

OPS 2016

The value base of basic education

The basics of the curriculum have been prepared in accordance with the value base presented here.

The necessity of a sustainable lifestyle

Man is part of nature and completely dependent on the vitality of ecosystems. Understanding this is central to growing as a person. Basic education identifies sustainable development and the necessity of eco-social civilization, acting accordingly and guiding students to sustainability lifestyle adoption. The dimensions of sustainable development and lifestyle are ecological and economic as well as social and cultural. The guiding principle of ecosocial civilization is to create a way of life and a culture that cherishes the inviolability of human dignity, the diversity and resilience of ecosystems, and at the same time builds a base knowledge for the sustainable use of natural resources use-based circular economy. Ecosocial Education means understanding in particular the severity of climate change and the pursuit of sustainable action.

Man develops and uses technology and makes technology based decisions about his values from the bottom. He has a responsibility to steer technology in a direction that secures the future of man and nature. Basic education considers the contradictions in consumption and production patterns in relation to a sustainable future, and seeks and implements them jointly, and in the long term solutions that correct our way of life. Students are also instructed to know and influence the social structures and solutions that affect development. Basic education opens up a perspective global responsibility that spans generations.

The goal is wide-ranging expertise

Broad-based competence refers to the formation of knowledge, skills, values, attitudes and will. Competence also means the ability to use knowledge and skills when required by a situation. How students use their knowledge and skills is influenced by what students adopt values and attitudes and the will to act. The increased need for wide-ranging expertise rises in the surrounding changes in the world. Growing up as a person, studying, working and being a citizen now and in the future require knowledge that transcends and connects the field of knowledge and skills.

Self-care and everyday skills (L3)

Surviving in life and everyday life requires more and more diverse skills. It is about health, safety and human relations, mobility and transport, working in a technologicalized everyday life and managing and consuming one's finances, all of which contribute to a sustainable lifestyle. Basic education supports students' confidence in the future.

The school community guides us to understand that everyone contributes to their own well-being, health and safety through their actions. Students are encouraged to take care of themselves and others, to practice skills that are important for their own lives and daily lives, and to increase the well-being of their environment. During primary education, students learn to know and understand the importance of factors that promote and hinder well-being and health, as well as safety, and to search for related information. They will have the opportunity to take responsibility for their own and teamwork and to develop their emotional and social skills. Students grow to realize the importance of interpersonal relationships and mutual care. They also learn time management, which is an important part of everyday management and self-regulation. Students will have the opportunity to practice working for their own safety and the safety of others in different situations, including traffic. They are instructed to anticipate incidents and act appropriately. They are taught to identify key security-related symbols and to protect their privacy and personal boundaries.

Students are instructed to develop their consumer skills and their ability to take care of their own finances. and financial planning. Students receive guidance on how to act as a consumer, advertising critical advertising and knowledge and ethical exercise of one's own rights and responsibilities. They are encouraged to be fair, sharing, and frugal. During basic education, students practice sustainable lifestyle choices and practices.

Participation, influence and building a sustainable future (L7)

Participation in social activities is a basic precondition for the functioning of democracy. The skills of participation and influence, as well as a responsible attitude to the future, can only be learned by practicing. The school community provides a safe framework for this. At the same time, basic education creates a base knowledge for the growth of students as responsible citizens who exercise democratic rights and freedoms responsibly. The role of the school is to strengthen the involvement of each student.

In basic education, conditions are created for students' interest in the school community and society. The school respects their right to participate in decision-making their age and according to their level of development. Students participate in the planning, implementation and evaluation of their own studies, joint school work and learning environment. They get information and experiences systems and means for the participation and influence of civil society and the community working outside school. The importance of protecting the environment opens up to the individual through the relationship with nature. Students learn to evaluate the impact of media and use its potential. Through experiences, students learn to influence, make decisions, and take responsibility. At the same time, they learn to understand the importance of rules and agreements and trust. Part- by enrolling both inside and outside school, students learn to express their own views constructively. They learn to work together and get opportunities to practice negotiation, mediation and resolution of disputes, as well as

critical examination of issues. Students are encouraged to consider their proposals from the perspectives of equality and non-discrimination, fair treatment and a sustainable lifestyle.

During primary education, students reflect on the relationship between the past, present, and future connections and different options for the future. They are guided to understand their own choices, the importance of lifestyles and actions not only for themselves, but also for their communities, society and nature. Students will be empowered to evaluate and transform their own and community and societal practices and structures to build a sustainable future.

Principles guiding the development of an operating culture

The purpose of the principles of the operating culture of basic education is to support the organizers of education and schools in directing their activities. The principles have been described with the school in mind in particular. The task of the education provider is to create the conditions for the implementation of the principles in schools and develop its own operating culture in the same direction. The aim is to create a culture of action that promotes learning, inclusion, well-being and a sustainable lifestyle. Implementing the principles requires taking into account local needs and opportunities, working with carers and other partners, and genuinely involving students in community development.

Responsibility for the environment and orientation towards a sustainable future

In all its activities, the learning community takes into account the need for a sustainable lifestyle. Through its everyday choices and actions, the school embodies a responsible attitude towards the environment. Material choices and practices that waste raw materials, energy and biodiversity will be made sustainable. The importance of the intangible elements of a sustainable lifestyle for well-being highlighted and given time and visibility in their daily school work. Students are involved planning and implementing a sustainable everyday life.

The learning community builds hope for a good future by creating a knowledge base for ecosocial civilization. A realistic and practical attitude to shaping the conditions for a good future strengthens the growth of responsibility as community members, residents and citizens. It encourages students to face the diversity of the world openly and curiously and to act for a fairer and more sustainable future.

Learning environments and ways of working

Learning environments

Learning environments refer to spaces and places as well as communities and practices where studying and learning take place. The learning environment also includes tools, services and materials used in study. Learning environments should support the growth of the individual and the community, learning and interaction³¹. All community members contribute to the learning environment to work. Well-functioning learning environments promote interaction, participation, and community knowledge building. They also allow for active co-operation with out-of-school communities. or with experts.

The aim of the development of learning environments is that the learning environments form the diversified and flexible entity. The development shall take into account the their special needs. Learning environments should provide opportunities for creative solutions as well as reviewing and researching issues from different perspectives. In addition, in the development of learning environments and the selection takes into account that students also learn new knowledge and skills outside school.

Working methods

Diverse ways of working bring learning joy and experiences of success and support people of different ages. seasonal creative activity. Experiential and functional ways of working and different senses exercise and mobility increase the experiential nature of learning and strengthen motivation. Motivation is also strengthened by ways of working that support self-direction and a sense of belonging to a group.