.1. Objectives, core contents, and assessment of the students' learning in instruction of students' mother tongue supplementing general upper secondary education

Finnish National Agency for Education Instruction no 2266-2019

Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. The purpose of the instruction of the students' mother tongue is to support the students' active plurilingualism and interest in the lifelong development of language proficiency. Instruction of the students' mother tongue supports the students' inclusion as active and balanced members in both their own and the Finnish linguistic and cultural community and as global actors. The instruction of the students' mother tongues is provided in cooperation with the syllabus in Finnish language and literature and other subjects.

Language education strengthens the students' language awareness and parallel use of different languages, development of multiliteracy, and socialisation in their language community. It also helps students build their linguistic and cultural identity. The objective is to learn to recognise and appreciate linguistic and cultural diversity and language rights in the students' daily life and more extensively in society.

The students' backgrounds and language proficiency are taken into account in the studies. Varying learning environments are used for studying, including libraries, theatres, and museums as well as other cultural institutions. The students also draw on their own language community, language use and textual environments as well as the linguistic and cultural diversity of the school community and other communities in their studies. Materials and methods that are sufficiently challenging, meaningful, and experiential for the students and develop their creativity are used in the studies.

These instructions have been formulated for all the languages that are taught as the student's mother tongue. The objectives and core contents have been defined for the entire period of general upper secondary education for the instruction of the student's mother tongue amounting to two lessons a week. The education provider draws up a local curriculum in which the objectives are

defined and the contents selected, taking into account the special features of the language to be learned, including the writing system. The curricula may also be formulated in cooperation between education providers.

Task of instruction

The instruction of the students' mother tongues guides the students towards diverse self-expression, development of interaction skills, active information acquisition, critical processing of information, text interpretation, and ethical reflection. The task of the instruction is to support and develop the students' language awareness. The students' appreciation of their mother tongue develops, and the students are motivated to develop their mother tongue skills further.

The instruction combines phenomena relevant to linguistics, comparative literature studies, and cultural studies. The students' knowledge and diverse use of their mother tongues expand, and the students learn about the roots of their language area and develop their skills of comparing different features of the language with other languages they know. The students expand their vocabulary and resource of concepts and develop their multiliteracy. They develop their skills of utilising texts in their mother tongue and producing texts for different purposes. The students advance their knowledge of the literature, narrative tradition, visual culture, music, and drama of their cultural area.

Objectives of instruction

The general objectives of the instruction of the students' mother tongues supplementing general upper secondary education are associated with the students' interaction competence, text interpretation skills, skills in producing texts, and developing their linguistic and cultural awareness. The general objectives can be divided into the following areas:

Interaction competence

The objective is that the students

- are capable of goal-oriented, appropriate, and ethical interaction, both in public speaking and group communication situations, and are able to analyse, assess, and develop their interaction competence*
- know how to analyse and evaluate different interactive situations and relationships, the interaction phenomena and skills associated with them, and their ethical considerations.*

Interpreting texts

The objective is that the students

- develop their critical and cultural multiliteracy to the point where they are able to analyse and evaluate multimodal texts, including non-fiction and media texts, literature and spoken texts with awareness of their objectives and contexts, and use appropriate concepts for analysing texts*
- improve their skills in interpretative and experiential reading of fiction and non-fiction, develop their understanding of the devices of literature as well as use appropriate concepts for analysing literature*
- are able to evaluate critically different information sources and their intentions, reliability, and usability.*

Producing texts

The objective is that the students

- *develop their critical and cultural multiliteracy to the point where they are able to use and produce multimodal texts with awareness of their intentions and contexts and to express and justify their ideas and use language and ways to express suitable for each situation*
- *master the different stages in the process of producing texts, are able to reflect on their text production processes, give and receive feedback as well as use it in producing texts*
- *improve their mastery of standard language and its norms as well as the conventions of written and spoken language, use sources appropriately as well as understand and observe copyrights.*

Development of language and cultural awareness

The objective is that the students

- *understand the significance that language, and the languages of different fields of knowledge, have for learning and thinking as well as the importance of linguistic and cultural diversity for identities*
- *advance their knowledge of the structure, vocabulary and different registers of their mother tongue, its means and tones of expression, the meanings created by them as well as literature and other cultural products.*

Assessment

The objective of assessment is to promote and support learning and make visible the different dimensions of competence and the students' improving skills. The provision of feedback and assessment are linked to module-specific objectives derived from the general objectives of the syllabus. The module-specific objectives comprise, or combine into, the objectives of local study units. Assessment should be versatile, open, fair, participatory, and encouraging and guide the students to self-assessment. Versatile assessment methods are used in the assessment of learning and competence, including observation and various demonstrations of knowledge and skills.

Assessment during a study unit may, for example, consist of giving feedback as well as self and peer assessment, which support the students in developing their competence during the learning process. The assessment interaction and feedback as well as self-assessment skills help the students develop their perception of themselves as speakers and listeners as well as producers and interpreters of texts.

Assessment at the end of a study unit is based on achieving the objectives of the modules contained in the unit. In addition to the objectives of modules, the study unit objectives may also contain locally specified transversal competence objectives. At the beginning of a study unit, the students are informed of its objectives, allowing both the teacher and the students to monitor progress made during the unit. Versatile demonstrations of knowledge and skills, including written, oral, and possibly other products as well as active work during the study unit affect the assessment. If a study unit consists of several modules of the same syllabus, a single grade is awarded for it.

