



VALTERI

Support for learning and school attendance



FINNISH NATIONAL BOARD OF EDUCATION



The main objective of Finnish education policy is to offer all citizens equal opportunities to receive education, regardless of age, domicile, financial situation, sex or mother language. Education is one of fundamental rights of all citizens.

In Finland the ideology is to provide special needs education primarily in mainstream education. A growing number of special needs children are studying in their neighborhood schools and in ordinary teaching groups.

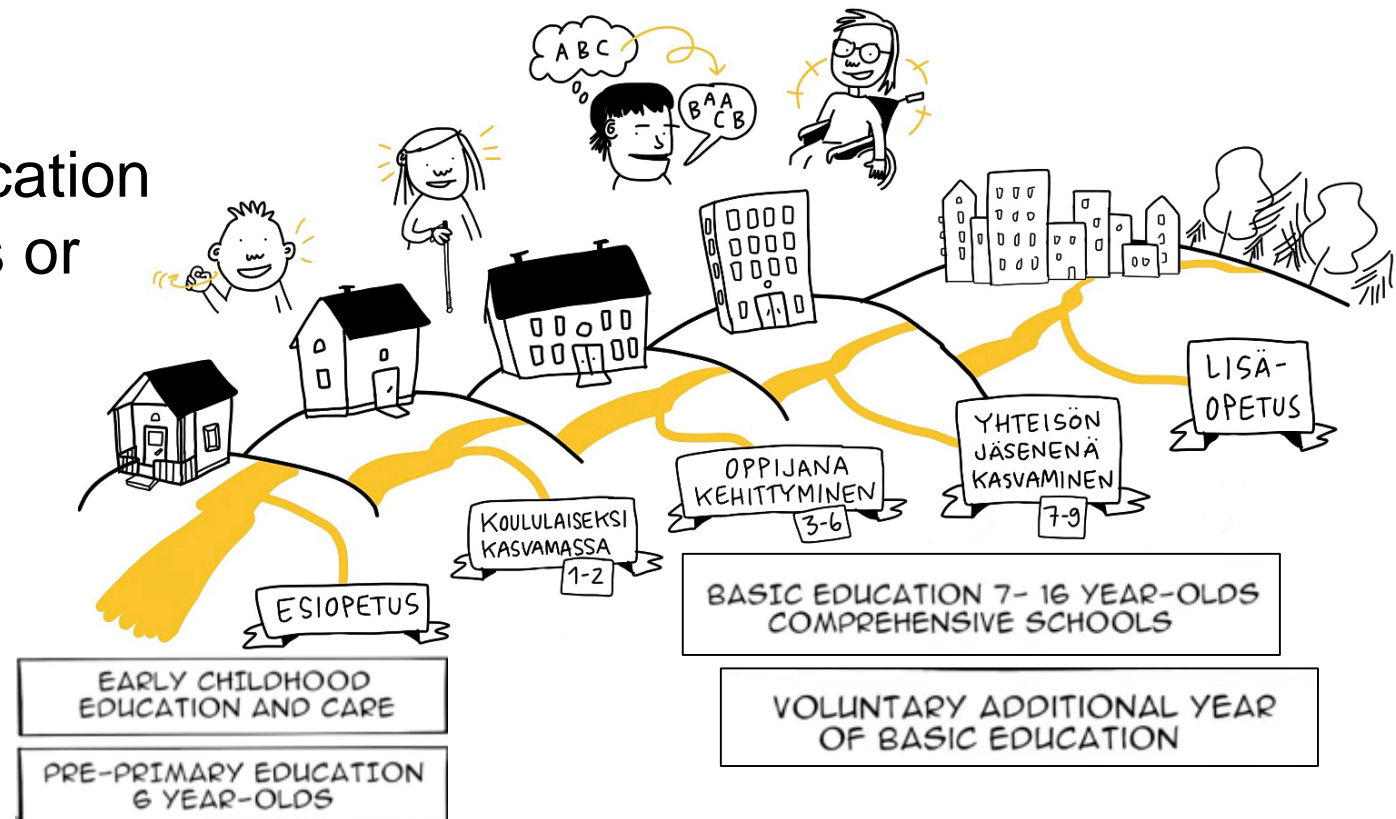
Basic Educational System, Finland

➤ Pre-school education (1y)

- For six years old
- Systematic instruction and education
- day care centres, kindergartens or comprehensive schools

➤ Compulsory education (9y)

- For 7 to 16 years
- Primary school
- Secondary school



Pre-primary and basic education are free of charge

- **Also welfare services for pupils:** Transportation, materials, school meal. Services of student welfare officers and school psychologists. School health care.
- Municipality reaches additional financial support of each child with extended compulsory education (10-11 years)

National Core Curriculum act as a framework

- Subject Orientated Curriculum or Curriculum with Activity Areas
- No separate curriculums for groups with special needs. Individual needs considered in IEP.

