Road to 21ST Century Competence

Evaluation framework for transversal competences in the Finnish curriculum

T1 Thinking and Learning to Learn	T2 Cultural Competence, Interaction and Self-Expression	T3 Self-Care and Managing Everyday Life	T4 Multiliteracy	T5 Information and Communication Technology (ICT) Competence	T6 Working Life Skills and Entrepreneurship	T7 Participating, Influencing and Building a Sustainable Future
THEME 1 Enquiry-based Learning **THEME 2** Me as a Learner **THEME 3** Learning Community	**THEME 1** Cultural Encounters **THEME 2** Emotianal Skills **THEME 3** Learning Community	**THEME 1** Managing Everyday Life **THEME 2** Being a Member of a Well-functioning Society **THEME 3** Safety and Security in Everyday Life	**THEME 1** Communication **THEME 2** Multimedia and Communication **THEME 3** Contextual Skills	**THEME 1** Enquiry-based and Creativce Studying: Data Management **THEME 2** Practical Skills and Programming **THEME 3** Being Responsible and Safe **THEME 4** Social Interaction and Networking	**THEME 1** Readiness for Working Life **THEME 2** Social Interaction at Work **THEME 3** Working Life in Practice	**THEME 1** Means to Influence **THEME 2** Structures and Rules of Society **THEME 3** Building the Future

Figure | The transversal competencies in the Finnish national curriculum and their sub-themes in the evaluation framework.

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Road to 21st Century Competences

"Road to 21st Century Competences" is an assessment tool, which supports teachers in evaluating how well they plan their lessons for teaching 21st Century competences. The tool aids teachers in discovering their own strengths, where improvements are to be made and ideas for implementing 21st Century skills in their daily school work. The assessment tool also assists whole school communities by evaluating the opportunities students are offered to master 21st Century skills. This tool is originally based on the Finnish national curriculum and supports its implementation, pedagogy, and learning concept. It was originally designed to be used by all Finnish teachers, schools and municipalities!

In practical terms, to assess one's own 21st Century competence, the teacher can utilise the assessment frameworks below to evaluate their own 21st Century skills-related teaching abilities, one skillset at a time. Moreover, it can also be used to identify one's own interests, strengths and areas of improvement. With the help of the assessment tool, the school community is able to share the responsibilities of teaching 21st Century skills amongst itself, improve teacher collaboration and enable more co-teaching possibilities. The intrinsic objectives of 21st Century competence can act as a basis for all of the teachers' mutual, and personal, teaching goals.

In collaboration with parents, students and schools, we can create the opportunities necessary to learn 21st Century competencies. Teachers and schools require the support, participation and commitment of all involved parties, in or out of the school community: teacher cooperation, support from the school management, fostering an effective working culture, and the involvement of student households is essential to overall success. To enable 21st Century competence the school is to support teachers in collaborative lesson planning: no one teacher is expected to master all facets of teaching 21st Century skills. By offering teachers opportunities for improving and maintaining teacher expertise, they are able to focus on student well-being and achieving the goals of their learning plans.

Our purpose is to make things happen on the municipal, school, and classroom levels!

Microsoft

The Skills and Themes of 21st Century Competences:

T1
Thinking and Learning to Learn

T2
Cultural Competence, Interaction and Self-Expression

T3
Self-Care and Managing Everyday Life

T4
Multiliteracy

T5
Information and Communication Technology (ICT) Competence

T6
Working Life Skills and Entrepreneurship
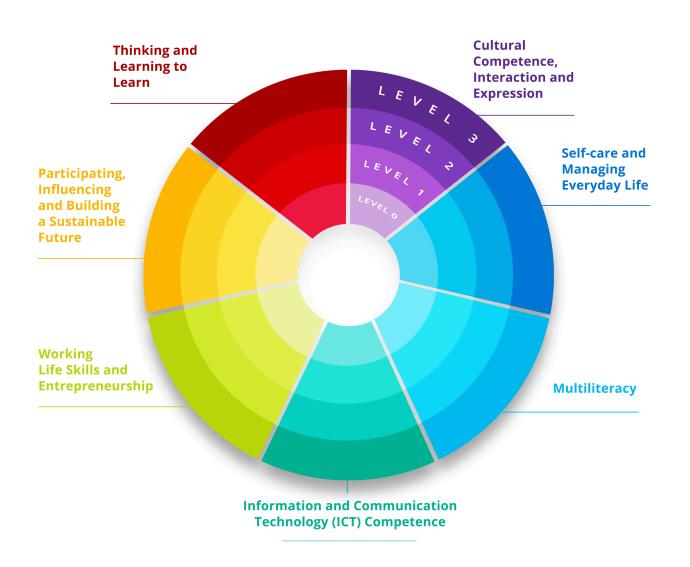
T7
Participating, Influencing, and Building a Sustainable Future

The Skills and Themes of 21st Century Competences

Thinking and Learning to Learn

Cultural Competence, Interaction and Expression

L E V E L 3
L E V E L 2
L E V E L 1
LEVEL 0

Self-care and Managing Everyday Life

Participating, Influencing and Building a Sustainable Future

Multiliteracy

Working Life Skills and Entrepreneurship

Information and Communication Technology (ICT) Competence
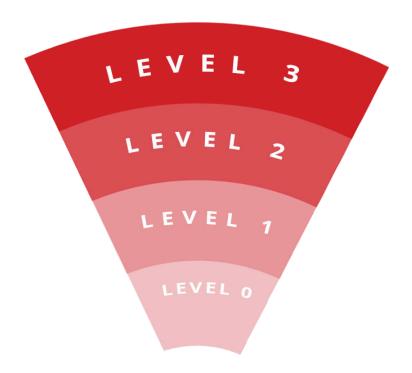
21st Century competence as a whole is segmented into skills, and each skill is divided into four distinct skill levels. The different areas of expertise and the skillsets they entail often overlap, are interrelated, but never contradict each other. When developing a lesson plan for teaching 21st Century skills, the students' age and current competence level should be taken into consideration. The purpose is to ensure that when students graduate from school, they would have had as many opportunities as possible for developing their 21st Century skillsets. The teacher can take their own, as well as their students' skills from the first level of competence (level 0) all the way to the last (level 3), one level at a time. On the first level, the teacher recognises the importance of 21st Century skills, experiments with them, and informs students about their existence. At the next level, these skills are taught more systematically, being incorporated into the syllabus, but still is a primarily teacher-led endeavour. At the last level students learn more independently and are self-directing their studies.

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What Happens when your Skill Level Grows?

- The student is more enterprising and is better at self-direction

- The focus of the teacher's work moves from teaching a class to directing students' learning (which may not be linear)

- The learning environment becomes broader

- Cognitive activity deepens: repetition and superficiality is replaced with depth-minded, long-term memorisation, holistic thought and analysis

- Attaining 21st Century competence is set a timetable and achievable goals

- Variety and expediency grow hand-in-hand

- Collaborative activities become more commonplace

- From monological teaching to collaborative knowledge creation

- From external motivation to self-motivation

- The improvement of 21st Century competence is assessed more systematically

LEVEL 3
LEVEL 2
LEVEL 1
LEVEL 0

T1

Thinking and Learning to Learn

The ability to think and learning how to learn forms the groundwork for lifelong learning. Building on those skills helps people reach their personal development goals, such as understanding the relationships between everything, the ability to self-motivate and set personal targets, as well as independence. At the same time, it's important to study and evaluate the personal experiences and feelings that arise from your learning. Ability to think and learning how to learn are both competences that remain interconnected with all other 21st Century Skills throughout life.