Studies

OÄI1 Interpreting and writing texts (2 credits)

Objectives

The objective of the module is that the students

- *know how to produce, interpret, and evaluate different multimodal texts, their structures, and their ways to express*
- *are emboldened as writers and master the different stages of the writing process*
- *are able to use other texts as a basis for their own*
- *develop their self-image as interpreters and producers of texts as well as providers and receivers of feedback.*

Core contents

- *key genres: narrative, descriptive, instructive, argumentative, and reflective texts as well as combinations of these genres*
- *target groups of texts, constructing a textual entity; analysing the objective, contexts, content, structure, ways to express and viewpoints of a text*
- *the process of producing texts in different genres alone and together with others, writing based on texts, summarising and commenting on texts*
- *polyphony of texts and intertextuality*
- *editing the language and form of texts, normative writing*

OÄI2 Language and textual awareness (1 credit)

Objectives

The objective of the module is that the students

- *improve their language and textual awareness*
- *develop their understanding of their mother tongue and texts as entities that construct meanings.*

Core contents

- *mother tongue and identity, language variation, position of languages, viability and endangered status of languages*
- *language policy, unilingualism and plurilingualism, language ideologies, principles of language planning*
- *concept of multiliteracy, concept of genre, broad conception of text*

OÄI3 Interaction 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened to communicate and develop their self-image as communicators as well as their perceptions of language and identity*
- *improve their group communication skills and learn to analyse and evaluate the phenomena of group communication*
- *learn to examine the significance and situation-specific variations of linguistic and non-verbal devices in different interactive situations.*

Core contents

- *reflecting on the students' personal interactive skills, giving and receiving feedback, listening skills as well as goal-oriented and constructive participation in group interaction*
- *analysing interactive situations, building a discussion, negotiation of meaning, language and non-verbal communication*
- *language and identity as well as situation-specific variations of language*

OÄI4 Literature 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance and diversify their modes of reading*
- *know genres and ways to express of fiction, non-fiction, and cinema in their mother tongue*
- *diversify their skills in reading, analysing, and interpreting versatile literature, using an appropriate approach and concepts*
- *learn about their material and immaterial cultural heritage.*

Core contents

- *tasks of literature and modes of reading, in particular experiential reading and writing*
- *key genres and ways to express of literature, concepts used in literary analysis*
- *narratives and narrativity in fiction and non-fiction*
- *narration in multimodal texts, including a theatrical performance, cinema, and music*

OÄI5 Interpreting texts 1 (2 credits)

Objectives

The objective of the module is that the students

- *advance their critical literacy, particularly media literacy*
- *learn to interpret multimodal texts and to analyse their ways to express and interaction*
- *understand the operating methods of the media, significance of the media in building identities, and the role of the media in exerting influence in society*
- *are able to justify their views diversely, understand justifications given by another person, and are able to evaluate them as well as have a constructive attitude towards differing opinions.*

Core contents

- *freedom of expression, media criticism, media ethics*

- *linguistic and audiovisual means of involvement as well as practices and rhetorical means of argumentation*
- *recognising ideological traits in texts, differences between opinion and scientific knowledge, visibility of minorities and minority languages in the media*
- *source criticism, information acquisition and management, and copyrights*
- *analysing and producing spoken and written texts that are argumentative and tendentious*

OÄI6 Writing 1 (1 credit)

Objectives

The objective of the module is that the students

- *are emboldened as writers and advance their skills in mastering the writing process in their mother tongue*
- *are able to use other texts in their mother tongue as a basis for their writing and to evaluate the reliability of texts*
- *advance their understanding of how the structure, language, and ways to express of a text influence its meanings.*

Core contents

- *writing as a process: coming up with ideas, defining the topic, and selecting the viewpoint; structuring, editing, and polishing the style; giving and receiving feedback*
- *writing based on texts, editing the language and form of texts, normative writing*
- *exercises in literary art that support the students in expressing a personal voice*

OÄI7 Interaction 2 (1 credit)

Objectives

The objective of the module is that the students

- *become emboldened as public speakers and increase their understanding of nervousness related to public speaking*
- *improve their public speaking skills and ability to produce different spoken texts, also in digital environments*
- *advance their ability to analyse and evaluate spoken texts and audiovisual communication.*

Core contents

- *nervousness related to public speaking and alertness, interactive nature of public speaking, and the audience's responsibility*
- *constructing a speech and delivering it alone, in a group or as an audiovisual text; skills in targeting, maintaining contact, illustration, and expression.*
- *interaction skills and ethics on different communication channels, such as the social media*
- *analysing and evaluating spoken and audiovisual texts*

OÄI8 Literature 2 (2 credits)

Objectives

The objective of the module is that the students

- *improve their knowledge of literature in their mother tongue and learn to examine fiction also as a part of changing society*
- *understand the significance of different contexts in interpreting literature.*

Core contents

- *examining literature in their mother tongue in its different contexts: the context of the author and the genre, historical and cultural context, political and societal context*
- *examining texts from different perspectives, including the conception of humanity, identities, perception of the world as well as changes in values and ideologies*
- *literature as a diverse, polyphonic and multilingual phenomenon*

Certificates

The students are issued a certificate of attendance for mother tongue studies that supplement general upper secondary education. The certificate includes the language learned, the scope of the instruction, and a verbal assessment or a numerical grade as decided by the education provider. In other respects, the regulations on the information to be included in certificates set out in the National core curriculum for general upper secondary school are complied with.

8. Subjects