Highly qualified and committed teachers at all levels

- Required to have a MD, pedagogical studies and teaching practice
- Profession is valued
- On-going in-service training system

Key features of the Finnish Education System

- Strong individual support-

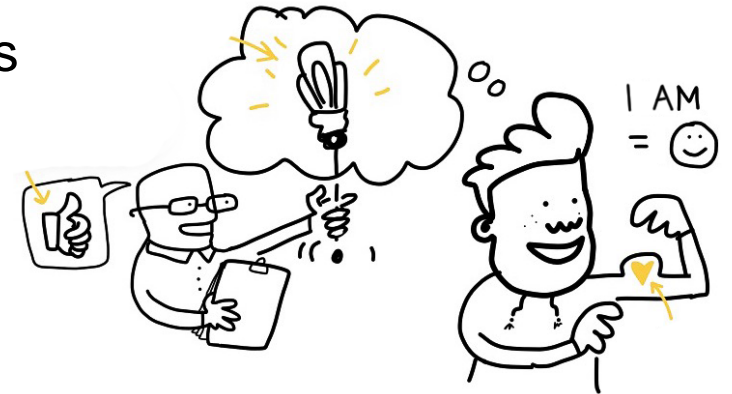
Every student has a right

- to attend a school **near her/his home.**
- **to be supported** in learning, personal development and welfare
- to have **intensive co-operation** with parents/guardians/families

Education for children with special educational needs is provided

according to individual needs and situation. Pupils might attend

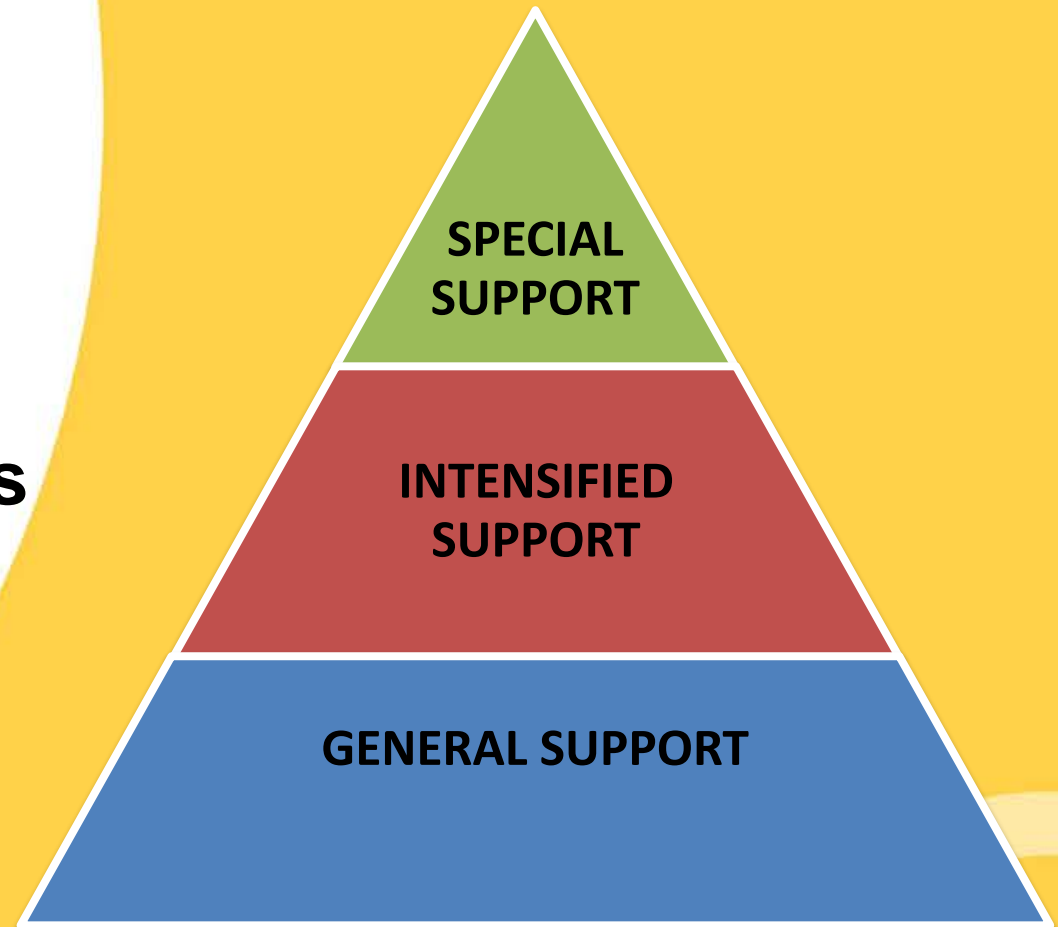
- regular classrooms with IEP (Individual education Plan)
- regular classrooms with part time special education
- special classes attached and co-operated with regular classes
- special schools in municipalities
- The State Special School Valteri (rare)



Gradual Support

‘Education for All’ is provided primarily in inclusive schools with the philosophy and practices of gradual support.

