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CHAPTER 1—THE SIGNIFICANCE OF LOCAL CURRICULA AND THE LOCAL CURRICULUM PROCESS

1.1 [The National Core Curriculum and the local curriculum](#)

(National basic education core curriculum, p. 9)

1.2 [Principles that inform the preparation of the local curriculum](#)

(National basic education core curriculum, p. 9)

1.3 [Evaluation and development of the local curriculum](#)

(National basic education core curriculum, p. 11)

1.4 [Preparation of Hyvinkää's curriculum and key decisions that guide education](#)

Preparation of the curriculum

The City of Hyvinkää's basic education curriculum (BEC) has been prepared as a document supplementing the Basic Education Curriculum adopted by the Finnish National Board of Education on 22 December 2014 and is applicable to all Finnish-language comprehensive schools in Hyvinkää. It is divided into a section that is common to all and grade-specific sections (1–2, 3–6 and 7–9). It is intended for use together with the national basic education core curriculum. To facilitate the reading of the documents side by side, the tables of contents are unified. In the electronic Hyvinkää BEC, the section headings serve as links to the corresponding National Core Curriculum section.

The activities of the Swedish-language primary school, Svenska skolan i Hyvinge, is based on the Swedish translation of the common section of the Hyvinkää basic education curriculum, and on a school-specific grade section.

The draft of the local basic education curriculum was displayed on the website of the City of Hyvinkää from March to April 2016. Targeted requests for comments have also been made to school staff, parents' associations, pupil councils and Hyvinkää Youth Council. The BEC steering group has shaped the City of Hyvinkää's BEC into its current form based on the comments obtained in April 2016.

The results of the following surveys have been taken into account in the preparation of the Hyvinkää basic education curriculum:

- surveys of the values of guardians, pupils and staff
- learning environment survey and discussion with pupils and teachers
- learning assessment survey for guardians and teachers
- home and school cooperation survey for guardians and teachers
- comments from Hyvinkää Youth Council

In addition, discussions have been held at the schools regarding the views of learning, the tasks and goals of basic education and the school culture. Discussion summaries have been used when preparing the local BEC.

Sections dealing with pupil welfare services and the collaboration between the school and homes have been prepared in co-operation with the municipal social welfare and healthcare authorities.

Monitoring, development and assessment of the realisation of the curriculum

The curriculum is developed based on internal and external assessments. At their discretion, the schools may propose changes to the curriculum. The Head of the Basic Education will review the comments with the principals and make proposals for changes and updates to the local education board.

Schools

The principal is in charge of realising the curriculum at the school and is responsible for the continuous development of the school's activities. Teachers, pupils and guardians will collectively monitor and assess the realisation of the curriculum.

The schools will prepare annual plans for the implementation of the local curriculum based on the curriculum. The realisation of the annual plan for the implementation of the local curriculum will be monitored at the school at least once per school year. At the end of the school year, the school will assess, under the principal's management, the realisation of the annual plan for the implementation of the local curriculum and prepare development proposals for the next school year. The assessments and proposals for development will be submitted to the Head of the Basic Education at the end of the school year.

Department of Education and Culture

An internal assessment will be carried out every second year with surveys aimed at pupils, teachers and other staff. External assessments will be implemented with regular surveys among guardians, for example.

Monitoring by the local education board

The annual plans for the implementation of the local curriculum at schools will be submitted for approval by the local education board in the autumn. The schools' assessments of the realisation of their annual plans for the implementation of the local curriculum will be submitted to the local education board at the end of the school year.

Feedback collected via surveys will also be submitted to the local education board.

Plans/documents supplementing the curriculum

Supplementing documents

- Curriculum for pre-primary education of the City of Hyvinkää
- Curriculum for instruction preparing (immigrants) for basic education
- Basic education plan for morning and afternoon activities
- Plan for the well-being of children and young people 2014–2017
- Environmental programme of the City of Hyvinkää
- Traffic safety plan of the Safe Community working group
- Principles of early childhood education
- Safety plans at schools
- Moving school
- Hyvinkää's Entrepreneurship Education Programme 2016
- Curriculum of instruction for basic education

Implementing documents

- Annual plans for the implementation of the local curriculum at comprehensive schools (<https://peruskwilma.hyvinkaa.fi/>)

- School welfare plan (<https://peruskwilma.hyvinkaa.fi/>)

- [Teacher's guide, Student welfare services and three-step support](#)
- [Culture Path Programme](#)
- Instructions for joint activities and transition phase cooperation between pre-primary school and grades 1–2 of primary school
- [Intervention and reprimanding in basic education \(Guide to the use of disciplinary measures\)](#) - [Guide to the use of ICT in basic education in Hyvinkää](#)
- Sustainable development manual
- [School path for learners from immigrant backgrounds in](#)

[Hyvinkää](#)Unity of basic education and cooperation related to

transition phases

Pre-primary and basic education curricula

The curricula of pre-primary and basic education have been designed in cooperation to ensure that the transition from pre-primary education to grades 1–2 of the comprehensive school form a seamless continuum in the pupil's school path and that cooperation between the guardian, pre-primary school and pupil welfare staff succeeds in supporting pupils in the transition phase according to their needs.

In order to make the child's learning path as consistent as possible, each pre-primary education pupil has the right to partake in joint activities with education for grades 1–2 during the pre-primary education year. Joint activities are planned in cooperation between pre-primary education and education for grades 1–2 and are recorded in the annual plans for implementation of the local curriculum of both parties.

Curriculum cooperation with upper secondary and vocational schools

The goal of the curriculum cooperation between basic education and upper secondary and vocational schools is to support the pupil's progress from basic education to upper secondary or vocational education. The key to the cooperation is to plan the range of optional subjects in secondary school in a way that ensures pupils can emphasise content that supports their further learning plans as early as at the comprehensive school stage.

Curriculum cooperation is assessed and developed with upper secondary and vocational school teachers. Education providers will inform each other of any changes to their activities and curricula.

Solutions that guide education

In Hyvinkää, education is primarily divided into subjects and grades, utilising the integrative potential of education between subjects and other educational cooperation. For justified reasons, the education of a single pupil and a flexible basic education group is provided independently of grades. Within the framework of their annual hours of education, principals can choose how pupils are divided into basic education groups. A basic education group may comprise pupils of one or more grades.

Distribution of lesson hours in Hyvinkää basic education

Subject	1	2	3	4	5	6	7	8	9	TOTAL
Mother tongue and literature	7	7	5	5	4	4	3	3	4	42
A1 language			2	2	3	2	2	2	3	16
B1 language						2	1.5	1.5	1	6
Mathematics	4	4	4	4	4	3	3	4	4	34
Environmental studies	2	2	2	2	3	3				14
Biology							1	1	1.5	3.5
Geography							1	1	1.5	3.5
Physics							1	1.5	1	3.5
Chemistry							1	1.5	1	3.5
Health education							1	1	1	3
<i>Environmental and natural history subjects</i>			14					17		31
Religion/Ethics	1	1	2	1	1	1	1	1	1	10
History					1	2	2	2		7
Social studies				1	1				3	5
Music	1	1	2	2	1	1	2			10
Visual arts	1	1	1	2	2	1	2			10
Crafts	2	2	2	2	2	2	3			15
Physical education	2	2	2	2	2	3	2	2	3	20
Home economics							3			3
Optional arts and practical subjects								3	2	5
<i>Arts and practical subjects total 62</i>										0
Guidance counselling							0.5	0.5	1	2
Optional subjects 9				1	1	1		4	2	9
Total in Hyvinkää	20	20	22	24	25	25	30	29	30	225
Minimum hours in core curriculum	19	19	22	24	25	25	29	29	30	222
A2 language				2	2	2	2	2	2	12
A2 language pupil's hours total										233
A2 language lessons are not included in the totals above										
A2 language lessons are included in the totals above										

Language programme in Hyvinkää basic education

The language programme confirmed by the local education board is presented in more detail in section 12.4.

Optional subjects offered to pupils

(See also section 12)

A total of three weekly lessons per year of optional subjects are offered in the primary school according to the distribution of lesson hours. In addition, pupils may choose the A1 language starting in grade 3 according to the language programme. The optional lessons of arts and practical subjects (6 weekly lessons per year) are included in the distribution of lesson hours according to the education provider's decision, as described in the table below.

GRADE	3	4	5	6
Music	1	1		
Visual arts		1		
Crafts	1	1	1	

In grade 8, pupils have four weekly lessons per year, and two in grade 9, according to the school's programme. Optional subjects may include advanced or applied education of any subject or combination of subjects.

Pupils will choose three weekly lessons per year for grade 8 and two weekly lessons per year for grade 9 from the arts and practical subjects included in the syllabus.

The optional B2 language offered in grade 8 is French, German, Russian or Spanish.

In specialised schools, teaching of foreign languages is decided upon in school-specific annual plans for implementation of the local curriculum.

Educational emphasis

In Hyvinkää, comprehensive schools can provide emphasised education (specialised classes). The aim is to provide emphasised education in all schools providing education in grades 7–9. It is also possible to provide emphasised education in grades 1–6. The decision to provide emphasised education will be made by the local education board.

Special classes providing emphasised education are applied for during the spring term. The class teacher provides information on applying for specialised classes and the selection criteria to the pupil and guardian well in advance of the application period. Guardians will also be informed of the matter via Wilma and at parents' evenings. Annual weekly lessons designated for optional subjects are used for the provision of emphasised education, which means that pupils will choose an optional subject when enrolling in a specialised class. Pupils are selected for the emphasised-education classes according to the criteria communicated in advance, in applications and interviews.

More detailed information on the provision of emphasised education can be found on the basic education website.

Guidance counselling

Guidance at schools is continuous, interactive and goal-oriented to support the learning, growth and development of pupils. This work is common to everyone working at schools and in different learning environments. The school culture supports the provision of education.

All pupils are respected as individuals who have the right to high-quality education sufficient to their needs. Pupils are active and participating in the instruction. They assess their own learning and activities. Guidance plays a key role in increasing well-being and preventing marginalisation.

The provision of guidance counselling is described in more detail in the school's guidance counselling plan. The school's guidance counselling plan is prepared by implementing school-specific additions and clarifications in the common basic education model of Hyvinkää.

Objectives

- to help and support pupils belong to a group and function as a member
- to promote the development of the capacity to study and study progress
- to support the child and youth in decisions related to life, education and career choices
- to boost pupils' self-awareness so that pupils will identify their strengths and areas of development
- to support the development of the youth's professional identity, to facilitate the shaping of career and life planning skills and to make the youth ready for a transition to further studies and working life

Primary school guidance

The class teacher is responsible for guidance counselling in cooperation with other teachers. Guidance counselling is implemented in connection with different subjects and other school activities. The learning environment is the entire school community and the immediate environment. Pupils are encouraged to participate and influence the school's joint activities. They are instructed in exploring their own adjacent environment, professions and workplaces via various visits and tasks. Sixth-graders also participate in Me & MyCity.

Grades 1–2

The goal of guidance counselling in grades 1–2 is to support the pupil's growth and development during the transition from pre-primary education to the school. Guidance counselling focuses on helping the pupil adjust to the school community, for example, by teaching the pupil the basics of studying and the school's procedures and by supporting adjustment to the pupil's own group. The goal of guidance counselling is to gradually develop the pupils' responsibility for their own work and environment and to guide pupils to be independent and active in their studies. Pupils and their parents are guided in making choices for the second grade. During grades 1–2, it is possible to learn about professions close to the pupil: the professions of the pupil's family and those in the school community.

Grades 3–6

The goal of guidance counselling is to support pupils in setting goals and to promote the development of learning, social and group membership skills.

Pupils are guided in identifying their own strengths and abilities, supporting them to take responsibility for their own lives, studying and completion of tasks, as well as their actions as members of a group.

The guidance develops pupils' skills in finding information and helps pupils adopt versatile work methods suitable to the pupils. Pupils are encouraged to be spontaneous and find solutions to problems.

Pupils have the option to engage in personal counselling to support studying and choices. In addition, the class teacher discusses studying and the common goals for promoting work at school with the pupil and guardian on an annual basis. Pupils and guardians are informed of the choices regarding language and crafts subjects and optional subjects.

