

# Basic Education Core Curriculum - 2020



City of **Kajaani**  
Basic Education

*-Information for guardians-*

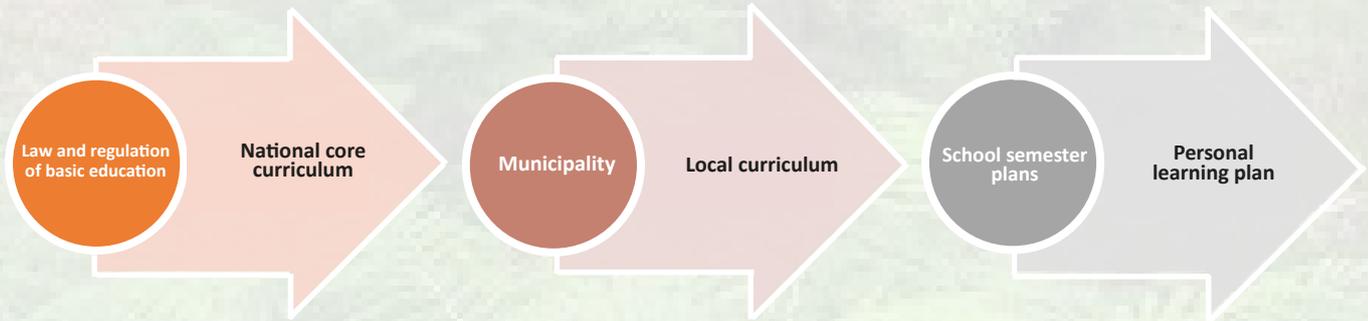


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# LEVELS OF CURRICULUM



# NATIONAL CURRICULUM FOR BASIC EDUCATION

- The national curriculum for basic education is prepared by Finnish National Agency for Education.
- The basics of the curriculum are created based on the Basic Education Act and Decree and the Government Decree.
- The purpose of the curriculum is to support and guide the organization of teaching and school work, and also to promote the equal implementation of basic education throughout Finland.
- National curriculum is the basis for the local curriculum.



# THE VALUES OF BASIC EDUCATION



- ***The uniqueness of pupils and the right to good education***

All pupils are unique and valuable as they are. Every pupil has the right to grow up as an individual and as a member of society.

Every pupil has the right to high-quality education and success in school work.

- ***Humanity, education, equality and democracy***

An educated individual strives to do the right thing to themselves, to others and to the environment.

They can use information critically.

Education also involves the pursuit of self-regulation and responsibility for self-development and well-being.

Basic education is based on respect for life and human rights. It goes to defend them and to not violate human dignity.

Basic education promotes wellbeing, democracy and active participation in civil society.

- ***Cultural diversity as a richness***

Basic education is based on the diverse Finnish cultural heritage.

It has been formed and is further shaped by the interaction of different cultures.

Teaching supports the development and growth of pupils' own cultural identities as active actors in their own culture and community, and their interest in other cultures.

- ***The need for a sustainable lifestyle***

Basic education recognizes the need for sustainable development and ecosocial education, acting accordingly and guiding pupils in adopting a sustainable lifestyle.

The dimensions of sustainable development and lifestyle are ecological and economic as well as social and cultural.

## Concept of learning

According to our concept of learning, pupils are active participants.

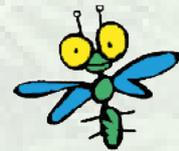
They learn to set goals and solve problems both independently and together with others.

Learning is an inseparable part of the growth of an individual human being, and it also has an important role in building good life of the community.

For thinking and learning, language, the body and the use of different senses are all essential.

In addition to acquiring new knowledge and skills, pupils will also learn to reflect on their learning, experiences and feelings.

Positive emotional experiences, the joy of learning and creative activities stimulate learning and also inspire the development of one's skills.



# CURRICULUM FOR BASIC EDUCATION OF CITY OF KAJAANI

The local curriculum provides a common basis and direction for the daily school work. It outlines the activities of the organizer of the education as well as the work of the schools. The curriculum promotes the wellbeing and learning of children and adolescents by integrating school activities with other local activities.

If there is a need for special support, the individual curriculum of the pupil is created by the teaching staff together with the pupil and the guardians.

## Steps of the basis values of the basic education of city of Kajaani, STEP:

- Social skills
- Working life skills
- Life management skills
- Locality





## STEP in practice

In all school work, children and adolescents practice cooperation skills, together with guardians. They are guided to listen to others, respect others and appreciate all kinds of abilities.