THEME 1:
Enquiry-based Learning

Skill 1:
Managing an Enquiry-based Learning Style

Managing an enquiry-based learning style includes the ability to search, produce, evaluate, edit, and publish data and ideas. It is essential students learn how to set personal goals, plan their studies, and assess their progress, independently as well as collaboratively. In managing an enquiry-based learning style it is important that students take responsibility for their own, as well as their group's learning. Students should develop an understanding of the process for succeeding using an enquiry-based learning method.

LEVEL 0

The teacher does not direct students to work in accordance with enquiry-based learning principles at all.

LEVEL 1

Students familiarise themselves with all the different stages of an enquiry-based learning method, such as research, production of data, evaluation, editing and publishing. The teacher directs students into an enquiry-based learning style by setting questions for students to answer.

LEVEL 2

Students are directed to set their own questions and answer them using an enquiry-based learning method. Students learn, with the aid of the teacher and other students, to set themselves goals, research data from a wide range of sources, plan their study methods, produce answers to the set questions, and evaluate their own progress. The results are presented to the rest of the group and edited according to the feedback.

LEVEL 3

Students are able to independently study real world phenomena from their surroundings and determine questions related to them. Students are directed towards long-term enquiry-based learning projects, in which they learn to independently define the phenomenon to be studied, the problem being studied, set goals, research data from a wide range of sources using multiple methods, plan their study methods, produce answers to their own questions, setting follow-up questions, evaluating their progress and editing their results based on their own, as well as their peers' evaluations. The teacher enables cross-subject study methods and directs students to exploit external aid (e.g. connecting with experts familiar with the studied phenomenon). The findings will ideally be published outside of one's own class or school.

Skill 2:
Critical Thinking

Understanding the diversity of information and the ability to think critically and question concepts are fundamental skills in interpreting and understanding data. Information can be formed in a variety of ways: from a diverse range of sources, personal experiences, academic authority or even deductive reasoning, to name a few. Generally, real world phenomena are not black and white, but rather they are related to numerous perspectives and disagreements and thus the school community should support students in interpreting ambiguous and conflicting information. It is essential to attain the ability to assess the credibility of information.

LEVEL 0

The teacher does not direct the students to examine different ways data is made and how it is conceived, nor do they teach data credibility assessment skills.

LEVEL 1

The teacher directs students to listen to others' viewpoints and respect differing opinions. Led by the teacher, the students go over the various ways information is produced and conceived, for example by understanding the difference between an argument and an opinion.

LEVEL 2

Students research the multiple ways information can be produced and how differently constructed perspectives and thoughts have been formed and how they are distinct from one another. Students are encouraged to attempt different ways to question and examine information, comprising arguments from factual data, and interpreting ambiguous or conflicting data. Assessing the credibility of information is also practised.

LEVEL 3

Students research the multiple ways information can be produced and how differently constructed perspectives and thoughts have been formed and how they are distinct from one another. Students are encouraged to attempt different ways to question and examine information, comprising arguments from factual data, and interpreting ambiguous or conflicting data. Assessing the credibility of information is also practised.

T1 Thinking and Learning to Learn – Enquiry-based Learning – Critical Thinking

Tip!

What kind of conception of knowledge is predominant in the subject you teach and how does this differ between different subjects?

T1 Thinking and Learning to Learn – Enquiry-based Learning – Critical Thinking

Skill 3:
Creative and Insightful Thinking

Creative thinking requires time and space for pondering, innovating and discovering. Unprejudiced study of new perspectives and subjects aids in overcoming barriers to higher thought. Gamification and playfulness can also ease the ability to be creative and imaginative. It is important to understand that creativity is not some mystical birth-right which an individual is born with, but instead it can be learned.

Creativity requires skills, knowledge, enriching human interactions and social support for understanding the emotional factors behind creativity. Fostering creative activity can be encouraged through trying the different stages of the creative process and the modes of operation related to that stage. If the creative process is unfamiliar, it is difficult to innovate. Results are not the primary objective in creative activities, instead it is more valuable to systematically go through all the stages of the creative process.

The creative process can be divided into distinct stages, such as preparation, incubation, realisation, honing the idea, and finally publishing. The process is not linear and it is common to jump to any stage if necessary. The creative process demands persistence and progress usually occurs in small increments. Truly ground-breaking and innovative thinking is born from significantly developing one's own abilities and knowledge, as well as surrounding oneself with supportive people.

LEVEL 0

The teacher is not enabling learning situations where students' imagination and creativity are given time and space to be realised.

LEVEL 1

The teacher allows for time and space for students to be reflective, imaginative and creative, and offers positive experiences of success arising from creative thinking. Students are encouraged to connect differing perspectives, utilise their imaginations, and bring forth new ideas.

LEVEL 2

Directed by the teacher, students are set learning assignments with which they are able to familiarise themselves with all the stages in the creative process and sample the different approaches each of them have. Students learn how to create a social atmosphere that fosters creativity, such as respect for others' views etc. The teacher's assessment focuses on the creative process, not the end result.

LEVEL 3

Students are directed into interactive, independent and long-term creative processes. During this the students become familiarised with all the stages of the creative process and learn to manage their emotional state during the process, as well as adapting other methods and equipment. Students are independently fostering an encouraging and creative debating environment in which all are free to express their views. The students also learn to assess their own, and others' creative processes.

T1 Thinking and Learning to Learn – Enquiry-based Learning – Creative and Insightful Thinking

Tip!

Creative thinking is not exclusively related to the Arts and can be practised in all subject matters! Think of different ways in which you could foster creative thinking in learning situations, such as by trying out new learning methods, changing your learning environment, or utilising technology.

THEME 2:

Me as a Learner

Skill 1:

Responsibility Over Your Own Learning

The student is not a passive actor, but rather has a significant role in their own learning. The student's ability to be an effective learner can be reinforced by guiding them towards understanding that they are stakeholders in their own learning. Self-confidence and independent learning management skills improve as the student garners positive experiences from being vested in their own education. Self-image and confidence in one's own abilities have a stark effect on learning success, for example by how a student reacts to facing new challenges and how ambitious their personal goals are.

LEVEL 0

The teacher does not allow students to take any kind of responsibility for their learning whatsoever. The teacher does not provide space and time for student observations or questions.

LEVEL 1

The teacher encourages students to pose questions and freely express their thoughts. The teacher also provides students with options and a freedom of choice for their learning. The teacher gives attention to student insights, experiences and queries. Students are allowed to take some responsibility over the fundamental aspects of their own learning, but otherwise the teacher sets a strict framework for studying.

LEVEL 2

The teacher directs students to utilise information independently, brain-storm and take initiative. Students are clearly given opportunities to take responsibility over their own learning, e.g. by selecting their syllabus and learning methods. Under teacher supervision the students set personal goals for their own learning and consider the ways these can be reached. Students are guided to map out their own knowledge and skills, while sparing a thought for what they should learn in the future.

LEVEL 3

Students are given the opportunity to take initiative in planning and executing long-term projects both independently and in a group. Students set goals, pick their own learning methods and syllabi, and assess their own, as well as others' progress. Students learn to independently evaluate their current knowledge and skills, and consequently learn to plan out their own future learning with the aid of constructive feedback.

Tip!

A weekly "Thinking and Learning to Learn" -class: an open discussion where students discuss learning-related topics, such as intelligence, talent, emotions, the 'work flow' etc., and how certain things can affect learning. When the teacher vocalises learning-related terminology, it facilitates the student's ability to process learning-related phenomena.

Skill 2:
Discovering Your Own Strengths and Appropriate Learning Strategies

Identifying your own strengths, habits, and learning strategies aids in developing one's ability to think and learn how to learn. When the student visualises their own habits as a learner, they can consciously begin to develop themselves. On top of visualising the content of learning, it is important to map out one's own learning process. Making the learning process transparent helps students understand all the facets of learning and how learning can be influenced.

However, one should be careful when discussing different learning styles, since despite us having inclinations in how we process information, studies do not support the idea that each individual has a pre-determined learning style. Instead, we are more versatile as learners than commonly thought and are able to learn new study methods and can adjust our styles to solve the question at hand.

LEVEL 0

The teacher does not teach students to examine their own learning habits or familiarise themselves with different learning strategies. Teaching is solely derived from the syllabus.

LEVEL 1

The teacher educates students about the multiple methods to learn and gives attention to the students' different learning strategies. Under teacher supervision various learning strategies are covered, and attempted.

LEVEL 2

Students are guided in discovering their own strengths as learners, and are taught to exploit various learning strategies. Poor learning strategies and habits are to be discarded. Students are also directed to self-assess their learning strategies and habits.

LEVEL 3

Students are presented with opportunities to experience varied learning situations, in which they can systematically utilise their learning strategies. It is important to learn how different strategies can be applied according to specific situations and tasks. Students also learn to independently assess others', as well as their own, strategies and strengths, how they can be improved, and how different learning habits could potentially be combined to improve learning effectiveness.

Tip!

Different learning methods and strategies can be appropriate for certain subjects and learning situations. Consider which methods could be appropriate for your own subject. Are you able to try alternative methods and in what ways do learning processes vary in different learning situations?

Tip!

The so-called "Sensory Channel Theory" in learning, which postulates that individuals can be divided into distinct categories according to whether they learn best through seeing, hearing, or feeling, have been recognised as myths. Although people are distinct from one another, the most vital contrasts are in fact related to cognitive readiness, temperament and motivation, to name a few. It is more useful to master one effective learning strategy rather than be categorised into one static learning style group. It is also more helpful to consider what learners have in common, instead of how we differ. However, it is recommended to understand and practically apply other learning strategies and techniques, while simultaneously pondering which strategy and method suits those different situations. Flexibility and the ability to adapt strategies to the task at hand is the cornerstone of effective learning.

Skill 3:
Creating Your Own Learning Path

Reflecting over one's own learning goals and choices helps in creating a learning path for oneself. Students are supported in researching opportunities and are provided support in making both long-term, and short-term commitments in the fields they are interested in. In contemplating these decisions and opportunities, it is important to be unprejudiced and encourage questioning of preconceived understandings of career paths (e.g. gender stereotypes). The objective is to teach students the ways in which they can independently influence their own futures.

LEVEL 0

The teacher does not go through the different opportunities related to learning or the future.

LEVEL 1

The teacher informs students about all the different education-related options and opportunities available to them. These options and opportunities are always examined in an unprejudiced manner. Furthermore, students are supported in identifying some professions, in which their own strengths or interests could be utilised.

LEVEL 2

Students are directed to consider their own interests and strengths in relation to different educational opportunities, as well to set appropriate learning objectives. The teacher integrates student interests and learning objectives into study tasks, with which students are aided in realising the value of the competences they have acquired in their education and free time.

LEVEL 3

Students research different kinds of learning paths and learning-related opportunities, while reflecting on their personal interests, strengths, and personal development needs. Students are guided in planning their personal paths for the future, while setting themselves short- and long-term goals and regularly self-assessing their completion. Students learn to question pre-conceived notions of certain academic and professional paths. However, it is fundamental to learn how one can self-sufficiently influence their own future.

Tip!

In a group with your students, consider what kinds of school subject combinations are required in different professions and aim to come up with some brand new school subjects that seem tailored for attaining a qualification in a specific profession.

THEME 3:

Learning Community

Skill 1:
Collaboration Skills

The purpose of the ability to co-operate is for students to learn how to actively listen to each other and debate respectfully so as to ensure everyone feels they are members of the group. The teacher has a vital role in enabling the learning of social interaction skills and setting an example for effective communication.

The teacher also should foster a culture of interaction in the classroom, school, as well as in wider learning environments. It is important to direct students to work and develop ideas together in a group, which also serves to improve their thinking skills.

LEVEL 0

The teacher does not create learning situations where students could practise collaboration skills. Students work primarily alone and do not consciously develop their cooperation skills.

LEVEL 1

The teacher plans learning situations with which students may practise their collaboration skills, such as listening to others, engaging in respectful dialogue, as well as asking for, and giving, help.

LEVEL 2

Students are guided in fostering a cooperative atmosphere, in which social interaction and respectful peer collaboration between students is emphasised. Students learn group-related skills and learn to utilise group collaboration to improve their own thinking

LEVEL 3

Students learn to independently group into various sizes and themes of groups, and deepen previously taught collaboration skills even further. The students gain collaborative experience not only through these groups, but also through extra-curricular activities outside of the school community. It is also important that students learn how insights produced in different groups can be exploited for developing one's own learning and thinking.

T1 Thinking and Learning to Learn – Learning Community – Collaboration Skills

Skill 2:
Communal Learning and Knowledge Building

Social interaction that aims to deliver diversified learning and create new knowledge can give birth to something greater than the sum of its parts. We can overcome our individual limitations by truly learning to collaborate with one another. Students can learn the value of collaborative work by sharing responsibilities over mutual learning goals, and exerting oneself to reach those goals while supporting your peers.

LEVEL 0

The teacher does not enable communal learning and knowledge building, but rather teaching is especially teacher-led and students work alone. Even if the students are grouped, they do not learn to set group objectives.

LEVEL 1

Under teacher supervision students attempt setting mutual learning objectives and outline how responsibility is shared between different group roles in order to reach their common goals. The teacher encourages students to discuss their group dynamic, such as how group studying is organised and how consensus is achieved for group decisions.

LEVEL 2

The teacher aids students in forming a constructive and sincere collaborative atmosphere, with which students are able to resolve differences and make compromises for reaching certain mutual objectives. The students learn to produce and connect data, while simultaneously developing their own knowledge through this collaboration.

LEVEL 3

Students learn to share responsibilities and form groups independently that serve to achieve mutual goals and inspire the formation of new ideas. Each member of a group has a role and is given a responsibility, which is known to all other group members. Students practise various modes of operation for achieving their common goals. They learn to evaluate working methods and how well goals are reached. The individual's and group's know-how continually improves as the group works towards reaching its goals.

T2

Cultural Competence, Interaction and Self-Expression

To be able to live in today's socially diverse environments and having a culturally sustainable lifestyle requires an understanding of the influence different cultural backgrounds have on people, in addition to possessing advanced emotional and social interaction skills. It is important for students to familiarise themselves with their own backgrounds, construct their own cultural identity and explore other cultures. This forms the basis for valuing diversity and self-expression.

For students to understand their background and cultural identity, it is necessary for them to have opportunities to experience different forms of culture and art. School work can be enriched with plays, drama and theatre, while learning environments should be expanded with visits to cultural events and facilities. It is important that students are able to encounter and interact with other people and cultures in a respectful and courteous manner. Students should be encouraged to participate, interact and express themselves even if, or especially if, their cultural skills are limited.

THEME 1:
Cultural Encounters

T2 Cultural Competence, Interaction and Self-Expression – Cultural Encounters

Skill 1:
Building Cultural Identity

Building cultural identity includes enlightening oneself with knowledge of a wide range of cultures. As such, school work should introduce students to their own cultural background, family heritage, life philosophies and what it means to be a citizen of the world in general. Encountering other cultures is an essential part of constructing one's own cultural identity. It is important to consider one's own and common cultural backgrounds and cultural choices. Students should be encouraged to view their own, as well as others' multicultural diversity as a constructive force and a source of strength.

LEVEL 0

The teacher does not create learning situations that aid students in familiarising themselves with their own, or other cultural identities.

LEVEL 1

The teacher directs students to familiarise themselves with different cultures and students' own cultural roots.

LEVEL 2

Students are directed to study their own cultural background in relation to other cultures. Students learn to understand commonalities and differences in local and global settings.

LEVEL 3

Students are provided a diverse range of learning situations in which they encounter different cultures. They get to understand what it is to be a representative of a culture and consequently learn to be one themselves. Students are encouraged to consider and strengthen their own cultural identity, and to think of what kind of culture they want to promote.

Tip!

Roleplays in which students can adopt different cultural roles can help students understand different identities, consider their own roots and identify better with other people. After these types of sessions, it is important to hold a discussion to go over the feelings and thoughts these situations evoked.

Skill 2:
Experiencing and Interpreting Culture

Students should be introduced to various art forms, traditions and cultures. Encouraging students to find art forms that can offer them ways of expressing themselves better and expose them to meaningful sensations will help grow them into mature, culturally empathetic and emotionally intelligent individuals.

Students are also directed to interpret cultures through multiple lenses and contexts. Students should be offered situations in which they can experience and examine various forms of culture and arts through different perspectives.

LEVEL 0

The teacher does not offer possibilities to experience or ponder different forms of art and culture.

LEVEL 1

The teacher plans learning situations in which students can familiarise themselves with different art forms.

LEVEL 2

Students are guided to be involved with different art forms and to collaboratively interpret them. Students consider the meaning of art and culture as promoters of their own well-being.

LEVEL 3

Students experience various forms of art both in school, as well as in non-academic environments. Students are guided in finding personally meaningful forms of art and to independently evaluate, compare and interpret cultural artefacts, while learning to rationalise their interpretations.

THEME 2:
Emotional Skills

T2 Cultural Competence, Interaction and Self-Expression – Emotional Skills

Self-Respect and Emotional Skills

Students are guided to identify and name emotions in order to regulate their responses to different situations, as well as understand why others react as they do. Positive experiences form the basis of healthy self-esteem. Constructive feedback should be given in a way that empowers students to develop the skills they already possess and to offer opportunities to develop new competences.

It is important to focus on both positive and negative emotional experiences. Extreme emotions should also be processed together in order to think about how these can be best expressed. Additionally, students should be encouraged to regulate their long-term affective states and activity levels.

LEVEL 0

The students are not provided opportunities for practicing their emotional skills.

LEVEL 1

The teacher directs students to learn emotional skills by planning learning assignments, in which students must name and identify emotions.

LEVEL 2

Students practise recognising the differences between emotions, personalities and reactions. They practise emotional skills in different learning situations. The teacher guides students to identify one another's emotions, and encourages the expression empathy.

LEVEL 3

Students learn to independently discuss and process emotional states. Students are encouraged to process their emotions collaboratively. The teacher gives feedback and offers students ways of giving constructive feedback to their own peers, as well. Emotions and their consequences are covered in class and empathy skills are promoted through role playing and putting oneself in someone else's position.

T2 Cultural Competence, Interaction and Self-Expression – Emotional Skills – Self-Respect and Emotional Skills

Tip!

Emotion Minute! Find situations in which you can learn to talk about your emotions and express them to each other. When everyone has had their chance to share, offer your students opportunities to reflect. "Emotion Minutes" can relate to specific themes or be a tool for resolving conflicts. The goal is that students would learn to use them for solving conflicts independently without the help of a teacher.

THEME 3:
Cultural Participation

T2 Cultural Competence, Interaction and Self-Expression – Cultural Participation

Skill 1:
Performing

It is important to offer students opportunities to practise self-expression and presentation skills in a diverse range of situations. These skills can be practised by holding a speech, a performance arts piece, creative writing, or even a physical, or digital, presentation.

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LEVEL 0

The teacher does not provide students with learning situations in which students can practise self-expression through performance.

LEVEL 1

The teacher provides learning situations in which students can practise performing. Students and the teacher discuss about public performing as a group.

LEVEL 2

The teacher encourages students to express themselves in a variety of ways, including oral presentations and digital creations. Students learn about the different aspects of performing, such as non-verbal communication and being sensitive to your audience when planning a performance.

LEVEL 3

Students practise self-expression and performing in diverse settings. Learning situations provide students with opportunities to evaluate and develop their performance individually and in groups. Students contemplate different styles of performance and the purpose of each of them. Skills related to self-expression and performing are always developed further.

T2 Cultural Competence, Interaction and Self-Expression – Cultural Participation – Performing

Tip!

Performing can be trained alongside nearly every school assignment. It may be eye opening if students get to practise performing as a part of their assignments, especially if these subjects are not traditionally related to performance arts, for example performing mathematical phenomena with presentations or a video.

Skill 2:
Cultural Participation and Contribution

The use of various communication methods acts as a prerequisite for cultural participation. These include, but are not limited to, visual art, literature, fashion and music. It is important to encourage students to participate and combine multiple methods of self-expression. Cultural participation is seen as a way of influencing oneself and others, and as a part of building identity.

LEVEL 0

The teacher does not provide students with learning opportunities in which they could experience cultural participation.

LEVEL 1

The teacher introduces students with different methods of cultural communication. Students are introduced ways of taking part in cultural activities.

LEVEL 2

The teacher provides students with diverse learning situations in which they can repeatedly practise cultural participation. Students learn to find personal ways of participating and contributing in cultural activities.

LEVEL 3

Students are provided with different ways of participating and contributing to cultural activities. Students have opportunities to decide the kinds of cultural activities they want to take part in and how they want to contribute. Students take part in cultural activities outside of school. Contributing to cultural activities is practised in diverse learning situations.

T2 Cultural Competence, Interaction and Self-Expression – Cultural Participation – Cultural Participation and Contribution

T3

Self-Care and Managing Everyday Life

After finishing their primary and secondary schooling, students should have the skills and abilities to act more independently in their everyday lives. It is the school's responsibility to support the development of a diverse range of skills that enable the adoption of an independent and sustainable lifestyle. The ultimate goal of this is to advance one's own, as well as others' well-being in their daily lives with safe and sustainable choices, and to understand the wider effects of one's actions in the community. Due to the growing role of the media and technology in general, consumer awareness and the self-regulation of technology usage is becoming ever more relevant. It is important that students are guided early on in becoming organised in their everyday lives, such as through effective scheduling and other vital aspects of coordinating one's own daily life. Furthermore, personal financial management skills form the foundation for future independence. Safe travel, respecting shared traffic rules, and personal security-related factors are also important life themes that should be covered in school as well.

THEME 1:
Managing Everyday Life

Skill 1:
Time Management

The school is an important place to practise time management. Learning to regulate everyday activities and duties independently (e.g. time estimation and scheduling) can be achieved by practising as a group. Also, various tools such as timetables and online calendars should be exploited when improving students' time management skills and progress is evaluated as a group. The goal is for students to master time management early in their education to foster independence and reduce their need for external support. Time management is not merely the ability to know what time it is: it is a broader skill in anticipating and estimating time-use, as well being adaptive and organised.

LEVEL 0

The teacher does not bring up the meaning and importance of time management.

LEVEL 1

The teacher guides the students to commit to agreed school schedules. Time management is regularly connected to concrete phenomena in everyday life, such as how long will learning something take or how much time must be reserved for traveling a certain distance. The students are given a chance to practise time management at school.

LEVEL 2

The students practise time management independently by setting timed goals for specific learning activities. Different supportive tools such as timetables and calendars (both analogue & digital) are used. The students are given possibilities to influence their own time use in completing school tasks.

LEVEL 3

Students are regularly given the opportunity to independently manage their time in various learning situations. The students learn to form both short- and long term timed goals for school activities. The improvement in one's time management skills is systematically evaluated as a group. The students learn to independently select tools that support their time management (e.g. preferred calendar application) and the effectiveness of these tools are assessed as a group.

Tip!

Try using a computerised time management tool during a long-term learning process with your students. The project does not have to be complicated, as the purpose of the task is to demonstrate that tools like digital calendars or timetables helps students manage their time, set goals and reach those goals on time during the course of a project.

The class could have a shared calendar (analogue or digital), where the group's goals are recorded. The teacher should not have the sole responsibility for managing and editing the calendar, but rather the students should take an active role in organising, modifying and assessing common goals. Encourage students to download and utilise digital calendar applications independently to support their own work!

Skill 2:
Consumer Skills

The purpose of teaching consumer skills is to aid students in becoming aware of their own consumer habits and the effects they have on the wider community, but also to aid students in developing their personal financial management skills. The school must encourage moderation, sharing and austerity. The ultimate goal of this is for students to learn ethical consumer habits, understand the meaning of a sustainable lifestyle and to view advertisement more critically. This understanding of how advertising is used to influence consumer behaviour is not to be underestimated. Moreover, recognising how digital monitoring systems work (e.g. eCommerce website product recommendations) is also considered a consumer skill. These observations regarding advertising should relate with the students' personal experiences, which may differ from more traditional advertising (e.g. a public figure as a brand and idealising lifestyles).

LEVEL 0

The teacher is not consciously encouraging moderation, sharing and austerity. The students are not afforded the opportunity to reflect on their personal consumer habits nor the purpose of advertising.

LEVEL 1

The teacher aids students in reflecting on their own consumer habits and the different ways consumers may be influenced by advertising. The school encourages moderation and austerity in how people consume, while sharing property and study materials with their peers is encouraged among students.

LEVEL 2

Students discuss the different perspectives of consumer habits and lifestyles (e.g. austerity, personal finances, sustainability). The teacher plans out learning situations where students can examine and understand different ways advertising influences consumer behaviour.

LEVEL 3

Students are directed to critically evaluate their own consumer behaviour and how they as individuals are being influenced (e.g. traditional media advertising, social media, product placement). Draw examples from students' personal experiences when critically evaluating the influence of advertisement on consumer behaviour. The teacher guides students to explore the ways in which an austere lifestyle and sustainability intersect (i.e. buying cheaper recycled goods, affordable organic food etc.). The students are aware of their own consumer habits and are able adjust them to promote personal and environmental sustainability.

Skill 3:
Managing Everyday Life in the Digital Age

Information technology has quickly become an integral part of billions of people's lives. For this reason, it is important that the school is able to support the development of Information and Communication Technology (ICT) skills, so that its use can become a constructive and positive force in their lives. These devices should be perceived as an additional resource, not something to lean on, and as such, the self-regulation of using technology should be an integral lesson for the students of today. It is important that students find useful, meaningful, and appropriate styles of working with information technology, that would not only support their learning, but also aid in managing their everyday lives.

LEVEL 0

The teacher forbids the use of mobile devices in all learning situations and information technology does not play a part in the school's teaching.

LEVEL 1

The teacher guides students in recognising the ways in which their personal devices and certain applications can be harnessed for positive impact, but also recognise their potential in being a detriment in their daily lives. The use of technology and the time spent with it (e.g. gaming and browsing social media) is discussed with the students.

LEVEL 2

Using different applications related to everyday life (e.g. calendars, notebooks, fitness apps), the teacher guides students in practising their use, while keeping an eye out for technology that would promote their personal well-being, health and self-development. Moreover, the ways in which technology can adversely affect student well-being is discussed.

LEVEL 3

The students are directed to evaluate the functionality and effectiveness of technological devices and applications in their everyday lives. The impact of technology on overall well-being is studied together. The teacher aids students in forming an understanding of what kind of technology-users they are and how skilled they are at monitoring it (e.g. notification settings, privacy settings). Students train these skills in their daily lives with an end goal of changing user habits for greater personal well-being.

Tip!

All the applications that students use on a daily basis are not necessarily all that beneficial: some can be detrimental to personal growth. This is why offering practical instruction and sharing personal experiences of their use is valuable for students. It is rare for young people to naturally learn to use these applications in a way that fosters productivity and well-being!

Amongst your students, consider the ways self-regulation of using information technology can be practised, for example with messaging applications. Incessant notifications and incoming messages can easily hijack a person's everyday life. Therefore, it is important to discuss how to manage the interruptions and disturbances that they cause.

Being a Member of a Well-Functioning Society

Skill 1:
Promoting Well-being and Health

One of the main goals of the school is to promote and improve the well-being and health of every member of the school community. Students must acknowledge that everyone can influence individual, as well as collective well-being and health with their actions. The purpose of learning this skill is for students to be able to detect factors that might promote or hinder well-being, while learning how to apply those lessons in their everyday lives. Researching relevant information and critically evaluating it are also integral parts of this competence. When discussing well-being and health it is important to emphasise how the physical, social and psychological dimensions are deeply intertwined.

LEVEL 0

The teacher does not consider students as stakeholders in the development of health and well-being within the school community, nor guides them in identifying the factors that affect it.

LEVEL 1

The themes of health and well-being are a part of school policy and the teacher integrates the themes into relevant learning assignments. The teacher informs students about where information about health and well-being can be found.

LEVEL 2

The teacher directs students to reflect on the factors that promote or hinder their health and well-being. By developing these individual and group procedures, the well-being and health of students is simultaneously promoted. Learning assignments relating to researching well-being and health topics are designed by the teacher.

LEVEL 3

The teacher directs the students to examine matters that promote or hinder their health and well-being (physical, social, psychological) from both a personal, as well as societal perspective. The students can develop individual and group procedures to promote health and well-being. The students are actively included in the planning and execution of schoolwide policies for student health and well-being. Furthermore, researching, producing, evaluating and sharing information related to health and well-being is commonly practised.

THEME 3:
Safety and Security in Everyday Life

Skill 1:
General Safety and Acting in Dangerous Situations

Awareness of the factors that affect overall safety (e.g. traffic rules, fire safety, internet security) provides students with ways of acting that can prevent dangerous situations. Understanding essential safety signage (e.g. traffic signs, warning signs) must be mastered. The feeling of safety, or sense of security, plays a central role in general safety and the factors that influence it are to be discussed. Safety is not just a physical state of being, but also a state of mind. Students should be afforded opportunities to practise functioning appropriately in dangerous situations, so students learn to act in ways that foster security for themselves, as well as their community (e.g. in traffic, at school, at home).

LEVEL 0

No safety related topics are brought up in discussions nor do students practise conduct in dangerous situations.

LEVEL 1

Common safety symbols and risk-factors are examined in school. Conduct in dangerous situations is discussed and practised.

LEVEL 2

The teacher encourages students to think of ways that can prevent dangerous situations from occurring. Students are directed to examine their own personal safety (e.g. cyber security, safety of school and public spaces).

LEVEL 3

The teacher guides students in researching the factors that affect safety and come up with preventative measures to stop dangerous situations from arising. The research is conducted in a way that teaches students to identify the variables that influence their safety. The feeling of safety, or sense of security, and what affects it, are discussed among students.

Tip!

The Map of Danger! Assign your students a task to go around school facilities and colour-code a map of the school to identify where security and safety is sufficient, and where improved security could be desired.

Skill 2:
Personal Privacy

Protecting personal privacy has undoubtedly become an essential part of managing everyday life. In today's digital world, privacy protection has become a vital skill and students must be instructed to know how to create personal boundaries with which their privacy can be protected. The factors that threaten one's privacy must be considered in order to prevent violations. The themes of physical boundaries, inviolability, touching, violence and bullying should be discussed as a part of the wider subject of personal privacy protection.

LEVEL 0

The teacher does not support students in developing personal boundaries and a sense privacy.

LEVEL 1

The teacher brings up privacy and personal boundary-related matters in class. Bullying, the human right to inviolability and life without violence are discussed in relevant teaching.

LEVEL 2

The ways with which individuals can protect their privacy is examined in class. The teacher aids students in identifying their personal boundaries (physical and mental). The meaning of privacy in different digital environments is also brought up in education. Bullying, inviolability, and violence are discussed as group.

LEVEL 3

The teacher directs students to research the meaning of privacy in society. Various factors and situations that threaten privacy, and the solutions for overcoming those challenges, are discussed. The prevention of bullying is a part of daily school life and students are given guidance in the ways they can contribute to it.

Tip!

The students could create a "Guide for Social Media", or develop class rules for ethical conduct for respecting classmate privacy and personal boundaries. This could include rules on what can, or cannot be touched, or what students can discuss with each other. What kinds of dangers lurk on social media and the internet in general? What should you never share with others?

T4

Multiliteracy

Multiliteracy is the ability to understand, produce and evaluate linguistic, visual, audio, gestural, spatial, and multimodal communications and information. The world is full of this never-ending range of information types, and each type is designed for a specific purpose, motive, and platform.

In today's rapidly developing world, it is not enough just to be textually literate, but rather today's students must become multiliterate to all types of content in order to stay on top of the curve and acquire the necessary skills for attaining a meaningful future career.

Therefore, the ultimate goal of teaching multiliteracy is to help students research, apply, edit, communicate and present data through a multitude of mediums and platforms. Students should be afforded opportunities to practise critical thinking, source credibility assessment and ethical conduct as a component of school subjects or assignments. Additionally, students should be guided to recognise and understand all the different communication methods that are commonly used in various scientific and artistic disciplines.

THEME 1:
Communication

Modes of Communication and Their Motives

Communication is a cognitive tool, an integral part of thought in general, as well as a powerful way to influence the ways others think. Therefore, it is essential to understand that every piece of content or communication has a reason for having been created, and is authored by a human who is subject to their own context and perspective.

Students are required to comprehend, distinguish and construct different modes of communication, such as verbal, written, symbolic and visual messages. Examining the motives behind these messages is an essential part in teaching communication and source criticism.

LEVEL 0

Communication methods and the motives behind the production of messages and content is not addressed in lesson planning.

LEVEL 1

Students are given opportunities to identify the various modes of communication and different styles of and content in the world today. Students are guided in distinguishing between different target audiences and motives.

LEVEL 2

Students are encouraged to interpret a variety of communication modes and create content for a diverse range of target audiences. The motives behind messages are discussed and evaluated during classes.

LEVEL 3

Students independently create, evaluate and interpret various messages and modes of communication individually, as well as with other students. Students learn how to design content and messages according to their target audience and utilise communication as a tool for thinking.

Skill 2:
Self Expression and Communication

Students should be encouraged to find their strengths and build their identity through communication. Lesson plans should include opportunities to express one's personality using messages, videos, images etc.

LEVEL 0

Academically relevant modes of communication are not regarded as important nor are they addressed in the lesson plans.

LEVEL 1

Students are given opportunities to find their strengths and discover tools for building their individual identities. The teacher encourages students to express their personality and thoughts through communication.

LEVEL 2

Lesson plans include learning situations in which students can express themselves in multiple ways through communication and content creation.

LEVEL 3

Lesson plans include numerous opportunities to express one's personality and strengths in multimodal learning situations. Students are encouraged to find communication styles and methods that suit their own inclinations and preferences

T4 Multiliteracy – Communication – Self Expression and Communication

THEME 2:
Multimedia and Communication

Skill 1:
Creating and Interpreting Multimedia Content

Students should be encouraged to combine different platforms, formats and techniques when creating content. Additionally, the lesson plans should help students realise how different types of public media function and how they can protect their privacy.

The ability to evaluate messaging styles, understand intertextuality and recognise characteristics of different media types should be emphasised in students' learning.

LEVEL 0

The teacher does not afford students opportunities to practise creating, evaluating or interpreting multimedia content.

LEVEL 1

Students are guided in understanding the unique characteristics of media content types. Students are encouraged to create multimedia content and express themselves through various mediums and platforms.

LEVEL 2

Students practise interpreting, sharing, creating and evaluating messages on different mediums individually, as well as in a group. Students are improving in their multimedia analysis skills and understanding of intertextuality.

LEVEL 3

Students learn how to independently create multimedia content and express their thoughts through various mediums. They discuss the distinct characteristics of different types of media and evaluate intertextuality together with other students. In addition, lesson plans address publicity and privacy when sharing one's own content and thoughts.

THEME 3:
Contextual Skills

Skill 1:
Culture and Aesthetics

It is imperative to acknowledge that the messages and communications we create are always bound to our culture and worldview, as well as those messages being interpreted through the audience's own cultural lens. A certain piece of content can have multiple meanings depending on the culture and the context of the author and viewer, which is why sometimes knowledge of a culture may be required for a correct interpretation. Students should be encouraged to learn from other cultures when interpreting the content and aesthetics of communications. Additionally, lessons plans should include opportunities to express one's views on aesthetics.

LEVEL 0

The teacher does not address the influence of culture in their teaching of communications and multimedia.

LEVEL 1

Students are guided in gaining an understanding of the role culture plays in communications and messaging in general. The teacher touches on the cultural and aesthetic context of communication and messages in general (e.g. how certain meanings are expressed visually, or verbally, depending on culture).

LEVEL 2

Lesson plans include opportunities to evaluate and interpret messaging and communications through numerous cultural lenses. Students learn how to argue and defend their own cultural and aesthetics viewpoints.

LEVEL 3

Lesson plans include numerous opportunities to create, evaluate, discuss and interpret a diverse range of messages and communications from a multitude of cultural and aesthetic contexts. Students understand the relativity of communication and how messages are always bound to the author's culture, and the context of its creation.

T4 Multiliteracy – Contextual Skills – Culture and Aesthetics

Skill 2:
Scholarship

Students are guided in understanding and using academic discipline-specific vocabulary in their schoolwork. The difference between colloquial language and scientific vocabulary is discussed and addressed.

LEVEL 0

The use of academic vocabulary is not included in teaching.

LEVEL 1

The teacher helps students understand discipline-specific texts and messaging, as well the expressions and terminology they entail.

LEVEL 2

The teacher gives students the opportunity to practise understanding and creating multi-disciplinary academic content and communications that utilise their knowledge of academic vocabulary.

LEVEL 3

Students practise creating, evaluating and interpreting discipline-specific content and communications. Students learn when to use discipline-specific vocabulary appropriately. They also understand the difference between everyday language and scientific vocabulary.

T4 Multiliteracy – Contextual Skills – Scholarship

Tip!

Try pondering the differences between colloquial everyday language and the use of academic vocabulary together with your students. Why has discipline-specific terminology developed over time? Provide them with example articles, videos and content that can be used a starting point for the discussion.

T5

Information and Communication Technology (ICT) Competence

"Competence in ICT is both a vital aspect of modern life and multiliteracy. Not only is it a learning goal in itself, it is also a tool for learning."

OPS2014

As our everyday life becomes ever more digitalised, it is important for general education to direct young people to be active players in the digital world, as opposed to mere passive consumers. Up-to-date equipment gives students the opportunity to move away from research to knowledge creation, and from a consumer into a producer. Technology enables learning to be more versatile, more collaborative, whenever, wherever. However, all of this will not happen by itself; it is essential to raise the youth of today to manage their own digital participation. The very objective of general education should be to strengthen students' digital know-how and skillsets, such as data management, data utilisation, use of ICT software and hardware, as well as conducting legal and secure web activity. Furthermore, algorithmic thinking when designing software and services is expected to be a daily occurrence in an individual's life by the year 2050. It is important to grant students an equality of opportunity in developing their computational thinking abilities, regardless of geography, school, or gender.

THEME 1:

Enquiry-based and Creative Studying: Data Management

Skill 1:
Producing Data

On top of data collection, management, application and evaluation, the ability to produce data and media content is an increasingly essential skill for the future. Applying collected data to solve unresolved questions also requires the production of data.

LEVEL 0

The teacher does not guide students towards producing data with Information and Communication Technology (ICT).

LEVEL 1

The teacher introduces students to the different methods for producing data with ICT. Students become acquainted with various data visualisation techniques.

LEVEL 2

Under teacher supervision, students actively practise the different methods for producing data with ICT, as well as the numerous ways it can be visualised.

LEVEL 3

Students combine various methods of ICT data production and the results are further developed with other students through managed collaborative sharing. Furthermore, the teacher oversees the students in how they choose to visualise the data they have produced, and evaluate how different visualisation methods suit certain situations and needs.

Tip!

When your students have finished one of their tasks, encourage them to consider the ways in which the visualisation of their results affects the dissemination and comprehension of knowledge. As an example, you can let students try visualising their produced data in multiple different styles, after which you can discuss the pros and cons of each visualisation style. The main purpose is to allow students to boldly experiment with new, as well as familiar, data visualisation styles.

T5 Information and Communication Technology (ICT) Competence – Enquiry-based and Creative Studying: Data Management – Producing Data

Skill 2:
Data Management

In the last decade alone, the volume, production and availability of data has grown exponentially. Therefore, it has become ever more critical for students to know how to manage (saving and archiving, sharing, re-opening) the data they have collected. The student should know how to manage, edit and combine data for the purpose of applying the data to solve practical problems and produce new knowledge. When students begin to create a coherent, continuous and portfolio-like record of their own data collection and production activities, they simultaneously are able to examine how their own thinking has developed over time.

LEVEL 0

The teacher does not introduce or offer students the opportunity to exploit digital data management systems (web-based platforms, cloud services, shared server hard drives) in their learning.

LEVEL 1

Students have been able to familiarise themselves with various ways to save, share and edit digital data collaboratively.

LEVEL 2

Students utilise the school's data management systems when completing school tasks. Study results and data produced by students are compiled and recorded for future reference.

LEVEL 3

Students show initiative in formulating new processes for developing the recording, managing and sharing of data. These activities are commonplace and are adhered to at all times and places, while the further collaborative development of learning results is regularly done on mutual platforms, cementing a portfolio working style in the learning community.

Tip!

Practise opening a file or folder you have saved at your school while at home or otherwise outside your school (e.g. by saving a file into your school's shared drive).

You may also guide students to train collaborative writing with a suitable platform of your choosing. The students could write a creative writing piece, or even an opinion piece, in order to get them to create and modify their ideas as a group.

Skill 3:
Acquiring Data

The amount and availability of data has grown explosively in the last decade, making the effective searching of reliable data ever more significant. Practising the use of different search engines and databases, understanding their operating logic, and assessing the credibility of sources are skills that the modern student cannot live without. It is essential to acknowledge, that in addition to online search engines there are various other methods for acquiring data and these are to be understood and applied in the way students learn.

LEVEL 0

The teacher does not offer students opportunities to practise data acquisition using computers and other ICT tools.

LEVEL 1

The teacher introduces students to common online search engines and the ways to exploit them (search terms, search commands, sorting filters, the effects of search algorithms on results etc.).

LEVEL 2

Student regularly use common online search engines and various databases. Additional data acquisition methods are explored and practised, while different search terms and commands are experimented with. The overall purpose is to utilise the acquired data for completing teacher-set tasks.

LEVEL 3

Students cooperate in establishing collaborative processes for diverse data acquisition (search engines, databases, statistics, personal data collection) by combining various sources. Students learn to search and collect information in a focused and selective manner, while applying the acquired data to solve real world problems.

Tip!

Trial by error! With your students, attempt to search for data using a specific search term on a specific online search engine. Consider the ways in which the results vary when students use the same search term with their own devices, and explore why the search results differ despite of all the students using the same search parameters.

THEME 2:

Practical Skills and Programming

Managing Hardware and Software

It is important for students to have an understanding of how digital hardware works, the purposes of different kinds of software, and the fundamental concepts behind those programs. The ability to identify, choose and use numerous types of hardware and software is an undeniable prerequisite for exploiting ICT in a supporting role in learning and other academic activities.

LEVEL 0

The teacher does not create lessons in such a way, that students would learn the use of digital hardware and software.

LEVEL 1

The teacher familiarises the students with various devices and software, as well as their intended use.

LEVEL 2

Under teacher supervision, the students get to utilise different types of digital hardware and software for learning tasks, that would benefit from such activities.

LEVEL 3

Students independently pick the appropriate hardware and software for the task at hand. They take initiative in learning how to integrate their devices and applications into each stage of their learning processes. The students learn how to exploit computerised resources in situations where doing so manually would be impossible, or unreasonably laborious. Students are also guided to use these devices creatively to solve problems, that are not traditionally solved using digitised resources.

Skill 2:
Computational Thinking

It is important for students to identify the central principles and practises behind computer programming, and understand how they influence their everyday life.

Computational thinking is predicted to be an everyday occurrence in everyone's lives by the middle of the 21st Century regardless of profession. Students are to have equal opportunities in attaining and developing their algorithmic and programmatic thinking skills, so they are able to better interpret and understand the newly digitised world.

Furthermore, algorithmic thinking has a knock-off effect on students' ability to brainstorm and produce better academic results. On top of this, students learn to better understand all the ways ICT can be adapted to add value to literally all professions and walks of life.

LEVEL 0

The teacher does not incorporate anything related to computational or programmatic thinking into their teaching.

LEVEL 1

The teacher guides students in being sensitive to how computational thinking affects their surroundings, and how programming influences their everyday lives. Students complete simple tasks related to algorithms and programming.

LEVEL 2

Students deep-dive into understanding the concepts and practices surrounding the programming of their favourite everyday applications. These computational and programmatic thinking skills are practised in a diverse range of teacher-led learning activities.

LEVEL 3

Students delve into the creative process of making digital programs and services, while practising programming in diverse and creative learning activities. In the context of learning, students get to brain-storm, design and produce various kinds of prototypes (programs, executables, programs etc.) and learn to assess their effectiveness.

THEME 3:

Being Responsible and Safe

Skill 1:

Responsibility, Law and Copyrights

It is important for students to understand the laws that govern online communication and know generally what is permitted, and what is not (e.g. privacy policy, copyrights etc.). The reasons and history behind copyright law should be critically evaluated and be viewed from the perspectives of different special interest groups to better understand why such legislation exists today.

LEVEL 0

The teacher does not bring up ICT-related laws and regulations in learning situations.

LEVEL 1

The teacher raises the topic of ICT-related legislation and regulation, and how to conduct oneself within their parameters.

LEVEL 2

Students familiarise themselves with network communication legislation and regulations, while appreciating how they can influence students' lives. Lesson plans include practising correct referencing styles, while being introduced to a variety of products or services that have contrasting copyright protections to compare and understand.

LEVEL 3

Students critically evaluate legislation and consider the factors behind their existence, while thinking how legislation and regulations can be influenced. The ethical background, meaning and flexibility of these laws are discussed in the light of special interests. Students learn to practically apply appropriate copyright licenses when developing their own ideas and innovations.

Skill 2:
Security and Risk Management

There are unique risks to being online: copyrights and privacy protection exist to protect users from these risks, therefore, it is vital for young students to be guided in identifying these risks and secure their online activities accordingly.

LEVEL 0

The teacher does bring up ICT and internet security in the classroom.

LEVEL 1

ICT security and the risks involved in utilising the internet are briefly covered in lesson planning.

LEVEL 2

Under teacher guidance, students learn to manage and self-regulate their own online privacy, as well as device and data security.

LEVEL 3

Students learn to independently assess the risks involved in using ICT and the internet, both from their personal point of view, as well as from the perspective of certain special interest groups. Students take initiative in developing procedures for their own, as well as the group's privacy and data security.

Skill 3:
Ergonomics

Ergonomics plays an all-encompassing role in the lives of human beings. Ergonomics as a concept includes both the physical (fitness, sitting position etc.) and cognitive (rest, work processes) factors. Therefore, it is fundamental for teachers to ensure their students, as well as themselves, enjoy an ergonomic study environment and are aware of the factors that contribute to it.

LEVEL 0

The teacher does not address ICT-related ergonomics in their lesson planning.

LEVEL 1

The teacher introduces students to the physical and cognitive factors that influence overall study ergonomics.

LEVEL 2

Under teacher direction, students practise implementing healthy working postures and habits in their daily lives. Students also try applying ICT-related cognitive ergonomics (breaks from the monitor, awareness etc.) in their learning, while keeping eye on how the use of ICT affects their general well-being.

LEVEL 3

Students are aware of ergonomic best practises and learn to effectively regulate their working hours and sitting posture with the appropriate equipment. Students learn to establish their own processes for maintaining focus and vitality both in and out of school.

Tip!

Start having daily relaxation and stretching exercises with your students. It is relatively easy to constantly remind students to stretch and rest their minds during working hours, but it's a whole new story when you methodically set up procedures for promoting rest and good ergonomics.

THEME 4:

Social Interaction and Networking

Skill 1:
Digital Social Interaction Skills and Networking

Online social interaction is undoubtedly an integral element of a youth's everyday life. Therefore, the school should take an active role in guiding students towards socially appropriate and safe methods of interacting with other people online. What are positive habits and good manners while communicating through messaging applications or digital platforms? How can these online interactions and platforms be utilised to support studying, or the dialogue between home and school? How to be safe on social media platforms? How to present yourself in public profiles? These are the kinds of questions students should consider in their learning as they grow into fully fledged members of the digital community.

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T5 Information and Communication Technology (ICT) