



WELLBEING IN FINNISH SCHOOLS

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#Educational psychology
#Teacher Learning
#Phenomenon Based Learning
#Social and Emotional Learning

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LET'S START WITH AN EXCERCISE!



WELLBEING SUPPORT OF THE PUPILS IN FINNISH SCHOOLS

- **Inclusion in Finland:** *equal right to belong to education and society for all, with adequate support, resources, staff, training and equipment for participation in a neighbourhood school (Jahnukainen et al., 2023)*
- **School welfare services and pedagogical support equally accessible to all pupils:**
 - Special Education Teachers
 - School Nurse
 - Social Worker
 - Student Counsellors
 - School Psychologist
 - Medical Doctor

Free books and learning materials

Free school meals

Breaks



SPECIAL SUPPORT

Special Needs
Education, Individual
Education Plan

9,7% (2022)

INTENSIFIED SUPPORT

Learning Plan, Part-time
special education,
individual guidance

13,9 % (2022)

GENERAL SUPPORT

All pupils. Good quality basic education.
Forms of support: differentiated learning,
flexible groupings, co-teaching, part-time
special education

- Multi-professional student welfare group coordinates and supports the actions in **the three-tiered support model**
- Preventative **interprofessional collaboration** and **early intervention** in pupils' pedagogical or welfare challenges.
- **Pedagogical approach** instead of psycho-medical diagnosing problems and categorizing students.
- Support methods and tools are the same in all tiers, intensity varies
- Thuneberg et al., 2013



WELLBEING IS A PREREQUISITE FOR LEARNING

- Meeting pupils' needs and supporting wellbeing is in the basis of the national core curriculum.
- Social and emotional learning
 - Materials – MIELI RY: <https://mieli.fi/en/materials/>
- Positive pedagogy
 - Positive Learning: <https://seethegood.app>
- Anti-bullying activities
 - KiVa Antibullying Program: www.kivaprogram.net
- Involvement of students in the school community's decision making:
 - Participating in planning activities and democratic decision making about general issues in each school: <https://omaoppilaskunta.fi/in-english/>



TEACHERS' WORK-RELATED WELLBEING

- Teachers' work-related wellbeing has weakened alarmingly and a lot of teachers are in a burnout risk (i.e. Pyhältö & al., 2021)
- Many teachers consider leaving the profession (i.e. Juvonen & Toom, 2023)
- Self-Determination theory (SDT):
 - Autonomy (need to feel ownership)
 - Competence (need to experience mastery)
 - Relatedness (need to feel connected) (Deci & Ryan, 1985)
- Job-Demands and Resources Theory (JD-R):
 - Balance between demands and resources (Bakker & Demerouti, 2007)



WHAT DO YOU THINK ARE DEMANDS AND RESOURCES IN TEACHERS' WORK?



DEMANDS AND RESOURCES IN TEACHERS' WORK IN FINLAND

Vedenpää & al. in progress

DEMANDS

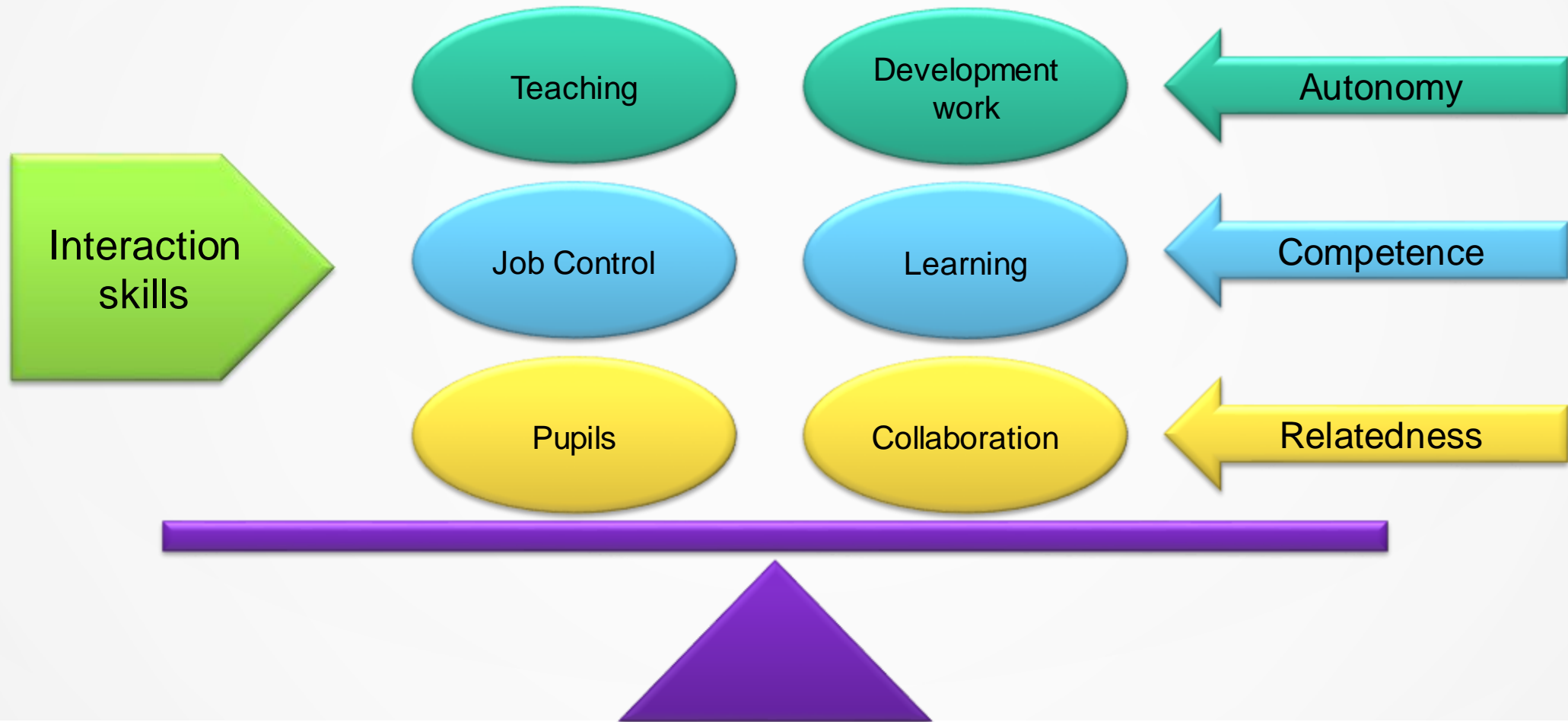
- Lack of job control (51%)
- Pupils (33%)
- Workload (30%)
- Collaboration with other stakeholders (21%)
- Lack of resources (16%)
- Unfavorable physical working environment (16%)

RESOURCES

- Pupils (69%)
- Collaboration and work community (44%)
- Learning of the pupils (38%)
- Teaching (18%)
- Developing (18%)
- Job control (13%)



AIMING FOR BALANCE OF RESOURCES AND DEMANDS





SOCIAL AND EMOTIONAL SKILLS IN TEACHER EDUCATION

- We need to support teachers' interaction skills and their competences in facilitating social and emotional learning of their pupils.
- We teach these skills in educational psychology courses for all the future teachers **but this is not enough.**
- Along with developing teacher training in universities we also need to support continuing professional learning of in-service teachers.



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THANK YOU!

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