During the transition phase to secondary school, pupils and guardians are informed of the specialised education paths in the various secondary schools and how to apply for them. Pupils and guardians are provided with an introduction to the secondary school, and the necessary pupil data is transferred in transition phase meetings during the spring of the sixth grade.

Guidance counselling in secondary schools

In secondary schools, guidance counselling is coordinated by a guidance counsellor. Subject teachers participate in the guidance primarily through the content of their own subjects. It is the homeroom teachers' responsibility to know their class's pupils and cooperate with their homes. Counselling is shared work for the entire school staff and the pupils' guardians. The guidance counsellor's responsibilities include guidance counselling lessons and counselling related to further studies. The structures, procedures and division of work and responsibility are described in the schools' guidance counselling plans.

Grades 7–9

The task of counselling is to support the transition of pupils to the learning environment and procedures of grades 7–9. Pupils are guided to develop their learning-to-learn skills and capacity to study and are supported in increasing their self-awareness. The goal is to develop their capacity to cope in changing life situations, the transition phases of studies and further studies. Counselling promotes the completion of the pupils' studies and the creation of further study plans. Pupils' impressions of working life, tasks and skills requirements for the future are expanded in collaboration with other subjects, for example, with an introduction to working life periods and cooperation with companies.

At the end of basic education, pupils and guardians are informed of the various options for further studies and how to apply for them. Pupils are given opportunities to learn about the education options provided by various educational institutions. The guidance counsellors will transfer the necessary pupil data to the locations of further education and organise secondary counselling.

CHAPTER 2—CURRICULUM AS THE FOUNDATION OF GENERAL KNOWLEDGE AND ABILITY

2.1 Obligations that direct the organisation of education

(National basic education core curriculum, p. 14)

2.2 Underlying values of basic education

(National basic education core curriculum, p. 15)

2.3 The conception of learning

(National basic education core curriculum, p. 17)

2.4 In Hyvinkää

Hyvinkää's basic education values

The operation of Hyvinkää's basic education is based on the values of the national core curriculum and the values of Hyvinkää's Department of Education and Culture. These are supplemented by Hyvinkää's basic education values, which have been prepared based on an extensive survey among staff, guardians and pupils and discussions based on the results of the survey.

Humanity and equality

Basic education must act without prejudice, respecting life and human rights. Everyone is entitled to receive fair and equal treatment regardless of personal qualities, gender, cultural background, mother tongue, ethnicity or world view. Pupils are guaranteed an experience of participation and will be listened to and valued in the school community.

Responsibility

A responsible person works properly, values themselves, others and the environment. They respect their own work and the work of others, take responsibility for personal development and well-being. They know their limits, rights and obligations and aim to acting according to them.

Community spirit

The community has shared goals and procedures. A prerequisite for the well-being of a community is amicable interaction. Its actions have a goal and are fair. A healthy community has an atmosphere of trust, openness and mutual respect. Working together and considering the views of others creates a school culture in which everyone feels safe to develop and grow as an individual.

Good manners

Good manners refers to adherence to behavioural rules agreed in Finnish society and the school community and shaped in everyday practice. Good manners are also based on polite and respectful interaction in conflicts. By observing good manners, the day-to-day business of schools will run in a smooth and friendly way.

Cultural diversity

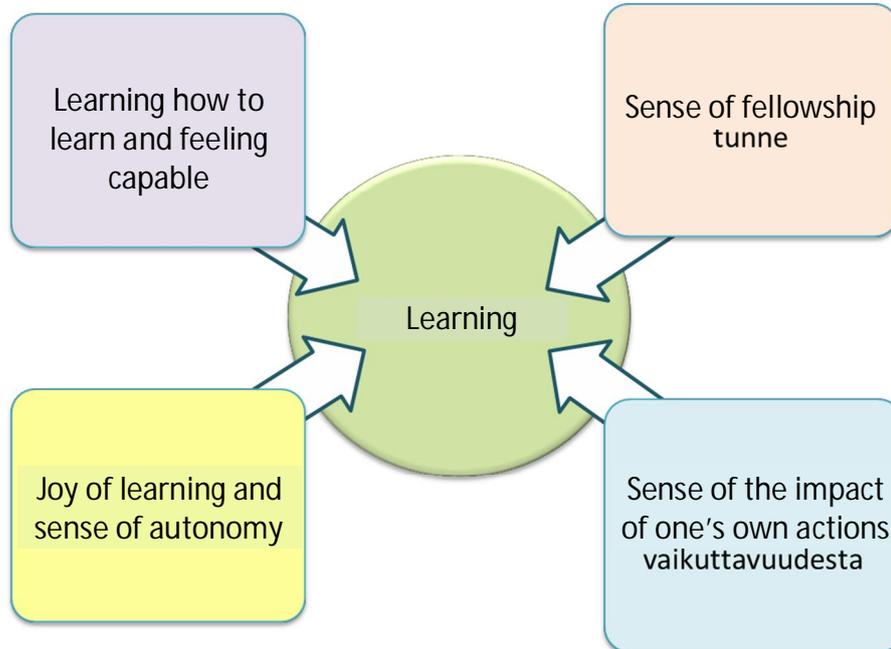
The activities of basic education in Hyvinkää are based on the local and national culture. Pupils are raised both as active members of Finnish society and as part of an internationalising world. Pupils are guided to strengthen their own cultural identity and to learn about and treat other cultures respectfully and openly.

Monitoring and evaluation of value realisation

Each comprehensive school will have a discussion every school year on the National Core Curriculum basics and the values of Hyvinkää's basic education. Cooperation between pupils, guardians and teachers will develop the work of the school towards the underlying values. Pupils will have the opportunity to express their opinions, for example, via the pupil council. Guardians will be given the opportunity to conduct discussions according to the school's operating culture.

Emphasis of the learning conception in Hyvinkää's basic education

In Hyvinkää, learning is seen as a shared goal for the entire school community. Learning is promoted by considering both cognitive and emotional factors and factors related to well-being. A foundation for development and lifelong learning is created by giving pupils positive experiences of learning and about themselves as learners. The guidance of learning aims to increase the pupil's commitment and increase perseverance.



<p>Learning to learn and feeling capable</p> <p>Learning to learn is supported by</p> <ul style="list-style-type: none"> • creating positive experiences of learning and of oneself as a learner • positively influencing skills and attitudes • increasing commitment to the task of learning • removing beliefs that hinder skills development • strengthening skills and the will to progress through persistent work, even in the face of difficult tasks • helping pupils overcome disappointment resulting from failure 	<p>Sense of fellowship</p> <p>The school is developed</p> <ul style="list-style-type: none"> • as a learning community that bears responsibility for the well-being and progress of each member • by creating an open and confidential culture of dialogue • by guiding pupils from the first grade upwards to share their skills • by promoting a common learning process through the development of the knowledge, skills and thinking of each member of the class and school community • by promoting the staff's mutual interaction in order to attain the mutually agreed goals
<p>Joy of learning and sense of autonomy</p> <p>Pupils are</p> <ul style="list-style-type: none"> • guided to plan their own learning and set goals for their learning • encouraged to be persistent and take responsibility for their personal learning process • guided to learn through activities • encouraged to learn outside of the classroom • helped to learn through their strengths 	<p>Sense of the impact of one's own actions</p> <p>Studying is perceived as meaningful and significant, if</p> <ul style="list-style-type: none"> • learning has an effect on a pupil's personal life • it helps a pupil proceed in the direction of personal goals • it includes something of personal significance • it is related to personal experiences, areas of interest and hobbies • it combines skills acquired outside of the school • it helps clarify one's own world view • it promotes a sense of participation

Evaluation and monitoring

The realisation of the learning conception is evaluated annually in connection with the evaluation of implementation of annual plans for implementation of the local curriculum at the schools.

The views of guardians and pupils are taken into account via regular surveys.

CHAPTER 3—MISSION AND GENERAL GOALS OF BASIC EDUCATION

3.1 Mission of basic education

(National basic education core curriculum, p. 18)

3.2 National goals of education

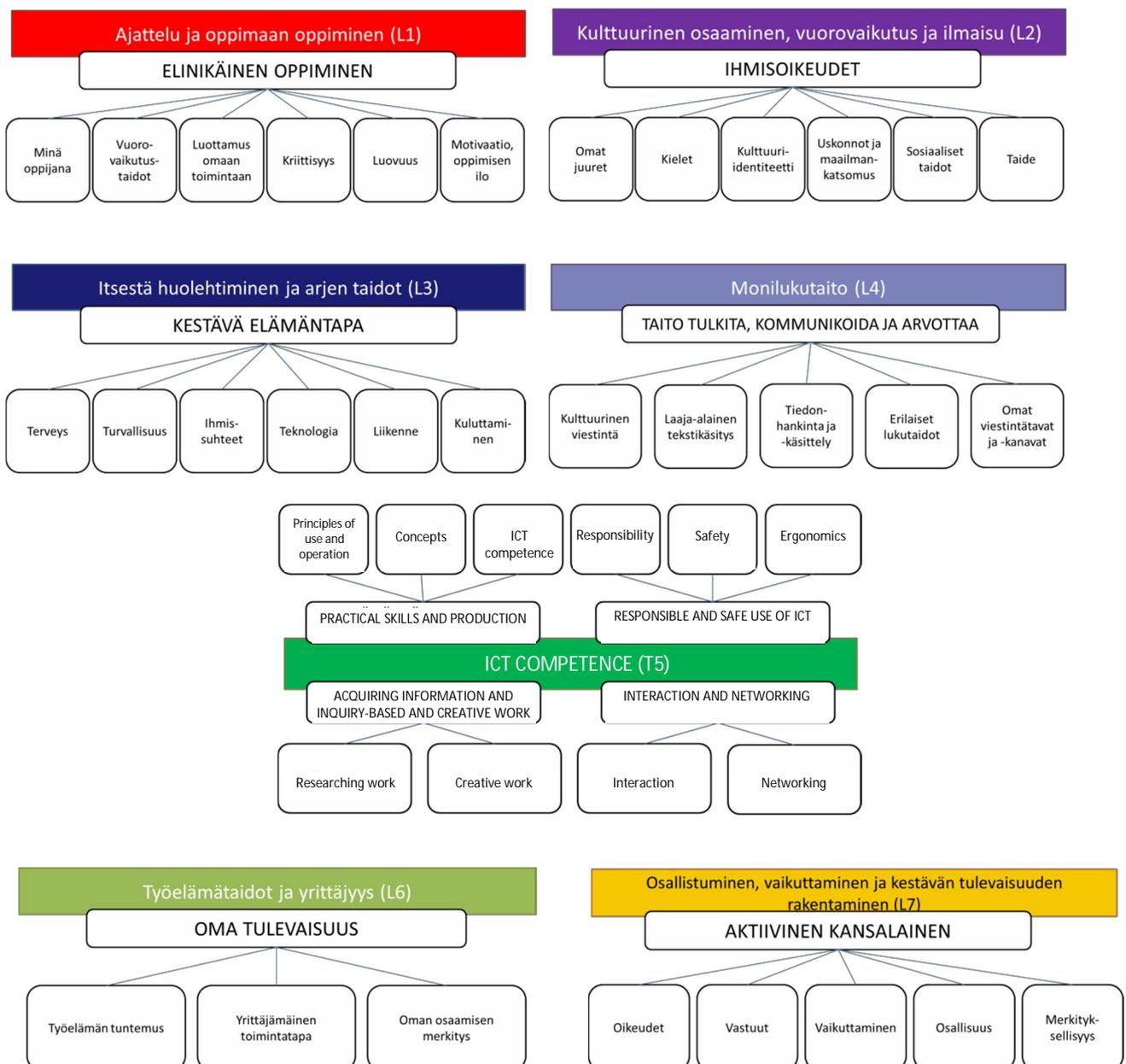
(National basic education core curriculum, p. 19)

3.3 Aiming for transversal competence

(National basic education core curriculum, p. 20)

3.4 In Hyvinkää

Transversal competence



The schools include the goals for transversal competence for each school year in the annual plans for implementation of the local curriculum.

The development of transversal competence is considered in day-to-day school work and it is the teacher's task to make pupils aware of their progress in transversal competence. When guiding their work, the teacher will encourage pupils to act, think and experiment with their skills on a broad scale, and must also give an example of the significance of transversal competence and utilising them. Collaboration between pupils, teachers and with experts external to the school will broaden and deepen learning.