Followed by each pre-school and compulsory education provider in Finland



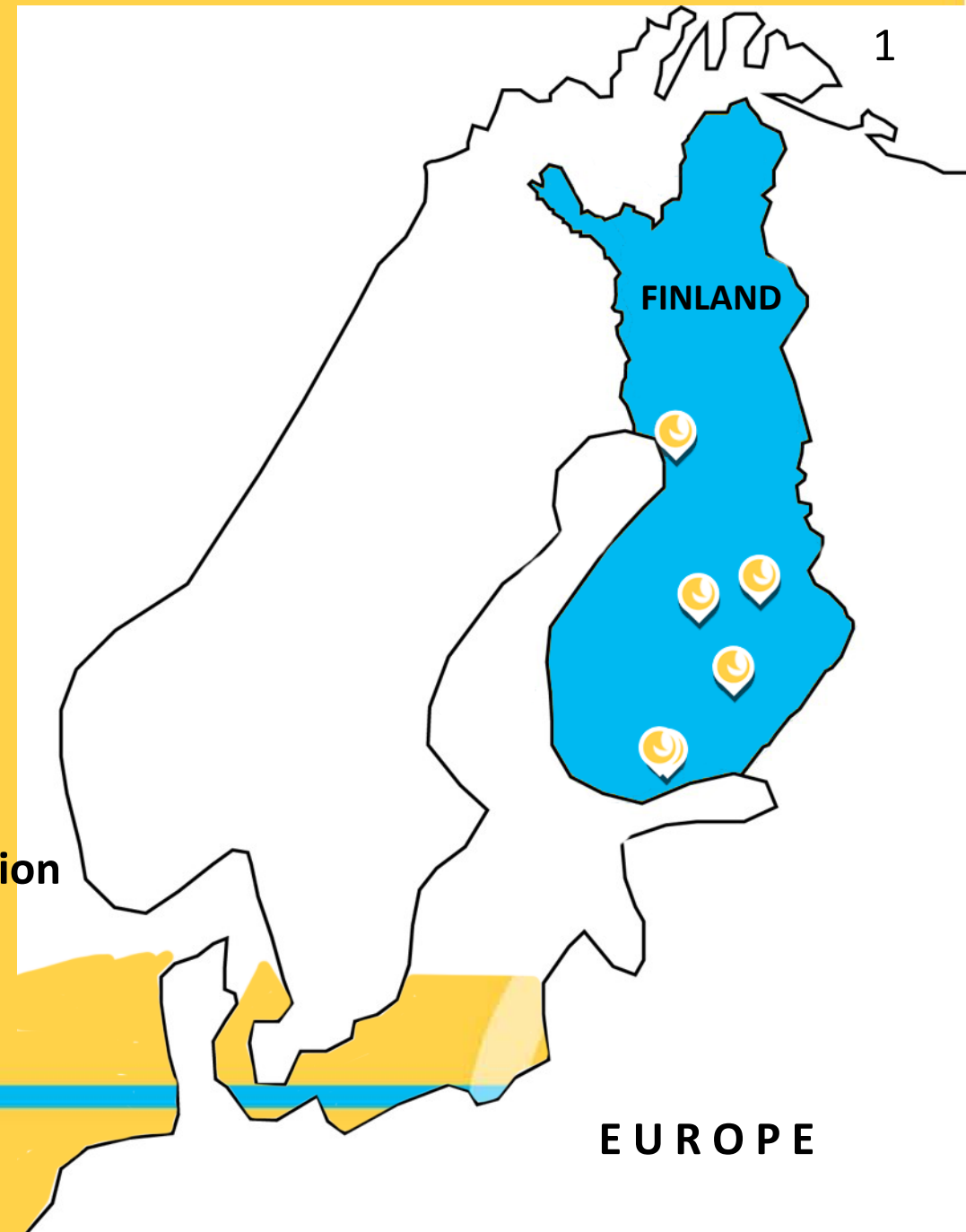
Valteri – Center for Learning and Consulting

Valteri is nationwide support system for special educational needs

Each of six Valteri - units offer

- Support Services for Inclusive Education
- Valteri- school education and rehabilitation for special educational needs

Valteri operates under the Finnish National Board of Education



Valteri supplements municipal and regional support services in learning and school attendance.

Valteri supports the implementation of inclusive education by offering a comprehensive range of services in the fields of general, intensified and special support.