The participation and involvement of a pupils is the center of school work. Alongside school subjects, pupils learn and practice how to take care of oneself and common matters, focusing on the great future of each pupil.

A communal, great future is based on local knowledge and appreciation of the local area. The history of Kainuu and Kajaani, and the environment and the notable people of the area are prominent in both everyday schooling and the celebrations of the school. School work is carried out while getting to know the local environment.



# COMPREHENSIVE COMPETENCE

Comprehensive competence refers to a combination of knowledge, skills, values, attitudes and volition.

Competence also refers to the ability to use the knowledge and skills in a way that is appropriate to the situation.

Comprehensive competence includes

- Thinking and learning
- Cultural competence, interaction and expression
- Taking care of oneself and managing daily life
- Working life competence
- Multiliteracy and ICT competence
- Participation and influencing



## Thinking and learning



Thinking and learning create a basis for the development of other expertise.

Pupils are guided to realize the many ways the knowledge is constructed. They are encouraged to think about things using their own creative ability and to be open towards new ways of solution.

A creative, exploring way of work, working together and the opportunity to focus are all essential to the development of thinking and learning.

Pupils are encouraged to plan their work, set goals and reflect on their progress in a way that is suitable for both their personality and their age group.

## Cultural competence, interaction and expression

Pupils learn to know and appreciate the environment and the cultural heritage of them and of others. They are guided to face other people with respect and to follow good manners. In school, they experience and interpret art, culture and cultural heritage.

Pupils are guided to promote aesthetics and to enjoy its various form.

In teaching, developing both the multilingual linguistic communication as well as sign and body language are seen as important tools for interaction. Pupils are guided to use all of these languages in school work.

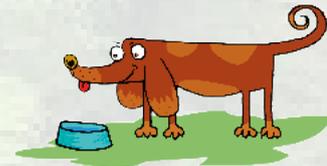
## Taking care of oneself and managing daily life

Pupils are guided to take care of both themselves and the others. They will grow to realize the importance of relationships and care.

They are guided to anticipate dangerous situations and act according to the situation.

Pupils are guided to responsible and ethical use of technology.

In school work, pupils learn how to take care of themselves financially. They are directed toward fairness, sharing and frugality.



## Working life competence

Alongside school work, pupils gain experience about working life. The aim of these activities is to promote pupils' interest and a positive attitude towards work.

School also cooperates with local businesses. This gives pupils a chance to learn project work, interpersonal skills and networking - skills that are important in working life. In functional teaching, pupils will learn other skills required by working life: the skills of time management, planning and reasoning.

Pupils are encouraged to find their own interests and strengths, and to make informed choices for their future studies.



## Multiliteracy and ICT competence

Multiliteracy is the ability to acquire, combine, shape, create and evaluate information across a variety of forms and use it according to the situation.

Text may be written, spoken, printed, digital, graphic, numeric, or the message may be in a moving form.

Learning is enhanced by various tools and activities are performed together with teachers of different areas and pupils.

The key thing is to take pupils own interest in account and find methods suitable from them.

## Participation and influencing

School is a safe environment to practice the skills needed in participation and influencing. Pupils participate in planning not only their own learning but also the communal school work and the learning environment.

The school supports the creation of a personal relationship with the nature.

By participating in school, pupils learn to express their views in a constructive way and to resolve conflicts by negotiating.

They are guided to understand the significance of their choices and the consequences of them to themselves, the local community, society and nature.

## COOPERATION AND PARTICIPATION



Pupils participation and consultation is the basis of school work.

Pupils involvement in planning the school work and the local environment enhances the participation.

Cooperation of home and school in raising the children enhances the well-being and safety of both the pupil and the school community.

The guardian has the primary responsibility to raise their child. The school supports this task and is responsible for the pupil's education and growth as a member of the school community.

The interaction between home and school is operated both at the individual level and at the level of community. Guardians are given information on their child's learning, both the successes and the challenges, and they are welcome to participate in school life.

The school encourages parents to network with parents' associations. These activities support the work of the school and the teachers.





*Read more  
about the curriculum  
for basic education on Kajaani City's  
homepage for basic education  
[www.kajaani.fi/palvelut/perusopetus](http://www.kajaani.fi/palvelut/perusopetus)*

*References: Finnish National Agency for Education, Core curriculum for basic education 2014  
Curriculum for basic education of Kajaani City 2016*

*Drawings: Perttu Penttinen  
Cover picture: Tiina Kaakinen*