In the illustration, seven multidisciplinary learning modules have been divided into component parts. The purpose of the division is to help the teacher and pupil include the learning modules in the work and ensure that transversal competence is promoted.

When planning the grade contents of multidisciplinary learning modules, each of the seven transversal learning modules will be considered. Some of the transversal competence areas can be selected for emphasis during each class.

To attain general knowledge and abilities, pupils will be guided in learning how to learn and in managing their own work. Thinking, information acquisition skills, mastering information and communication technology, critical thinking and the ability to seek relevant information play key roles in parsing the flow of information of today's society. (T1, T4, T5)

Each pre-school and comprehensive school pupil in Hyvinkää will participate annually in the Culture Path. The purpose of the Culture Path is to include professionally-produced cultural and artistic programmes as part of the basic education. The Culture Path is aimed at providing each comprehensive school student with a consistent opportunity to regularly participate in various cultural activities. Through the Culture Path programme, pupils can participate in Hyvinkää's culture in a supervised manner. The learning contents of the visits to different locations have been designed on the basis of the goals and content of the curriculum of the grade in question and support the integration of education. (T2, T4)

Entrepreneurship education in Hyvinkää is emphasised in the sixth grade of primary school and the eighth and ninth grades of secondary school. In the sixth grade, pupils are guided in how to identify their own strengths and interaction skills. Pupils are encouraged to be spontaneous and find solutions to problems. In secondary school, the emphasis is on introducing working life and entrepreneurship. (T6)

Promoting a sustainable lifestyle is a premise for all education. Pupils are guided to value and maintain Hyvinkää's green city culture and understand the value of the natural diversity outside of Hyvinkää for their own well-being. Pupils are guided to understand the significance of actions that are in accordance with environmental protection and sustainable development both locally and globally and are provided with information that helps them make their own choices. (T3, T7)

CHAPTER 4—OPERATING CULTURE OF COMPREHENSIVE BASIC EDUCATION

4.1 Significance of school culture and its development

(National basic education core curriculum, p. 26)

4.2 Principles that guide the development of the school culture

(National basic education core curriculum, p. 26)

4.3 Learning environments and working methods

(National basic education core curriculum, p. 29)

4.4 Integrative instruction and multidisciplinary learning modules

(National basic education core curriculum, p. 31)

4.5 In Hyvinkää

In their annual plans for the implementation of the local curriculum, schools will specify the objectives, joint operating principles, cooperation and other practical implementation related to their operating cultures, learning environments and working methods.

The realisation of the objectives is assessed at the end of the school year, and proposals for development for the next school year are prepared. The school's own vision, created as a joint effort, provides a good background to reflect on when developing the school culture.

School culture

The culture of comprehensive schools in Hyvinkää makes the activities goal oriented, brings an atmosphere of joy of learning and thriving, sustains and develops the sense of togetherness and interaction, and increases the sense of security and faith in the future.

The school culture, in accordance with the principles of the BEC, has been developed in Hyvinkää with long-term goals, which requires commitment from all members of the school community in order to succeed.

Both the basic education steering group and the schools' steering groups engage in continuous dialogue on the principles of the development of school culture and lay the foundation for such development, based on the resources available.

The school culture is developed and evaluated in cooperation with pupils and guardians, as well as other parties, if necessary.

Learning environment

When developing learning environments, the key goals are

- a comfortable environment and interaction
- suitability for purpose
- safety
- versatility
- experiences

The goal is to make the classrooms and school procedures optimally adaptable to various learning needs. The goal is for all pupils to be able to find a place in the classroom or near the classroom suitable to their learning style and that learning in interaction with other pupils and the teacher is possible. A good learning environment enables the development of all pupils as learners and influential members of their school community.

The services and hobby opportunities offered by the City of Hyvinkää's Cultural and Sports Services and the adjacent forests, urban nature and infrastructure are a natural part of the comprehensive school pupil's learning environment. The Culture Path programme renders the key cultural attractions as places of learning and introduces pupils to the cultural community. The objective of the development of information and communication technology solutions is to enable each member of the school community to have access to a digital operating environment, as required.

Study visits and school camps are implemented where possible in accordance with the respective dedicated instructions.

Learning environments and their versatile use are planned and developed in cooperation with the culture and education services, school, homes and pupils.

Working methods

When selecting working methods, the following factors are taken into consideration:

- learning objectives
- individuality of pupils
- community spirit
- engendering the joy of learning and sense of success
- variance and versatility
- use of information and communication technology

Expertise in choosing and applying working methods that are in accordance with the curriculum is part of the educational skills of the teacher and school, and requires good knowledge of the pupil and mastering of the subject. Working methods should be developed in collaboration with the entire school community.

The use of versatile working methods is an essential part of a teacher's professional skills as a learning instructor. The choice of working method is influenced by the needs and learning styles of individual pupils and those of the entire teaching group.

The pupils' responsibility for their own learning will grow as their learning skills develop, which means that the pupils' right to influence the choice of working methods must also increase.

Multidisciplinary learning modules

All learning modules planned for Implementation during the school year are recorded in the school's annual plan for the implementation of the local curriculum.

Cooperation between subjects will form a multidisciplinary learning module, when

- it is based on the conception and goals of learning the curriculum
- it includes at least two subjects

- it has been planned in cooperation with pupils in order to learn a phenomenon or topic that combines different fields of knowledge
- at least the number of weekly lessons allocated to the pupils is used to implement it

In its annual plan for the implementation of the local curriculum, the school will plan and record at least one multidisciplinary learning module for each grade. A multidisciplinary learning module can be planned for one grade or as a cooperative effort of several grades. Pupils are given space for personal reflection, opinions and ideas in order to include them in the planning of implementation of the learning modules. When planning multidisciplinary learning modules, it will be taken into account that each subject is included and each teacher will participate in some learning module implemented at the school each school year.

For each subject, the schools will define the learning goals of the grades that are included in multidisciplinary learning modules, and how they are assessed. Pupils plan and assess their own work according to their age and level of development. The pupil and guardian are informed of the targets and methods of assessment in the multidisciplinary learning module before the learning module starts. The assessment is planned so that it includes self-assessment, peer assessment and assessment by the teacher on the learning and working skills. This assessment is part of the subject's assessment carried out during the school year and contributes to the assessment of the subject in the school year report.

When building learning modules, schools are encouraged to evaluate the possibility of utilising the schools' partners and consider how learning environments external to the school can be used.

The Culture Path visit can be included as part of the grade's multidisciplinary learning module, or the learning module can be built around the Culture Path programme.

Schools can also build a multidisciplinary learning module using the table of learning modules attached to the curriculum. These modules are designed to be flexible so that the schools have the opportunity to adapt their topics to their school culture and implement their own areas of focus and approaches when building the learning modules. The multidisciplinary learning modules in the annex have been prepared in such a way as to enable implementation of a learning module built around a common phenomenon in cooperation between several grades.

CHAPTER 5—ORGANISATION OF SCHOOL WORK AIMING TO PROMOTE LEARNING AND WELL-BEING

5.1 Shared responsibility for the school day

(National basic education core curriculum, p. 34)

5.2. Cooperation

(National basic education core curriculum, p. 35)

5.3 Disciplinary educational discussions and use of disciplinary measures

(National basic education core curriculum, p. 36)

5.4 Forms of providing education

(National basic education core curriculum, p. 38)

5.5. Other activities that support the goals of education

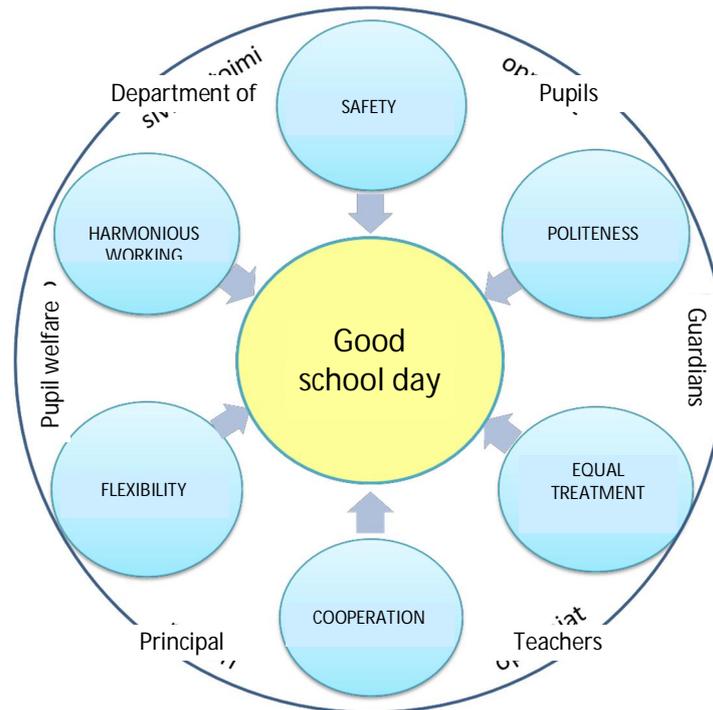
(National basic education core curriculum, p. 41)

5.6 In Hyvinkää

For all topics discussed here, the school-specific solutions, division of labour and responsibility, and practical implementation are specified in more detail in the school's annual plan for the implementation of the local curriculum.

Shared responsibility for the school day

A good and safe school day will be created in cooperation between all parties working in basic education. The goal is for all pupils to want to attend school and that the learning environment creates an optimal premise for the pupils' learning, growth and development. According to a survey among pupils, this goal will be attained when we manage to create a school culture that conforms to the figure below.



Division of shared responsibility

Pupils

- adhering to common rules and agreements
- polite and fair behaviour toward everyone
- taking care of own school work

Guardian

- supporting the child's school attendance
- upbringing at home
- ensuring the completion of compulsory education

Teacher

- instruction, guidance and supporting pupils and teaching groups according to the curriculum
- commitment to the school culture
- fair and respectful treatment of individual pupils, teaching groups and work community members
- observing and promoting the learning, working and well-being of pupils and teaching groups
- proactive prevention and identification of problems related to school attendance and determining the need for support
- making pedagogical choices

Principal

- arrangement of school work at the schools according to the curriculum
- being responsible for the operation, quality and safety of the school

School community

- development and maintenance of a school culture that promotes learning and well-being
- observing and promoting the well-being of the school community and its individual members

Pupil welfare

- provision of support for school attendance and well-being of individual pupils in cooperation with the pupil, guardian and teacher
- supporting the well-being of the teaching group

Department of Education and Culture

- ensuring the consistency, integrity and quality of basic education
- ensuring the openness of activities
- safeguarding the diversity and safety of learning environments and the well-being of the school community.
- fair division of resources

Pupils' participation

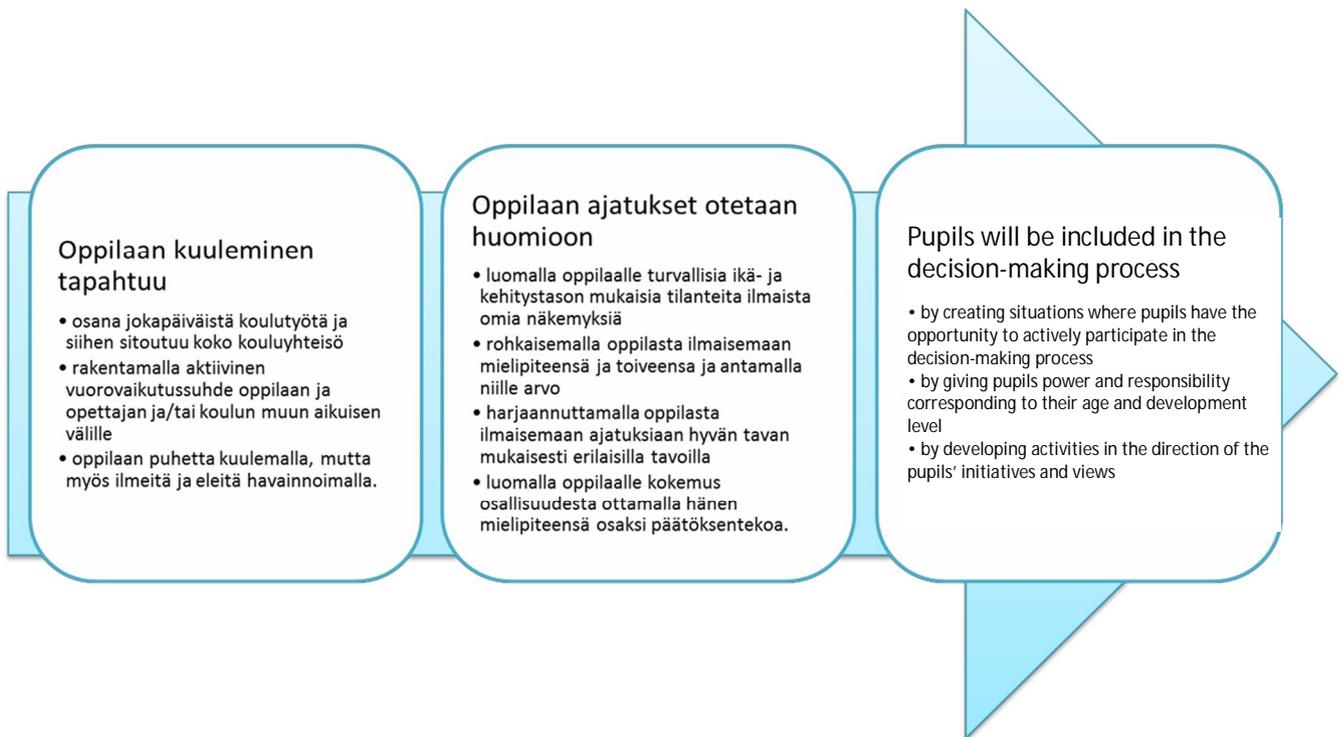
The participation of pupils is based on the UN Declaration on the Rights of the Child, according to which a child has the right to express opinions and to be heard, and must be respected according to the child's age and level of development.

Channels of pupil influence

All pupils must have the opportunity to participate in the planning and evaluation of their school work and the work of the teaching group.

Pupils can influence the activities of the school in their teaching groups and by participating in pupil council work. The task of the council is to promote joint action, involvement and pupil participation. The pupil council elected by the pupils among its members, or the board of the pupil, meet regularly to discuss their views and make proposals for the development of the school culture. The teacher elected for the task is responsible for the pupil council work.

Pupil involvement path in Hyvinkää



Cooperation between home and school

High-quality basic education includes cooperation between home and school, which is based on partnership in upbringing. The cooperation must be based on listening, respect, trust and mutual dialogue. Cooperation between the school and home is important from the first school day so that the pupil feels comfortable and safe. Good cooperation can influence the atmosphere in the class, at the school and the results of school work.

Wilma, the electronic resource notebook

Hyvinkää primarily uses the Wilma application for sharing information between homes and the school. Wilma serves as a communication tool in all messages concerning individual pupils, teaching groups, the school community or the entire basic education. Wilma also contains forms related to the pupil's school attendance. The teacher will use Wilma to provide the guardian with information on the progress of the child's learning, growth and absence, if any.

Personal meetings

The class teacher/homeroom teacher/other teacher providing instruction to the child will invite the pupil and guardian to a personal meeting in matters related to the pupil's learning and growth

- during the transition phases in basic education
- when the teacher starts working as class teacher of a new class
- when the pupil is transferred to the teacher's assigned class in the middle of the school year
- for a learning assessment discussion between November and February

- at the teacher's discretion when the pupil, guardian and/or teacher consider a meeting necessary about the pupil's school attendance

At the guardian's request, other members of the school staff or persons handling the pupil's issues can also participate. In connection with the meeting, an IEP discussion can be arranged, if agreed with the family in advance.

As a general rule, personal meetings are arranged during office hours. If a guardian does not respond to an invitation or arrive at an agreed meeting, it is the teacher's duty to resubmit the invitation. If the invitation cannot be arranged, even at the second attempt, the teacher's duty to invite the guardian to the meeting will cease.

A meeting can also be arranged with a guardian at the request of the guardian and at the teacher's discretion.

Parents' evenings and other cooperation events

During the school year, schools will arrange a variety of events in which matters related to school activities and school attendance are discussed with guardians. It is also possible to invite external specialists to the events, and the events may also be conducted as lectures.

The goal of cooperation events is to

- offer guardians an opportunity to become acquainted with the school's daily life with regard to conforming to the curriculum and participate in the planning, evaluation and development of the school's activities and objectives of educational work together with the school staff and pupils
- reflect on shared values
- promote the guardians' mutual interaction

Shared events for homes and school are also used for informing the guardians and hearing their views about, for example,

- the curriculum
- learning objectives
- learning environment and working methods
- support for learning and activities of pupil welfare
- evaluation and reports
- choices related to studying
- school events (e.g., celebrations, thematic days)
- transition phases in the school path

Parents' associations

The schools' own parents' associations work as independent associations that promote cooperation between the home and the school. They support the school's teaching and education, arrange events and provide guardians with a channel for following and developing the school's activities.

The parents' network is a body for cooperation formed by the parents' associations of the schools.

Cooperation within schools

The goal of cooperation within schools is to develop school culture and arrange related celebrations and other joint events. Cooperation could be aimed at planning and implementing simultaneous teaching, integration between subjects, multidisciplinary learning modules, events common to the school, assessment of learning and school welfare policies. It is important to ensure that each teacher and pupil can participate in the cooperation.

Cooperation between schools

The goal of cooperation between schools is to harmonise basic education in Hyvinkää and to share and develop competence, respecting the characteristics of the schools. Grade modules and working methods for different subjects are developed as cooperation between teachers in different schools, and learning material is distributed, while strengthening personal competence. Cooperation across school boundaries can be developed and implemented by individual teachers jointly, or it can be arranged at the initiative of the principals' education services.

Disciplinary educational discussions and use of disciplinary measures

Hyvinkää has prepared the Plan for the Implementation of Reprimanding, Disciplinary and Securing Procedures common to all schools, which enables them to ensure the lawfulness and consistency of their methods and the equal treatment of pupils. At its discretion, the school may prepare its own supplementary reprimanding and disciplinary method instructions, which are included in the annual plan for the implementation of the local curriculum.

Distance learning

Distance learning is used in Hyvinkää as part of instruction, to supplement instruction or to enable the provision of instruction in exceptional situations.

Instruction that utilises distance learning can be implemented in all subjects and when implementing learning modules across subject boundaries.

When using distance learning, the aim is to work towards the same BEC goals, guided by the same principles that apply to the rest of the instruction.

The organisation of instruction with distance learning is the responsibility of the education provider. Up-to-date tools and technical solutions that are available from time to time are used in the practical implementation of instruction.

Where possible, Hyvinkää can utilise distance learning in education,

- if the pupil's instruction cannot be arranged at the school for some reason (travel, illness, suspension for a fixed period)
- if it is the most appropriate solution for instructing the pupil in a subject (e.g., instruction in the pupil's religion or mother tongue, pupil's personal needs)
- to enhance the provision of optional subjects
- to boost cooperation between schools
- as a means of expanding and diversifying the learning environment
- for creating and maintaining international networks

Grade-independent studies

In Hyvinkää, individual pupils may progress according to a personal study plan rather than a syllabus distributed across grades in their studies of various subjects. An administrative decision shall be made pursuant to Section 11(3) of the Basic Education Act and Basic Education Decree on the matter.

Grade-independent studies are mainly used in Hyvinkää as a method of preventing students from dropping out and for students whose progress from grade to grade in accordance with the curriculum is not realised for one reason or another. Based on thorough, multi-disciplinary considerations, grade-independent studies can also be used as a means of supporting the studies of a gifted pupil.

The distribution of a pupil's lesson hours is consistent with the grade the pupil is in.

Grade-independent studies can be implemented at the pupil's local school, and the decision does not require the transfer of the pupil to another school.

The study programme of a pupil studying with general support or intensified support will be recorded in the curriculum. If a student receives special support, the pupil's study programme will be recorded in the IEP.

Multi-grade instruction

In Hyvinkää it is possible to arrange multi-grade instruction following the principle of alternative courses if it can be assumed that multi-grade instruction at the school or class in question will last for at least two terms and the principle of alternative courses does not compromise an individual pupil's attainment of grade objectives during the progress of studies.

Flexible basic education (FBE)

The Head of the Basic Education will decide on the scope of flexible basic education according to annual needs and resources.

Ten pupils can be admitted to a flexible basic education (FBE) class. The activities of the class are the responsibility of the teacher and instructor.

Teaching is organised in small groups in schools, workplaces and other learning environments relying on cross-sectoral cooperation and the support and advisory services. The goal is to obtain the basic education certificate and achieve a placement in upper secondary or vocational studies.

The situation of pupils in FBE classes is regularly evaluated in meetings attended by class staff, the principal and a special education coordinator. The meetings are agreed upon at the beginning of term, and their purpose is to monitor the pupils' progress and the general situation in the class. If a pupil is the client of a school psychologist or a school social worker, this relationship will continue with the same staff member during flexible basic education.

The decision on admission to flexible basic education will be made by the Head of the Basic Education. At the same time, a decision will be made for the student on grade-independent studies.

At times, pupils in FBE classes may receive a basic education certificate before the end of the school year. This may also enable admission to an FBE class in the middle of the school year. This matter must be discussed with the coordinator of special education.

The studies completed by a pupil transferring to an FBE class will be recorded in the table attached to the Student welfare and three-step support guide.

Applying to FBE classes

- The application to an FBE class is made as a joint decision by the pupil, the family and the local school, in the 7th or 8th grade of basic education. 8th-graders have priority when admitting pupils.
- The homeroom teacher, the school social worker, school psychologist or principal will discuss the matter with youths interested in FBE or their families.
- The application for flexible basic education is carried out by submitting the Flexible Basic Education form to the school, to be completed in accordance with the instructions, by the end of February.
- The school will complete a background information form as an attachment to the application and submit the application with attachments to the coordinator of special education.
- Based on the applications, youths and their guardians will be invited to an interview in which FBE is described and the possibility of transferring to an FBE class is evaluated.
- Pupils are admitted to flexible basic education based on the application submitted by the pupil and guardians, and based on an interview. The coordinator of special education, the principals in charge of FBE activities and FBE group teachers will make the final admission decisions and group placements through joint cooperation.

The application and the instructions for completing the application along with detailed application instructions can be found in the Student welfare and three-step support guide and on the City's website.

Instruction in particular situations

Studying during hospitalisation periods

As a general rule, studying during periods of hospitalisation will be implemented according to the instructions from and tasks assigned by the local school's teachers. When assigning tasks, the teacher must ensure that the pupil is able to manage them. After the hospitalisation period, the pupil will be provided with sufficient support for progressing in line with the objectives.

Other activities that support the goals of education

Cooperation with other parties

Morning and afternoon activities

Morning and afternoon activities are mainly provided by operators in the third sector. The City of Hyvinkää's Department of Education and Culture coordinates and bears responsibility for the activities and decides on their scope. The aim is to arrange the activities at all sites that have at least ten applicants.

Morning and afternoon activities are intended for pupils in the 1st and 2nd grades and, for other grades, pupils studying with special support. Morning activities are arranged from approximately 7 a.m. to 10 a.m., while afternoon activities are provided from approximately 12 p.m. to 4 p.m. or 5 p.m. on school days excluding Saturdays.

Pupils will be included in morning and afternoon activities based on the guardian's application and by the decision of the Head of the Basic Education. Afternoon activities are not compulsory for the City and are subject to a fee.

Morning and afternoon activities are also arranged for pupils whose special care plan includes them. These activities are free of charge and are provided on the basis of the Act on Special Care for the Mentally Disabled.

Youth services

The cooperation between basic education and youth services aims to comprehensively support the development of a youth. Systematic cooperation starts at the transition phase between grades 6 and 7, aiming to also introduce the youth employment and multi-disciplinary perspective in the daily lives of the youths at schools. The goal of the youth services is to meet the youths in different environments and work as safe, instructive adults in their lives. The strength of youth work stems from working with a variety of groups, promoting involvement, flexibility and rapid reaction to situations in the youths' lives.

Youth services offering for the schools

- Intoxicant prevention: involving education methods for sixth-graders
- Seventh grade team building: a team-building event for new seventh-graders
- The From Ninth to Life event: functional leisure time services presentation for ninth-graders

Youth Services also provides targeted services for clubs and small group activities and supports the development of recess activities at schools. Special youth workers will work in close cooperation with Student Welfare Services and special classes, participating in communal school welfare groups at schools when necessary. The youth facilities can also be utilised as different learning environments during school hours.

Culture services

The cooperation between basic education and culture services manifests most effectively as the Culture Path programme, coordinated and implemented in cooperation, in which local cultural service providers produce the majority of the content. Cultural services are divided into independent operators, each of which provides their services to basic education.

Library services

The library is an essential part of information acquisition instruction and cultural education. The library supports the stimulation and development of the pupils' independent reading hobby. Pupil groups can visit libraries under guidance or independently, borrowing books. The libraries in Hyvinkää provide pupil groups and individual pupils with the following services, among others:

Instruction in the use of the library and acquiring information

- introduction to the library's departments and activities
- presenting the different materials at the library
- learning to find material on the shelves
- learning to use the library's material database
- providing tips for searching for information online and learning about the assessment of the reliability of information sources

Book tips and encouraging reading

- in offering tips, the librarian will encourage the youths to read all kinds of books, particularly literature
- a book tipper can be ordered by a school, or the school class can visit the library to receive tips on books

The library as a learning environment

- classes and pupils can visit the library to work independently
- the visit can be combined with instruction on searching for information on a specific topic

Book packages

- it is possible to order a school series or a miscellaneous desk book package for the class
- the package can be ordered based on a specific topic or genre

Sports services

Sports Services is responsible for the maintenance of school sports fields according to the season and is also responsible for maintaining outdoor footpaths. Under the clearing agreement between the Education Services and Sports Services, all of the City's sports venues are available to pupils during school hours. It is also possible to reserve Villa Park, Villatehdas Takomo and Wanha Areena for school use during the daytime.

Sports Services is responsible for providing swimming instruction to grades 1–6. Each school is allocated swimming hours during the autumn and spring terms. During visits to swimming pools, the instruction of primary school pupils is the responsibility of the swimming instructor, while the class teacher is responsible for supervision. Sveitsi Swimming Pool has drawn up instructions regarding pool visits that have been submitted to schools. The goal of the pupils' swimming instruction is to teach all Hyvinkää children to swim.

Sports Services arranges club activities for children and youths at basic education age and, during summer holidays, supervised exercise and swimming schools. During the summer, Sports Services cooperates in the arrangement of camps by providing environment and marketing assistance.

Sports Services coordinates the national Moving School project. The goal is to increase the amount of physical exercise during the school day and to reduce the amount of time children spend sitting down at all comprehensive schools.

Hyvinkää Evangelical Lutheran Church

Cooperation with the Evangelical Lutheran church in Hyvinkää consists of school assemblies, religious events and ceremonies and classroom cooperation provided by the church. When planning and providing cooperation, both parties undertake to abide by the jointly prepared policy on the cooperation between basic education and Hyvinkää Evangelical Lutheran Church. The policy has been prepared in accordance with applicable legislation.

The guardian are responsible for the child's religious upbringing, and it is the school's responsibility to ask the guardian whether the child is to participate in religious events arranged at the school in cooperation with the church.

Police

The police work in a role that supports law education provided at schools. The goal of police cooperation with pupils is to proactively prevent crime and to increase the overall safety of the pupils.

Any violations of law committed by a pupil during school hours will be reported to the police, if necessary, for investigation. The police will decide on whether to start a pre-trial criminal investigation.

If necessary, the police can be invited as a specialist member to a school welfare group meeting or another discussion pertaining to matters concerning a pupil.

School club activities

Club activities are provided outside of lessons. They support the school's goals related to education, instruction and guidance. They are part of free basic education, and they contribute to enhancing community spirit and enriching the school culture.

The goal of school club activities is to

- support pupils' upbringing at school and home
- increase the involvement of children and youths
- provide opportunities for developing social skills and enhancing the community spirit
- provide opportunities for experiencing success and developing competence
- develop creative activities and thinking
- encourage the children and youths to promote their own culture
- support and promote hobbies
- promote low-threshold hobbies

The club activities are coordinated and developed by the Department of Education and Culture. The scope of club activities is planned centrally according to the funds available annually, taking into account the circumstances at all schools equally. Schools will arrange clubs with the club hour resources available from the Department of Education and by using the school's own annual hours of education.

Club activities are voluntary for pupils and can supplement morning and afternoon activities. School clubs are primarily attended by pupils from the school providing the club, although a pupil can also participate in a club at another school, space permitting.

The schools will inform pupils and guardians at the beginning of the school year of their club programme, provide instructions on applying to the clubs and record club activities in the annual plan for the implementation of the local curriculum.

The City's intranet, Ossi, provides a Club Activity Data Bank for principals and teachers, which contains precise instructions on arranging club activities at the schools.

School library activities

The schools have their own pupil libraries. The libraries' programme and activities are the responsibility of the schools themselves. Library activities aim to encourage pupils to read and to develop in a multifaceted way as readers and finders of information. School library activities are the responsibility of the teacher selected for the role.

School meals

The goal of school meals is to provide each pupil with a full, balanced meal at school every school day and promote the pupil's health, efficiency and good manners.

Catering and Sanitation is responsible for the nutritious contents of meals and for displaying such contents. The school staff will supervise meals, instruct the pupils to eat according to the plate model and guide them to behave in accordance with good table manners so as to make the meals an enjoyable social event. The school and the Catering and Sanitation jointly arrange the setting for the meals in such a way that it supports these goals.

The menu is planned on the basis of proposals from the menu committee. The head of the committee is a person assigned by the meal service. The committee comprises representatives from basic education, kitchen staff and the pupil association. Special dietary needs are taken into account in meal planning.

Recesses, morning assemblies and other joint activities

Under the Basic Education Act, a minimum of 45 minutes per hour must be reserved for instruction, and this time should be divided into appropriate periods. Some of the working time may be used as an introduction to working life, end-of-term celebrations and other joint events.

The principal is responsible for preparing the school schedule and the rhythm between the lessons and recesses. The goal is to fit school celebrations and other joint events arranged during term time into the school schedule. The end-of-term celebration can also be arranged outside of normal working hours. Non-standard working hours that apply to the entire school will be recorded in the school's annual plan for the implementation of the local curriculum.

Any non-standard working hours resulting from school camps, study trips or similar events of a single class will be recorded in the school's annual plan for the implementation of the local curriculum. The teacher will also prepare a more detailed plan (form) for the event, to be submitted to the principal for approval at least two weeks before the event in question.

Way to school and school transport

Basic education works in cooperation with the City of Hyvinkää's traffic planning services and with the pupils, their guardians. The aim of the cooperation is to maintain and increase the safety of the route to school and to promote traffic behaviour consistent with sustainable development. Pupils are encouraged to walk or cycle to school or use public transport if there is no justifiable hindrance.

Guardians should ensure that pupils starting school, as well as older pupils, are taught the route to school and safe behaviour in traffic in advance and that the instructions are repeated at sufficiently frequent intervals. It is not recommended that first or second grade pupils cycle to school.

The use of a helmet is recommended whenever cycling. In addition, wearing a reflector is essential during dark periods of the year.

Transportation is decided upon according to the Basic Education Act and the decisions-in-principle of the local education board.

As a general rule, the City of Hyvinkää may grant transportation to pupils whose home municipality is Hyvinkää. An exception to this are pupils placed in Hyvinkää on the basis of the Child Welfare Act, who may have a home municipality other than Hyvinkää.

The child or pupil may receive a maximum of two journeys per school day. An exception to this may be transportation needs for the provision of instruction in a foreign language or religion.

The City of Hyvinkää carries out continuous work relating to the safety of transportation. The City of Hyvinkää's transportation guide contains up-to-date instructions and policy concerning the route to school and school transport. The guide is available on the City's website.

CHAPTER 6 ASSESSMENT

6.1 The purpose of assessment and an assessment culture that supports learning

(National basic education core curriculum, p. 47)

6.2 Nature and general principles of assessment

(National basic education core curriculum, p. 48)

6.3. Assessment objects

(National basic education core curriculum, p. 49)

6.4 Assessment during the studies

(National basic education core curriculum, p. 50)

6.5 Final assessment of basic education

(National basic education core curriculum, p. 53)

6.6 Reports and certificates used in basic education and their notations

(National basic education core curriculum, p. 55)

6.7 A separate examination and certificates issued for the core curriculum

(National basic education core curriculum, p. 59)

6.8 In Hyvinkää

Assessment during the studies

The primary task of assessment during studies is to support and guide the pupil to identify his or her learning, working and behavioural skills and to help the pupil identify the means for progressing in his or her studies according to goals. The assessment during studies is divided into an evaluation given during the school year and the end-of-term evaluation.

Evaluation during the school year is based on continuous cooperation with the pupil. The evaluation is encouraging, developing and progressive. The teacher's task is to ensure that homes receive up-to-date information on the pupil's progress.

The consistency of learning assessment policies in basic education requires cooperation with individual schools and the entire basic education instruction staff so as to create a shared view of the assessment criteria and the procedure for the assessment discussion.

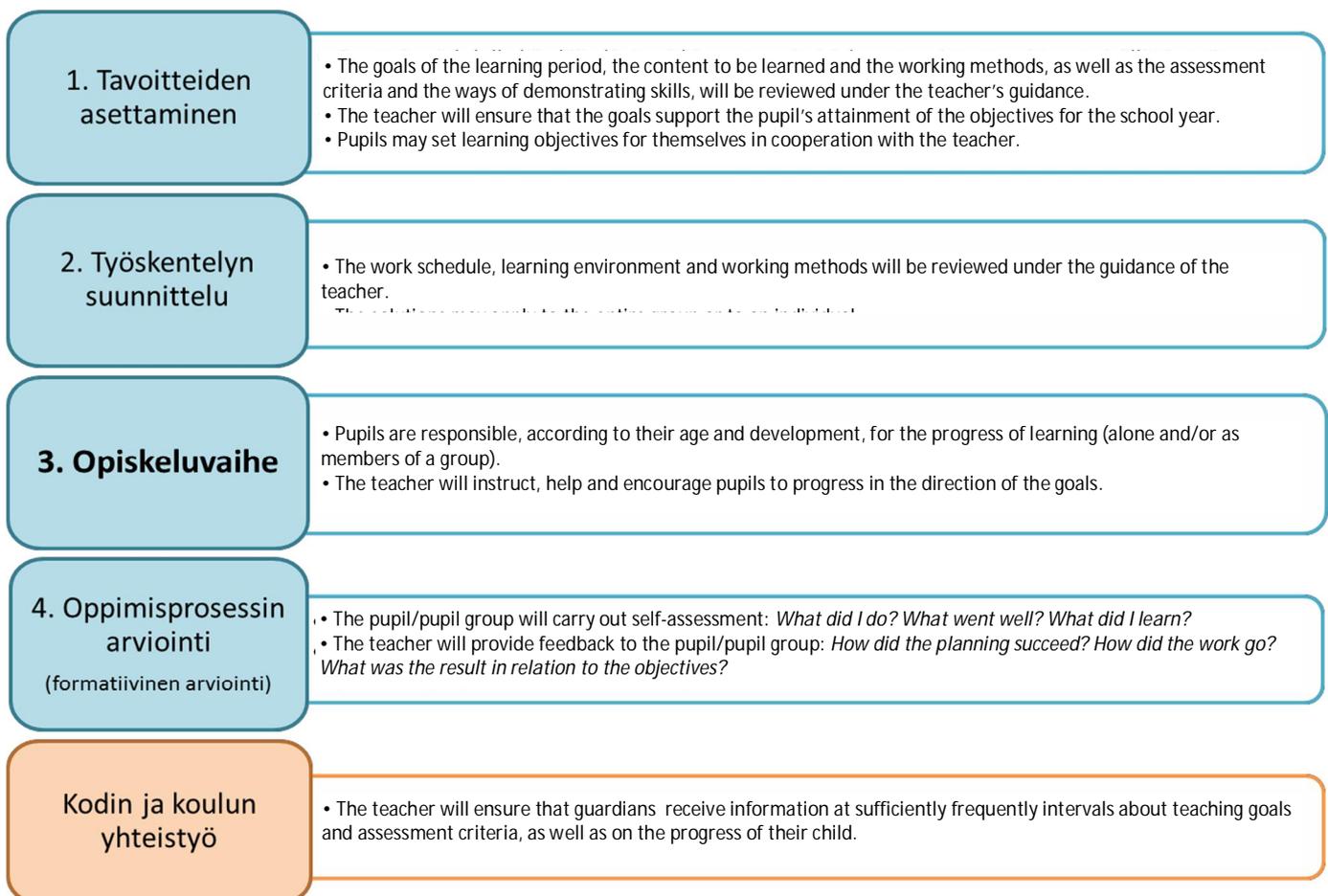
When assessing the pupil's learning, the teacher will

- gather information on the pupil's progress in various areas of learning and in different learning situations
- take into account the pupil's different ways of learning and working skills.
- ensure that there are no obstacles to demonstrating progress and competence.

When guiding the work, the teacher will ensure that

- each pupil has understood the assignment
- pupils have sufficient time to complete assignments
- pupils have the opportunity to utilise information and communication technology, if necessary
- pupils have the opportunity to express themselves orally
- the necessary aids are available
- the assistant service is available, where necessary

The assessment of learning and working as part of the learning process



Supporting the preconditions for self-assessment; principles of self-assessment and peer assessment

With self-assessment, the pupil is guided to think

- What do I know now?
- What do I want to know in the future?
- How will I attain my goals?
- How will I know I have attained my goals?

In line with the essence of the BEC, the teacher must provide pupils with the possibility for self-assessment and peer assessment and support the assessment skills, taking into account the pupil's age group.

Skills will be developed from early childhood education and expanded as the studies progress, as described in the core curriculum.

Assessment at the end of the school year

The school year report is an assessment summary of how, during the school year, the pupil has attained the goals in subjects included in the pupil's study programme.

In Hyvinkää, the school year report is issued as a verbal assessment in grades 1–4 and with numerical marks starting from grade 5. The assessment of individualised subjects is always supplemented by a verbal assessment. The school year report of a pupil whose work is organised according to an activity area is given in all grades as a verbal assessment. The school year report of pupils studying grade-independently will assess the subjects studied by the pupil during the school year.

The assessment of pupils is based on the school year's subject goals, which are recorded curriculum in the subject tables for each grade. In the transition phases of grades 2 and 3 and grades 6 and 7, learning is assessed according to the national goals and assessment criteria for the subject.

Progress in studies

The progress in studies is based on the pupils' ability to demonstrate their skills in a sufficient and versatile manner. The overall situation of pupils is reviewed between November and February in an assessment discussion in primary schools and for pupils whose studies are organised according to an activity area, and with an interim report in secondary school. In this context, whether the support received by the pupil has been sufficient will also be reviewed. If there is a risk that a pupil's whole-grade performance in a subject will be rejected, the matter must be discussed with the guardian and pupil as soon as possible. Measures for supporting studying will be agreed on in the discussion. Pre-primary school pupils covered by extended compulsory education will be given a certificate of attendance at the end of the school year.

Promotion from one grade to another

Pupils will be promoted from one grade to another when their skills are evaluated in the school year report as being at least adequate (5) in the subjects included in the syllabus or their performance has been approved in a verbal assessment.

A pupil who has received a failed evaluation in a subject may be promoted from one grade to another if the pupil can, according to the mutual assessment of the pupil, guardian and teacher, pass the studies of the next grade.

A pupil who fails to pass one or more subjects included in the syllabus will be given the opportunity to demonstrate that he/she has achieved the required level of knowledge and skills in an acceptable way before being retained. The school will agree on arrangements for a separate test on a case-by-case basis. The education provider is not obliged to provide additional instruction to the pupil preparing for the test. The test can be arranged during the school year or after the end of school work, and any special needs of the pupil's will be taken into account when arranging the test.

If the test is arranged after the end of school work, the retention decision will be recorded conditionally in the school year report.

A pupil studying grade-independently will always be promoted to the next grade at the end of the school year. In the ninth grade, the pupil will be considered a pupil of that grade until the pupil receives a basic education certificate or resigns from the school.

Retention

A pupil who has not completed all subjects in the syllabus to an acceptable level may be retained on the grade. The decision regarding retention will be made by the teacher and principal jointly.

A pupil may be retained on a grade without having had failing performances if retention is considered appropriate from the perspective of the pupil's academic success. The pupil's guardian will be given an opportunity to express their views before any decision is made.

Assessment of optional subjects

The teacher will provide the pupil with encouraging feedback and guidance during the studying of optional subjects. Optional subjects offer an effective learning environment for the development of peer and self-assessment skills. The focus in the evaluation of optional subjects is on supporting the pupil's strengths and developing working skills.

Optional subjects in primary school have a duration of 0.5 or 1 weekly lesson per year. A verbal assessment will be given in the school year report for the subjects, indicating whether the goals have been completed to an acceptable standard. The name of the optional subject and the assessment will be recorded in the school year report.

In secondary school, the duration of optional subjects varies. A numerical assessment will be given in the school year report for optional subjects comprising at least two weekly lessons per year. For optional subjects comprising less than two weekly lessons per year, an assessment will be given on whether the performance is a pass or a fail. The name of the optional subject and the assessment will be recorded in the school year report.

Assessment of behaviour and the objectives set for behaviour and grounds for assessment

Behaviour will be assessed based on the objectives set for it. The task of the entire school community is to develop its members to a level of behaviour consistent with the objectives. Teaching the skills and knowledge related to behaviour refers to guiding the pupil on considering other people and the environment and adhering to mutually agreed procedures and rules. Through their own behaviour, adults set examples, working in accordance with the school's culture and values.

Objectives of behaviour

- Respecting human rights
- Adhering to good manners
- Cooperation and responsibility
- Promoting sustainable development

The objectives set for behaviour are based on the values of Hyvinkää basic education and on the objectives of education, as well as on collective behavioural norms.

The criteria of behaviour assessment are recorded in the [Assessment of behaviour](#) table.

The assessment of learning in Hyvinkää as a whole

GRAD ES 1-6	ASSESSMENT DURING THE STUDIES	
	Assessment during the school year FORMATIVE	Assessment at the end of the school year SUMMATIVE
Grade 1	<p>Transfer of information meeting in the transition phase of pre-primary education and education in grades 1-2 Assessment discussion between November and February (pupil, teacher and guardian)</p> <p>Practising the prerequisites for the pupil's self-assessment Continuous, encouraging feedback and information on progress from the teacher to the pupil and guardian Cooperation with homes is important</p>	<p>School year report A verbal assessment on the accepted completion of the objectives for subjects during the school year, supplemented by the teacher at the teacher's discretion with other verbal assessments. Mother tongue, literature and mathematics will be evaluated based on the objective areas. The focus of the evaluation will be on the pupil's progress in linguistic capacity. Work will be assessed as part of the evaluation of the subjects. Behaviour will be assessed as an entity on its own.</p>
Grade 2	<p>The focus in the assessment discussion* between November and February (pupil, teacher and guardian) is on the pupil's linguistic capacity and working skills</p> <ul style="list-style-type: none"> - The pupil's own assessments and desires and the guardian's views will be heard. - Progress in transversal competence goals is material for learning <p>Developing the prerequisites for the pupil's self-assessment, joint assessment discussions in the teaching group Continuous, encouraging feedback and information on progress from the teacher to the pupil, guardian</p>	<p>School year report in the transition phase The progress of the pupil's learning is assessed verbally on the basis of evaluation and feedback objects essential to learning (see grounds). Mother tongue, literature and mathematics will be evaluated based on the objective areas. The focus of the evaluation will be on the pupil's progress in linguistic capacity. Progress in working skills is assessed as part of subject evaluation. Behaviour is assessed verbally as an entity on its own.</p>
Grades 3-4	<p>Assessment discussion* between November and February (pupil, teacher and guardian) Practising the pupil's self-assessment, assessment discussions common to the teaching group Interaction between the teacher and pupil on the progress of learning Information to guardians on the goals and evaluation policies, as well as the pupil's progress</p>	<p>School year report All subjects are evaluated verbally. Mother tongue and literature, mathematics and the A1 language are evaluated based on the objective areas. Behaviour is assessed verbally as an entity on its own.</p>
Grade 5	<p>Assessment discussion* between November and February (pupil, teacher and guardian) Development of the framework for the pupil's self-assessment, practising peer evaluation Information to guardians on the goals and evaluation policies, as well as the pupil's progress</p>	<p>School year report All subjects are evaluated numerically. Behaviour is assessed numerically as an entity on its own.</p>
Grade 6	<p>The focus in the assessment discussion* between November and February (pupil, teacher and guardian) is on the development of working and learning skills Pupils receive information on their progress in subjects and transversal competence. Development of the framework for the pupil's self-assessment, practising peer evaluation Information to guardians on the transition phase evaluation criteria</p>	<p>School year report in the transition phase All subjects are evaluated numerically. When giving the evaluation, the teacher reflects on the pupil's progress in relation to the objectives and on the skills level in relation to the evaluation criteria of the transition phase. Behaviour is assessed numerically as an entity on its own.</p>

SECONDARY SCHOOL	ASSESSMENT DURING THE STUDIES		FINAL ASSESSMENT OF BASIC EDUCATION
	Assessment during the school year FORMATIVE	Assessment at the end of the school year SUMMATIVE	Basic education certificate SUMMATIVE
Grade 7	<p>The teacher will discuss the learning objectives and progress with the pupil, emphasising transversal competence</p> <p>Guardians are given information on the objectives of learning and the pupil's progress</p> <p>Increasingly analytical self-assessment, guiding the pupil's actions more</p> <p>Peer evaluation is a means of giving and receiving constructive feedback</p> <p>Intermediate report with numerical grades between November and February, verbal assessment for pupils whose work is organised according to activity area</p> <p>Assessment discussion between a subject teacher and the pupil* at least once during the school year</p>	<p>School year report</p> <p>All subjects are evaluated numerically.</p> <p>Behaviour is assessed numerically as an entity on its own.</p>	<p>The learning content of subjects that will end will be evaluated numerically with consistent criteria in relation to the objectives and final assessment criteria.</p>
Grade 8	<p>The teacher will discuss the learning objectives and progress with the pupil, emphasising transversal competence</p> <p>Guardians are given information on the objectives of learning and the pupil's progress</p> <p>Increasingly analytical self-assessment, guiding the pupil's actions more</p> <p>Peer evaluation is a means of giving and receiving constructive feedback</p> <p>Intermediate report with numerical grades between November and February, verbal assessment for pupils whose work is organised according to activity area</p> <p>Assessment discussion between a subject teacher and the pupil* at least once during the school year.</p>	<p>School year report</p> <p>All subjects are evaluated numerically.</p> <p>Behaviour is assessed numerically as an entity on its own.</p>	<p>The learning content of subjects that will end will be evaluated numerically with consistent criteria in relation to the objectives and final assessment criteria.</p>
Grade 9	<p>The teacher will discuss the learning objectives and progress with the pupil and provides information on the criteria of the final assessment</p> <p>Information to guardians on the learning objectives and the pupil's progress and transition to upper secondary or vocational education</p> <p>Analytical self-assessment, guiding the pupil's actions</p> <p>Peer evaluation is a means of giving and receiving constructive feedback</p> <p>Intermediate report with numerical grades between November and February, verbal assessment for pupils whose work is organised according to activity area</p> <p>Assessment discussion between a subject teacher and the pupil* at least once during the school year</p>		<p>Basic education certificate</p> <p>With numerical grades</p> <ul style="list-style-type: none"> - consistent grounds, based on the national basic education evaluation criteria <p>Verbal assessment</p> <ul style="list-style-type: none"> - for optional subjects with a syllabus of less than two weekly lessons per year

*For pupils with a learning plan or IEP, the assessment discussion can be replaced by a discussion held in connection with the learning plan or IEP evaluation.

Instructions on the evaluation of pupils studying grade-independently can be found in the Pupil welfare guide. More information on the evaluation of pupils from immigrant backgrounds can be found in the document "School path of pupils from immigrant backgrounds in Hyvinkää".

Other forms of providing information and assessment feedback, the times when they are provided and cooperation with guardians

The teacher's role is to provide situations for the guardian in which feedback that promotes and motivates the pupil's learning is given and received through joint discussions.

Guardians will be guided to recognise the progress of their child and understand the various phases of learning. Guardians will be supported in finding different means for achieving learning objectives and to support the pupil during studies in cooperation with other parties. Cooperation will be arranged in such a way that school attendance and well-being of the pupil can be supported through pupil welfare and a multi-disciplinary cooperation network, where necessary.

Towards the end of basic education, the guardian should be informed and given an opportunity to discuss questions related to the pupil's further studies and problems, if any, with a guidance counsellor and various pupil welfare specialists.

Parents' evenings are arranged in all grades at least once per term. Information on the objectives of the work at school and assessment policies will be provided in the parents' evenings. In addition, the teachers will provide information on the goals and assessment policies of the grade or for the subjects they teach.

Information and communication technology is used as an aid for improving and diversifying the flow of information and communication between the school and the homes, including matters related to assessment.

Final assessment

The final assessment will adhere explicitly to the policies of the final evaluation of the core curriculum. The final assessment in Hyvinkää will take place in grades 7, 8 or 9, depending on the subject. The final assessment is based on the objectives of the syllabus of the subject recorded in the national core curriculum and on the final assessment criteria.

7. SUPPORT IN LEARNING AND SCHOOL ATTENDANCE

7.1 Principles that guide the provision of support

7.2 General support

7.3 Intensified support

7.4 Special support

7.5 Support forms laid down in the Basic Education Act

7.6 In Hyvinkää

Principles that guide the provision of support

When a pupil needs support, cooperation between the home and the school becomes more significant. The teacher must always initially contact the pupil and guardian whenever the teacher has concerns about the pupil. Guardians must be contacted as early as possible. It is possible to consult pupil welfare staff, but the matter will not progress until a discussion has been held with the pupil and guardian.

If it is necessary to cooperate in the matter with parties external to the school, the teacher will always request written permission from the pupil and guardian. Such external parties include family counselling, youth clinic, specialised health care and child welfare services. All cooperation adheres to the principles of the City of Hyvinkää's network cooperation.

Pupils will start the first grade with the form of support they received at the end of their pre-primary education.

All pedagogical documents are created in Wilma and are visible to the teachers who teach the pupil.

Joint assessments provide an early means of obtaining information on pupils who need additional support. Joint assessments generally include two sections for each grade: a mathematical evaluation and an evaluation of reading or writing.

General support

General support will be given to pupils by all instructing teachers. Pupils can also receive general support from a special needs teacher. The guardian will be informed of the type of support provided.

Intensified support

If general support is insufficient, for example, for supporting learning or behaviour, the class teacher/homeroom teacher will prepare a pedagogical assessment of the need for intensified support. Before preparing the pedagogical assessment, the teacher will discuss the matter with the guardian and pupil and contact a transversal special needs teacher and school psychologist/social worker/nurse, who will help in the assessment of the situation.

The principal, a transversal competence special needs teacher and the school psychologist/social worker/nurse will discuss the pedagogical assessment together with the teacher and decide on the required level of support.

When a pupil no longer needs intensified support, the class teacher/homeroom teacher will prepare a pedagogical assessment after a discussion with the pupil and guardian. The pedagogical assessment will be processed in a multi-disciplinary manner in the same way as when transferring to intensified support.

Intensified-support pupils will study in either a general education class or in the school's own small group. The placement of a pupil in the school's small group will be decided on by the principal together with the special needs teachers and pupil welfare staff.

A learning plan will be prepared for pupils receiving intensified support together with the pupil and his or her guardian by the end of October. If the pupil is transferred to intensified support during the school year, the learning plan will be prepared as soon as possible after the transfer to intensified support. The realisation of the learning plan goals will be evaluated in the spring together with the pupil and his or her guardian. In such cases, the learning plan will be printed and the guardian's signature will be obtained to verify the communication of information. The school secretary will store the learning plan for the school. The principals are responsible for ensuring that learning plans at the school have been prepared appropriately.

Special support

When intensified support is insufficient, the class teacher/homeroom teacher will discuss the matter with the guardian and pupil and contact a transversal special needs teacher and school psychologist/social worker/nurse, who will help in the assessment of the situation. The special needs teacher will ensure that the teachers instructing the pupil and the pupil welfare staff prepare their own part of the pedagogical evaluation.

The principal, a transversal competence special needs teacher and the school psychologist/social worker/nurse will discuss the pedagogical evaluation together with the teacher and enter their comments in the evaluation.

The individualisation of the syllabus for a subject and exemption from instruction will progress in the same way as transition from intensified support to special support for other reasons. When considering the individualisation of the syllabus for a subject and exemption from instruction, the pupil and guardian must be given information on the significance of the decision on further studies.

Correspondingly, cancelling special support will be conducted based on a pedagogical evaluation.

The Head of the Basic Education is responsible for making special support decisions that require a change of school. Other decisions about special support will be made by the special teaching coordinator. A special support decision cannot be made without a sufficiently extensive pedagogical evaluation. The principals are responsible for ensuring that pedagogical evaluations submitted by the schools are appropriate.

An independent education plan (IEP) will be prepared for a pupil with special support together with the pupil and his or her guardian by the end of October. If the pupil is transferred to special support during the school year, the IEP will be prepared as soon as possible after the transfer to special support. The realisation of the goals of the IEP will be evaluated in the spring together with the pupil and guardian. In such cases, the IEP will be printed and the guardian's signature obtained to verify the communication of information. The school secretary will store the IEP for the school. The principals are responsible for

ensuring that the IEPs at the school have been prepared appropriately.

The place of study for special support pupils will be determined according to the needs and scope of support indicated by the pedagogical evaluation. In Hyvinkää, special support is given at the Martinkulma and Hakalanpolku schools and at local schools in general education classes, the schools' own small groups or the City's joint special-support small classes.

Martinkulma school

Pupils studying at the Martinkulma school require a lot of support in their studies. They usually have several individualised subjects and need a small and safe learning environment. At Martinkulma school, the pupils study in grades 2–9. In addition, Martinkulma school has a class that supports the readiness for grades 1–2, i.e., the Start Class. Pupils in the Start Class are first-grade pupils who have been deemed to require an additional year before starting the actual first grade.

Hakalanpolku school

Hakalanpolku school provides instruction for disabled pupils and pre-primary education for pupils covered by extended compulsory education. The pupils' studies are organised either according to activity area or by subject according to an individual curriculum.

Emo Classes

An Emo Class is a special class for children with emotional difficulties. The class is intended for pupils in grades 1–4 who need versatile special support because of emotional or behavioural dysfunction and who cannot cope at their local school even with rigorous support measures. Admission to the class is subject to a child psychological treatment plan being drawn up in specialised health care or family counselling and the family's consequential contact with a child psychologist. Special class teachers, a psychiatric nurse and a social counsellor work in the class. The class can have a maximum of seven pupils.

Rehabilitation class

A rehabilitation class is intended for pupils in secondary school who cannot study at their local school because of psychological problems. A special needs teacher and social counsellor work in the class. The group can have a maximum of 10 pupils. Pupils' instruction is customised according to their capabilities. Pupils study in the group until further notice, as the goal is always to return to their local school. If a pupil is the client of a school psychologist or a school social worker, this relationship will continue with the same employee during study in the rehabilitation class.

The homeroom teacher will gather the information on the studies of the pupil transferring to a rehabilitation class, i.e. what the pupil has achieved in each subject and how it has been evaluated what is missing from the objectives of the grade. Before the transfer of the pupil to a rehabilitation class, the class staff will agree on conducting a discussion with the school. The pupil, guardian and homeroom teacher will be invited to take part in the discussion. The pupil takes with him or her the books and other tools assigned to him or her at the local school when transferring to a rehabilitation class.

Application to the rehabilitation class

If the school determines that the pupil will benefit from a rehabilitation class, the special education coordinator will be asked about available places in the class. Following this, the matter will be discussed with the pupil and guardians. If a decision is made to apply for a place in a rehabilitation class, a pedagogical evaluation of the pupil will be conducted.

If the pupil has been in general support at a local school, a special support decision can also be made based on a psychological or medical evaluation, provided it indicates that the teaching cannot be otherwise provided because of an illness, emotional dysfunction or other particular reason.

It is also possible for the pupil to transfer to a rehabilitation class during the school year.

Extended compulsory education

- The guardian applies for extended compulsory education using a dedicated form, attaching a psychological or medical statement.
- The application is submitted to the special education coordinator for comments by the pupil welfare services.
- The Head of the Basic Education is responsible for making a decision on the matter.

Pre-primary education included in the extended compulsory education will be provided centrally in connection with the school. After the pre-primary year, the child's school path will be planned based on the child's support needs, in cooperation with the guardian.

Support forms laid down in the Basic Education Act

Remedial teaching

The teacher will decide whether a pupil requires remedial teaching and will contact the pupil and guardian regarding the matter. They will be given information about remedial teaching, its implementation and the pupil's obligation to participate in the remedial teaching being arranged. The pupil and guardian can contact the teacher if they feel the pupil needs remedial teaching. Remedial teaching is generally given by the pupil's own teacher outside of lessons.

If the pupil falls behind in studies as a consequence of absences requested by the guardian and the guardian have attended to teaching during such absences, remedial teaching will be provided during the lessons related to the needs. Remedial teaching for pupils who have fallen behind because of neglected attendance will be provided during the lessons. The maximum number of lessons prescribed for a pupil's daily work does not apply to remedial teaching.

Part-time special needs education

In grades 1–2, part-time special needs education is mainly given to pupils with speech, reading and writing difficulties. The emphasis in speech teaching is on consulting guardians and giving assignments for home practice. In higher grades, part-time special needs education can concentrate on learning difficulties in a single subject, difficulties with learning skills or social skills.

Part-time special needs education will be provided by means of collaborative teaching, in a small group or as individual instruction. The provision of part-time special needs education is decided on by the pupil's own teacher, the special needs teacher and the principal in cooperation with the pupil and guardians.

Services and aids required to participate in education

The need for services and aids and their quantity will be assessed in a multi-disciplinary fashion based on a pedagogical assessment or pedagogical evaluation. The use of services and aids is described in the learning plan or IEP.

Interpreting services refer to sign language, for example, or other means of communicating that support or substitute speaking.

The Head of the Basic Education will decide on the assistant services on a school-specific basis. The use of the school's assistant resources will be decided on by the principal with the exception of personally assigned assistants. The goal of the school assistant's work is to assist and support the pupil in the various stages of the learning process, emphasising the independence and self-initiative of the pupil. The teacher's task is to plan, instruct, support and assess the work approach of both individual pupils and the entire group. The assistant's task is to guide and support the pupil in everyday situations and in relation to learning and school attendance, following the instructions given by the teacher or other support professionals.

CHAPTER 8 PUPIL WELFARE

8.1 Cross-sectoral cooperation in pupil welfare

8.2 Communal pupil welfare

8.3 Individual pupil welfare

8.4 Pupil welfare plans

8.5 Issues subject to local decisions and the preparation of school welfare plans

HYVINKÄÄ PUPIL WELFARE STEERING GROUP

- Guides, develops and assesses pupil welfare in Hyvinkää
- Prepares the pupil welfare services' part for the plan for the well-being of children and young people

SCHOOL WELFARE PLAN

- A communal well-being group led by the principal with representatives from teaching and pupil welfare staff.
- Guides, develops and assesses the school's pupil welfare
- Prepares the school's pupil welfare plan

CROSS-SECTORAL SPECIALIST GROUP

- Assembled with the pupil and guardian from the persons required for tending to pupil welfare matters
- Plans and implements correctly timed support for pupils

SCHOOL SOCIAL WORKER, PSYCHOLOGIST OR HEALTH NURSE CUSTOMER RELATIONSHIP

- Plans and implements correctly timed support for pupils
- Entries in the client register

In Hyvinkää, pupil welfare and safety promotion consist of the following components:

- 1) A plan for the well-being of children and young people, which includes the objectives of pupil welfare at a municipal level, an evaluation of services, measures for early support of pupils and pupil welfare quality evaluations.
- 2) The City of Hyvinkää's curriculum, which includes the policies applicable to all schools.

- 3) School-specific school welfare plan, which consists of a section common to all schools and school-specific details. The plan is used to implement, evaluate and develop student welfare services at schools.
- 4) The school's safety dossier, which includes plans and procedures related to school safety.

The plan for the well-being of children and young people will be approved by the city council every four years.

In Hyvinkää, matters pertaining to all schools are clarified in a pupil welfare guide that is updated annually.

In Hyvinkää, resources for pupil welfare services (school psychologist, school social worker and school healthcare services) are allocated and targeted at a municipal level. The school's pupil welfare committee plans the use of the resources assigned to the school and assesses the appropriateness of their allocation.

Six psychologists and six school social workers work in pre-primary and basic education pupil welfare. Pupil welfare workers are placed in the schools so that the number of pupils they are responsible for is distributed evenly and the employee handling pupil matters remains the same throughout the transition phases in basic education.

Ten school nurses work in school healthcare. Each school nurse is responsible for an area covering at least two schools. The number of pupils a school nurse is responsible for varies depending on the number of pupils at the schools, although it is always in accordance with the recommendations. A doctor works at the schools for 3–5 hours a week. The doctor's working hours are determined according to the number of pupils at the school.

According to the current assessment, the number of personnel in pupil welfare is sufficient.

The principal is the director of the pupil welfare and school welfare group at his or her school.

The school welfare group is the school's steering group supplemented by pupil welfare staff. Representatives of pupils and guardians, school staff and cooperation parties must be invited to the school welfare group in a manner appropriate to the matter and activities.

The tasks of the school welfare group include

- development, coordination and monitoring of communal well-being
- preparation of a school welfare plan and any other statutory plans related to well-being.

The school welfare group does not handle matters relating to individual pupils.

CHAPTER 9 SPECIAL QUESTIONS OF LANGUAGE AND CULTURE

(National basic education core curriculum, p. 22)

9.1 The Sámi and Sámi language speakers

(National basic education core curriculum, p. 86)

9.2 The Roma

(National basic education core curriculum, p. 87)

9.3 Sign language users

(National basic education core curriculum, p. 87)

9.4 Other plurilingual pupils

(National basic education core curriculum, p. 87)

9.5 Instruction of pupils from immigrant backgrounds in Hyvinkää

- Preparing instruction
- Instruction during the transition phase
- S2 instruction (Finnish as a second language)
- Instruction in the pupil's own mother tongue

Preparing instruction

When immigrant pupils of a basic education age move to Finland, they will start the school path in the preparing instruction group. If necessary, the groups will be divided according to age so that pupils aged 7–11 are in their own group and older pupils in another group. The number and location of groups are determined according to needs.

In addition, pupils coming from pre-primary school whose Finnish skills are not yet sufficient for following general education will be transferred to preparing instruction. Language skills will be evaluated in the pre-primary school with specific S2 language assessment material.

The objective of the preparing instructions is for the pupil's Finnish skills to develop to the skill level A1.3–A2.1, as described in the European framework. The goal is also to familiarise the pupil with the Finnish school and its working methods. Instruction is designed individually for each pupil and, where possible, the pupil is integrated with general teaching in certain subjects. Preparing instruction usually lasts for one school year but can also be continued, if necessary.

Instruction during the transition phase

Preparing instruction can continue as instruction during the transition phase. This is the process whereby the pupil has not yet attained the knowledge and skills during preparing instruction that would be sufficient for coping with general education. It is also possible to return from general education to transition phase studying if studying in general education proves too difficult.

Pupils who have moved to Finland at an age corresponding to secondary school can complete their studies entirely during the transition phase education within the age for compulsory education. Pupils in the transition phase are integrated early with arts and practical subjects, and also gradually with other subjects in general education.

S2 education

Instruction in Finnish as a second language constitutes one syllabus in the subject of Finnish language and literature. This syllabus is intended for all pupils whose mother tongue is not Finnish, Swedish or Sámi. In addition to the Finnish language and literature, the pupil will also learn about Finnish culture.

In Hyvinkää, specific S2 instruction is provided at the Härkävehmaa, Martti, Paavola and Puolimatka schools. In other schools, S2 instruction is implemented during Finnish as mother tongue lessons with differentiated instruction. The instruction adheres to the S2 curriculum and the corresponding assessment. In primary school, the S2 teacher and the class teachers plan the teaching together. In secondary school, the aim is for the subject of Finnish as a second language and literature to entirely replace the subject of Finnish language and literature.

If a pupil studies Finnish as a second language and literature, this will also be considered in the studies of other subjects, for example, with differentiated instruction, where needed. A learning plan will be prepared for plurilingual pupils, where necessary.

A pupil who has entered the country during the final phase of basic education (grades 6–9) can be exempted from studying the second national language, if necessary. The decision will be made for one school year at a time. The weekly lessons per year of the syllabus will then generally be replaced by instruction in Finnish as a second language.

Instruction in the pupil's own mother tongue

Pupils from immigrant backgrounds can receive instruction in their mother tongue if their mother tongue is officially (entered in the national population register) not Finnish or Swedish. A group can be set up if there are at least six pupils willing to learn the language. The instruction also includes instruction in the pupil's own culture. Usually, the pupil's own mother tongue will be studied for two lessons per week and lessons will take place outside the regular school day.

Pupils can also be provided with remedial teaching in their mother tongue, if this option is available. The plurilingualism of pupils and learning of their own mother tongue or other home language is supported, and pupils may also use their mother tongue(s) as a means of learning, if necessary. Pupils will be supported in their development to bilingualism and/or plurilingualism.

CHAPTER 10 BILINGUAL EDUCATION

(National basic education core curriculum, p. 89)

10.1 Goals of bilingual education and points of departure for the organisation of instruction

(National basic education core curriculum, p. 89)

10.2 In Hyvinkää

(National basic education core curriculum, p. 92)

Education in English

In Hyvinkää it is possible to receive extensive basic education in English in grades 1–6. The education is aimed at pupils whose home language is English or who are interested in studying English. Previous experience of English is desirable but not necessary. Pupils are selected for education in English based on an admission test. Pupils are also admitted from other municipalities.

Distribution of lesson hours in English-language education

SUBJECT/grade	1	2	3	4	5	6	total
Mother tongue and literature	4	4	4	5	4	4	25
A1 language	3	3	4	3	4	3	20
B1 language						2	2
Mathematics	4	4	4	4	4	3	23
Environmental studies	2	2	2	2	3	3	14
Religion/Ethics	1	1	2	1	1	1	7
History				1	2	2	5
Music	1	1	2	2	1	1	8
Visual arts	1	1	1	2	2	1	8
Crafts	2	2	2	2	2	2	12
Physical education	2	2	2	2	2	3	13
A2 language				2	2	2	6
total	20	20	23	24/26	25/27	25/27	

CHAPTER 11 BASIC EDUCATION BASED ON A PARTICULAR PHILOSOPHICAL OR PEDAGOGICAL SYSTEM

(National basic education core curriculum, p. 94)

11.1 Principles of the provision of education

(National basic education core curriculum, p. 94)

11.2 In Hyvinkää

At present, there is no basic education based on a particular philosophical or educational system in Hyvinkää.

CHAPTER 12 OPTIONAL STUDIES IN BASIC EDUCATION

(National basic education core curriculum, p. 95)

12.1 Optional lessons in artistic and practical subjects

(National basic education core curriculum, p. 95)

12.2 Optional subjects

(National basic education core curriculum, p. 95)

12.3 Free-choice and optional syllabi for foreign languages

(National basic education core curriculum, p. 96)

12.4 In Hyvinkää

Optional lessons in artistic and practical subjects

Primary school

Optional lessons in arts and practical subjects in primary school are divided according to the distribution of lessons in Hyvinkää basic education between different arts and practical subjects and are taught as part of the subject according to the grade-specific goals and contents of the subject curriculum.

Secondary school

The use of optional lessons for arts and practical subjects in secondary school is based on the pupil's choice. The eighth grade has three weekly lessons per year of optional arts and practical subjects while the ninth grade has two weekly lessons per year. The three lessons of arts and practical subjects in the eighth grade can have a duration of 2, 1 or 0.5 weekly lessons per year and can continue to the ninth grade. The school will decide on its palette of optional subjects and how they are offered in the grades.

Pupils studying in a special class of arts and practical subjects will select two hours of instruction from the arts and practical subjects in the emphasised subject in both the eighth and ninth grades. In addition to the emphasised subject, pupils may select one weekly lesson per year of arts and practical subjects in the eighth grade.

A separate plan has been prepared for the advanced studies of optional courses in arts and practical subjects. The plan is recorded in the subject entity for grades 7–9 for the subject in question.

Optional subjects

Primary school

The pupil has a total of three weekly lessons per year of optional subjects. They are equally distributed in grades 4–6. An optional subject can have a duration of 0.5 or 1 weekly lessons per year. If the duration of an optional subject is 0.5 weekly lessons per year, two of them must be selected for each school year. The school will decide whether a joint programme of optional subjects will be prepared for grades 4–6, whether each of them will have their own programme or whether the solution will be something in between. The school will prepare its programme of optional subjects according to its school culture and special skills as a collaborative effort between teachers and pupils.

Optional subjects, their content, objectives and evaluation policies will be submitted for approval by the local education board as part of the school's annual plan for the implementation of the local curriculum.

The pupil will choose the optional subject for one school year at a time.

Emphasised education will receive the required additional lessons from optional subjects, which means that pupils will choose optional subjects when receiving a place on an emphasised class. (Music-emphasising classes and English-language classes at Asema School.) This will be communicated to guardians well in advance before applying for an emphasised class.

Secondary school

There are four optional subjects in the eighth grade and two in the ninth grade. The school will decide on the optional subjects to be offered and will include them in the annual plan for the implementation of the local curriculum.

Pupils who do not study in classes emphasising the arts and practical subjects will select two weekly lessons per year of the optional subject in accordance with their emphasis on both the eighth and the ninth grades.

A pupil studying A2 English will select two weekly lessons per year of English in the eighth and ninth grades as an optional subject.

Assessment

- Modules of less than two weekly lessons per year do not affect the assessment
- The name of the optional subject studied by a pupil will be entered in the school year report
- If the optional part belongs to a subject and has a duration of at least 2 weekly lessons per year, it will be assessed together with the subject in question
- In other cases, the name of the optional subject will be entered in the school year report along with an indication of acceptable completion

Cooperation between schools

- Optional subjects or certain optional subjects can be planned as cooperation between schools
- Distance learning can be used in the instruction of optional subjects.

Framework of annual hours of education

- The school will make its decisions concerning the teaching of optional subjects within its framework of annual hours of education.

The following are included in the annual plan for the implementation of the local curriculum

- programme of optional subjects per grade/grade module
- for each optional subject,
 - name and scope
 - objectives and content by grade
 - special characteristics that may be involved with the learning environments, working methods, support and guidance

Free-choice and optional syllabi for foreign languages

Language programme in Hyvinkää basic education

Studies of the first foreign language (A1 language) start in grade 3. In all schools in sparsely populated areas the only A1 language is English. In an urban school (with the exception of Svenska skolan, where everyone has A1 Finnish), the following A1 languages are offered:

SCHOOL	LANGUAGES
Asema School	English, German, Russian
Hakala School	English, French
Hyvinkäänkylä School	English, Swedish
Hämeenkatu School	English, German,
Härkävehmaa School	English, Swedish
Martti School	English, German
Paavola School	English, German
Puolimatka School	English, French
Tapainlinna School	English, French
Vehkoja School	English, German

- A group will be established if there are at least 12 pupils in the group who choose the same language.
- Pupils who choose a language other than English as their first foreign language in grade 3 may start studying English as the A2 language in the 4th grade at their discretion.
- Pupils may have to change schools because of their language choice and will have the right to free transportation if the other conditions for transportation have been met.
- Starting in grade 4, English-language education pupils in primary school may study German as their A2 language at Asema School if the A2 language group has at least 12 pupils.
- Studies in Swedish (B1 language) commence in the sixth grade as of 1 August 2016. If the pupil studies Swedish as their A1 language, the pupil will not have a B1 language.

Studying the A1 language will continue from the seventh grade as follows:

SCHOOL	LANGUAGES
Härkävehmaa School	English, German, Swedish
Pohjoispuisto School	English, German,
Puolimatka School	English, French
Tapainlinna School	English, French,
Vehkoja School	English, German, Swedish

The optional B2 language is offered from the eighth grade as follows:

- Härkävehmaa, Pohjoispuisto and Tapainlinna pupils are offered French, German, Russian and Spanish in joint groups
- Puolimatka and Vehkoja pupils are offered French, German and Russian in joint groups

In specialised schools, foreign language education is decided upon in school-specific plans for implementation of the local curriculum.