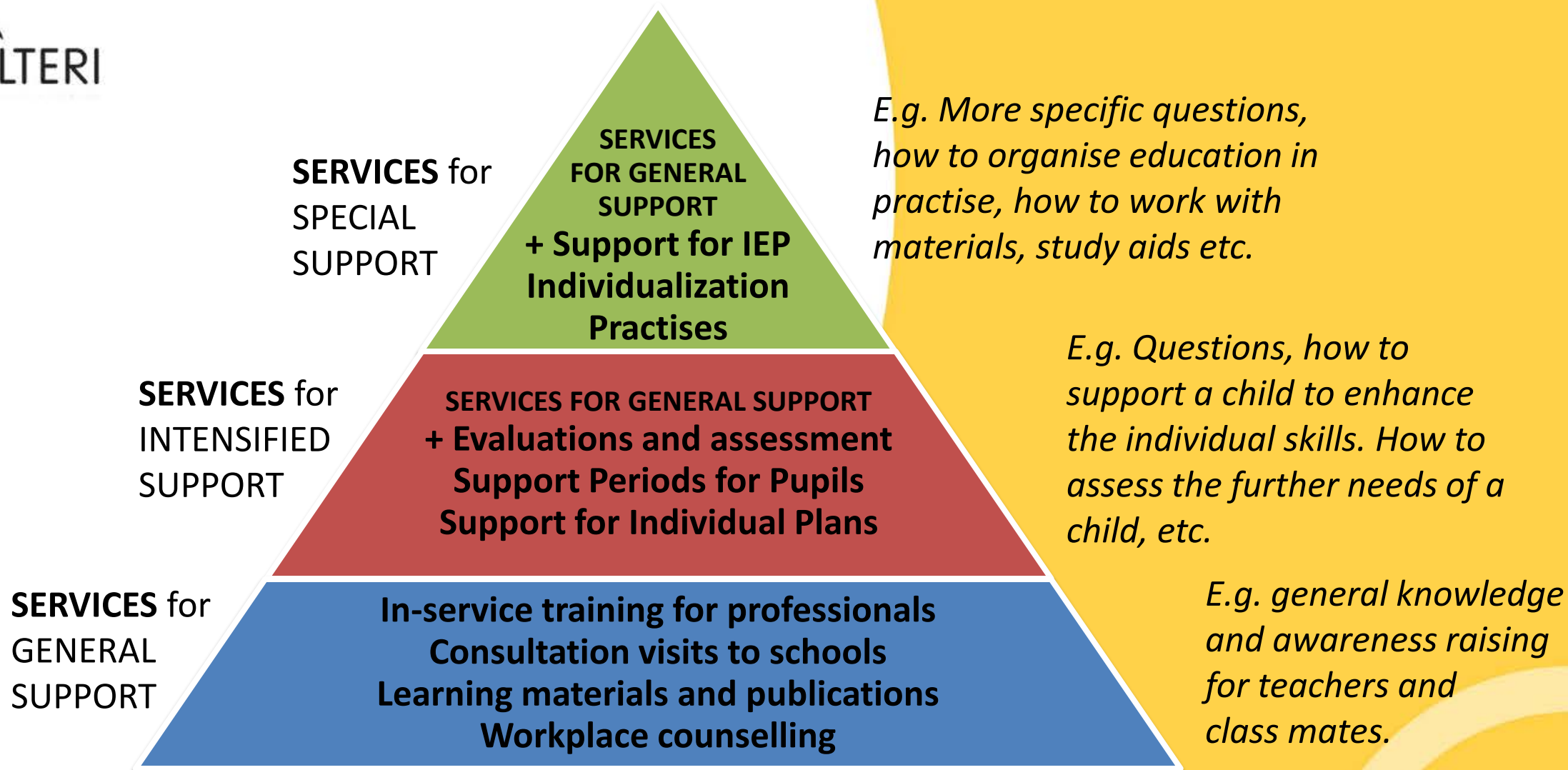
Valteri services can target the needs of individual children and young people, or the needs of an entire working community, municipality or region.



Valteri offers experience and deep knowledge especially in questions with

- autism spectrum disorders
- language and communication
- hearing
- mobility and motor coordination
- neurological illnesses or
- other chronic illnesses
- vision
- multiple needs





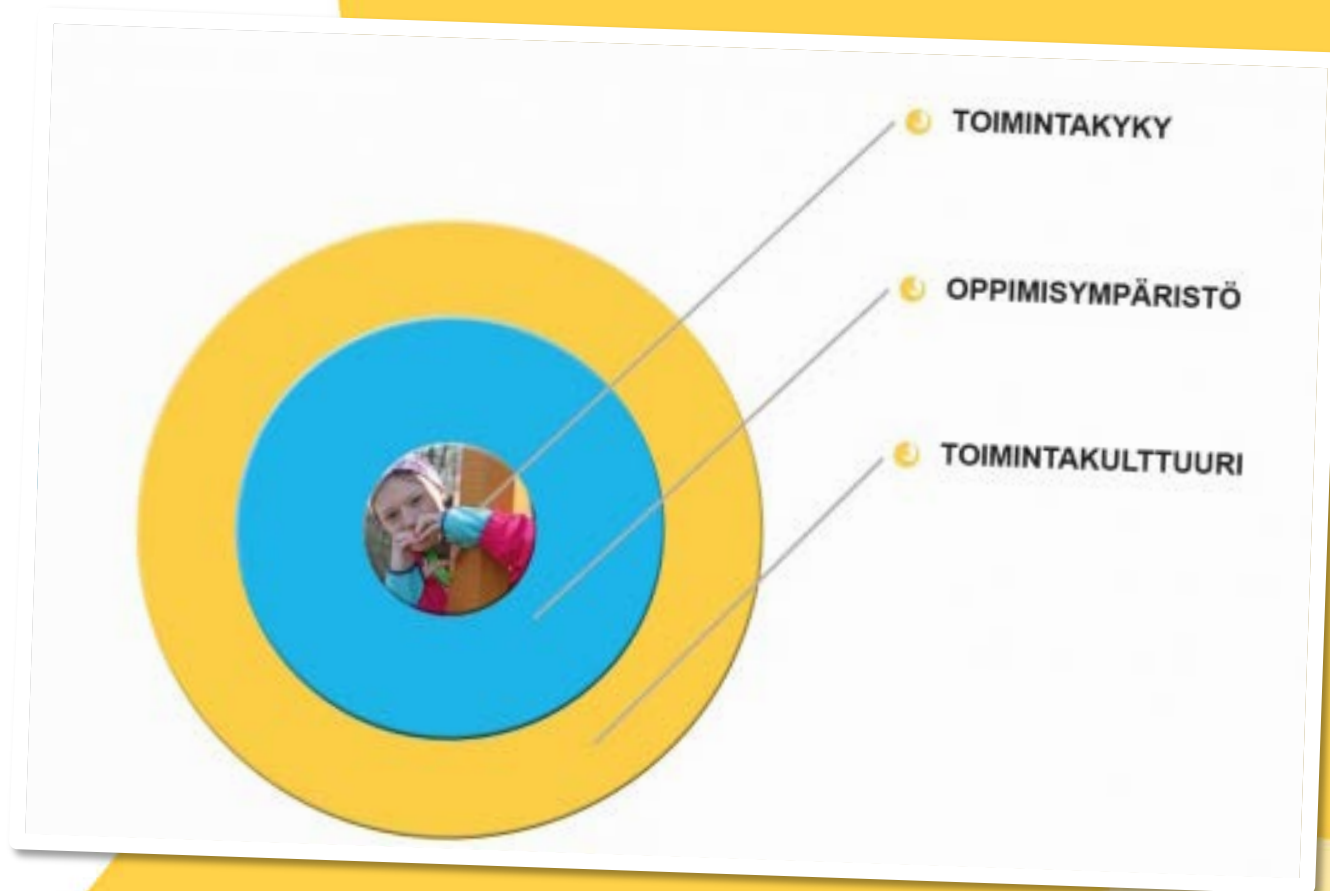
VALTERI SERVICES for GRADUAL SUPPORT in Local Schools

Who is Valteri for?

- for children and young people with special educational needs
- and their families
- for professionals working in municipalities and schools.



Valteri- Curriculum Cornerstone for Future



Learning Environment

- Learning is all around us
- Every moment of a day is a chance to learn.
- Learning environment...ENABLES safe, without barriers, flexible, paying attention to individual needs
- OFFERS AHA-MOMENTS bracing, incentive, challenging
- INVOLVES pupil takes an active role in planning, acting and evaluating



School Culture

DAILY LIFE IS FOR LEARNING

"Pupils' goals are individual and concrete - linking to their daily life. They have opportunity to make own choices and make use of their strengths."

OUT TO FUTURE

"We support and give opportunities to take responsibility of your own and common things. The idea of growing an active member of society."

ENCOURAGE

"pupils to meet challenges and to find solutions"

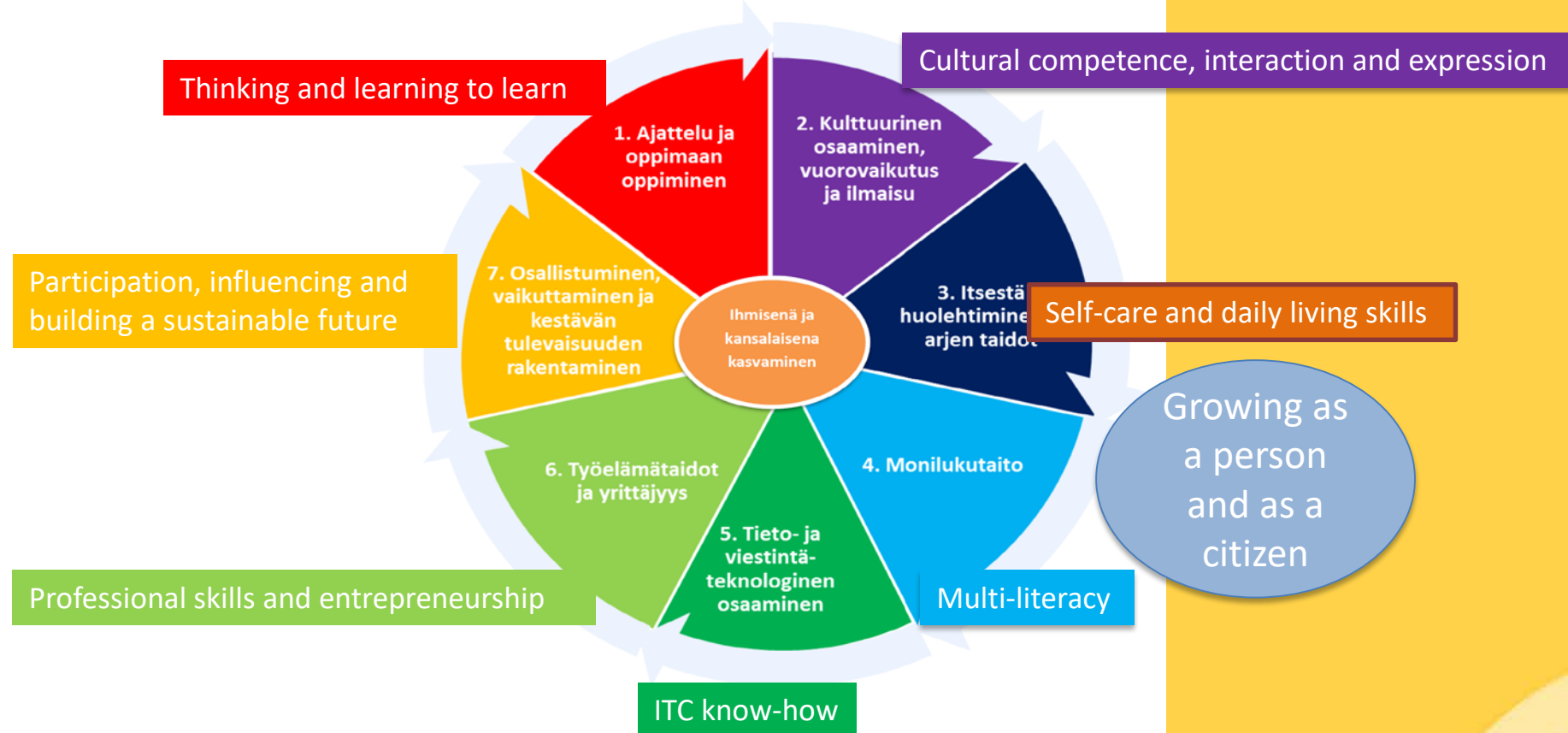


APPRECIATE & TRUST
"pupils' readiness and ability to act in every day situations"

PRACTICE & EXPERIENCES "We support pupils' participation to school work and planning. We appreciate pupils' opinions."

Laaja-alainen osaaminen

Transversal (generic) competences



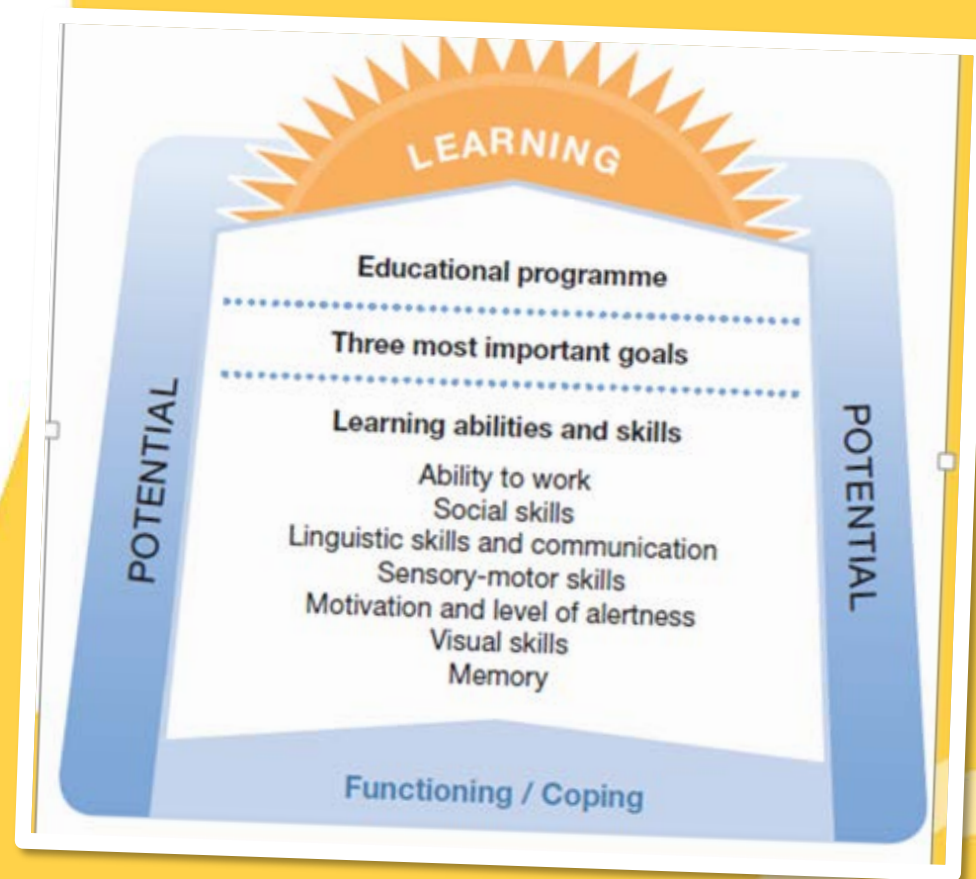


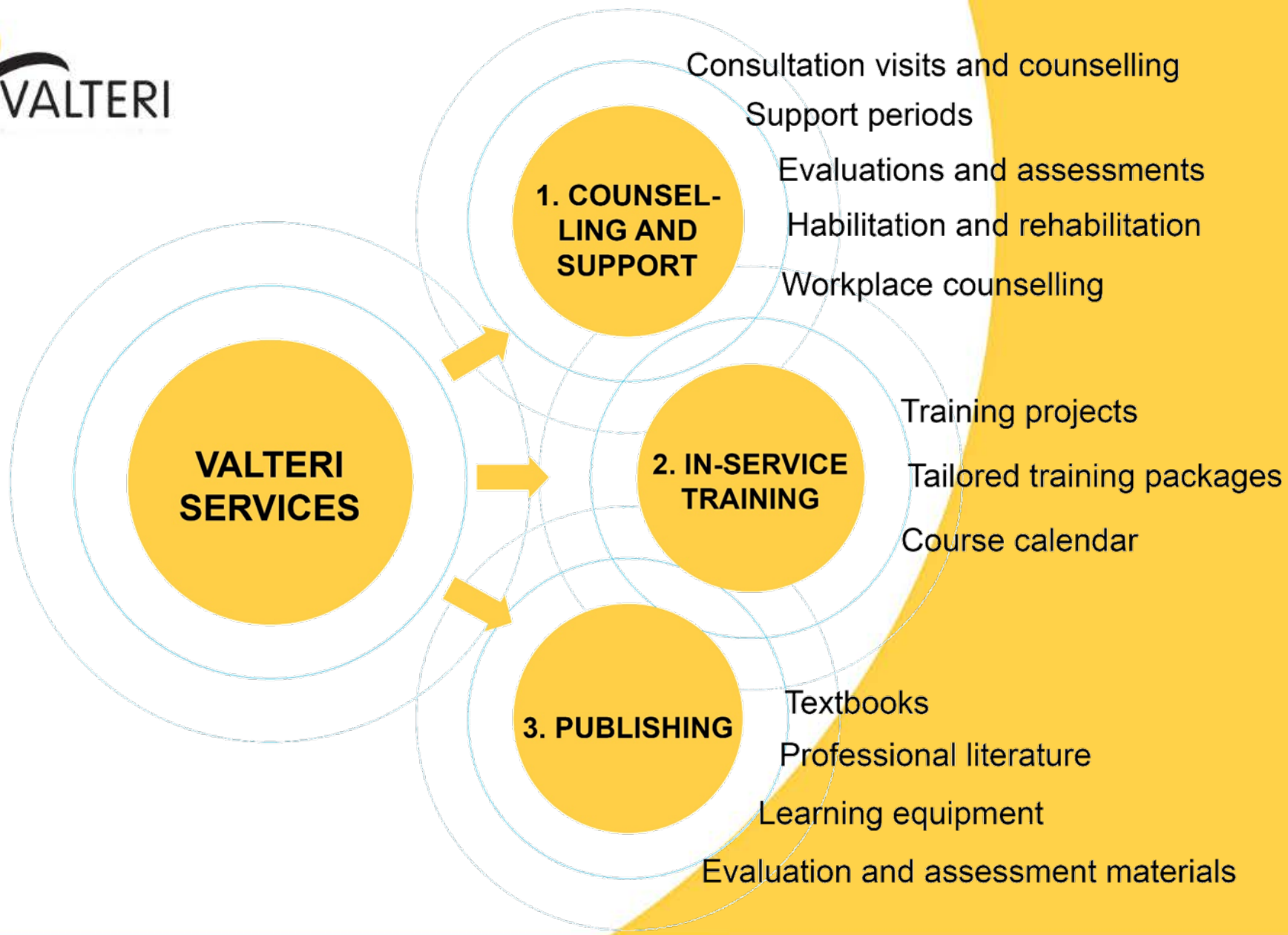
3 Taking care of oneself, managing daily life (grades 3-6)
 Keywords:
 * Taking responsibility
 * Independent mobility
 * Time management

	Taking responsibility	Independent mobility	Time management
ICF-CHAPTER	General tasks and demands (d2)	Mobility (d4)	Mental functions (b1)
2. level	Handling stress and other psychological demands d240	Moving around in different locations d460	Higher-level cognitive functions b164
3. level	Handling responsibilities d2400	Moving around outside the home and other buildings d4602	Time management b1642

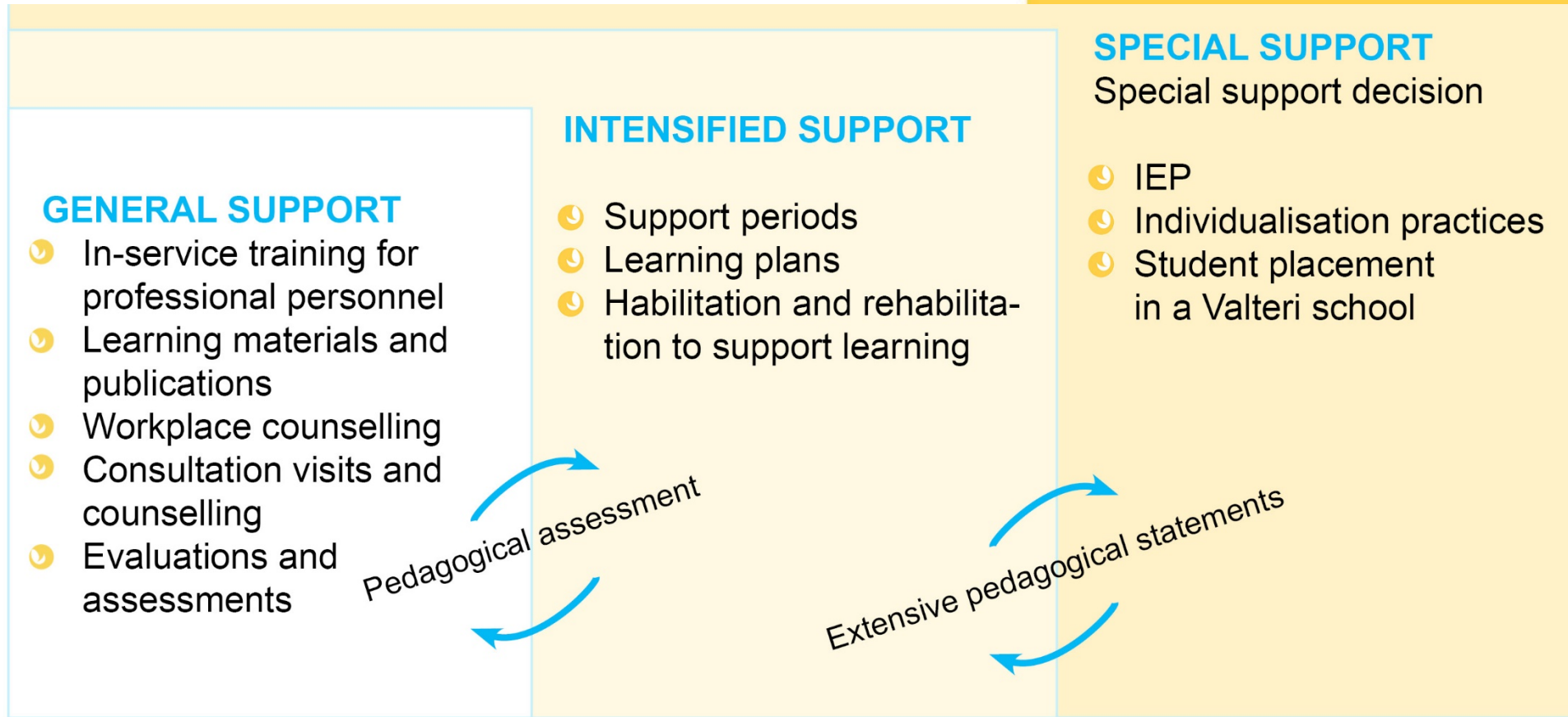
Individual Education Plan for every student

- Description of the functioning of a pupil
- Goals including academic and functional goals
- Three main goals and the methods to achieve them (GAS, ICF)
- Members of the IEP team: the pupil, parents, transdisciplinary team





Examples of Valteri services in different stages of support



1. Counselling and support

- Consultation visits and counselling
- Support periods
- Evaluations and assessments
- Habilitation and rehabilitation to support learning
- Workplace counselling



Consultation and counselling

- Support the learning, school attendance and participation opportunities of a child or young person in their own learning environment
- Meant for children and young people who need support, along with the adults who work with them
- For developing the expertise of the entire working community



Workplace counselling

- Strengthens professional identity and coping at work.
- Focuses on questions concerning work, the working community and one's own work role, as well as specific client and student situations.
- For working communities, employee groups or individual employees.



Support periods

- Support the school attendance and learning of a child or young person in pre-primary, primary and supplementary education and during transition periods.
- The objectives and content of the support period are determined individually together with pupils, their families and local professionals.
- Support periods can be organised either at Valteri Centre schools or at the pupil's own school.



Support periods, continues

For example

- Assessment support period
- A support period focusing on a particular learning area
- Transitional stage support period
- School attendance support period
- Supervised independent living support period



Evaluations and assessments

For example

- For improving functional conditions
- For the basis for learning and habilitation and rehabilitation plans
- To support pedagogical assessment and statements
- As part of a diagnostic investigation



Habilitation and rehabilitation 1/2

- Habilitation and rehabilitation that supports learning and strengthens learning conditions.
- Aimed at supporting the ability of a child or young person to function and learn at various stages in their education.
- Some Valteri centres also draw up habilitation and rehabilitation plans for medical habilitation and rehabilitation.



Habilitation and Rehabilitation 2/2

For example

- Neuropsychiatric coaching
- Support discussions
- Aid assessments and counselling
- Vision assessments and counselling
- Movement skill assessments and counselling
- Communication methods assessments and counselling



2. In-service training

- Teachers in pre-primary and basic education as well as upper secondary education and training, social and health care personnel.
- National, regional, local and school-specific.
- Tailored training packages and training projects.
- Course calendar



Training subjects: examples

- Planning of learning environments
- Pedagogic solutions
- Learning and habilitation and rehabilitation to support learning
- [Communication and interaction](#)
- Attention and operation management
- Behaviour and life management
- Themes related to teaching various subjects
- Psychosocial challenges
- Education transition periods

3. Publishing

- Professional literature
- Learning materials
- Aids
- Evaluation and assessment materials and equipment

valteri.fi/puoti



Thank you!

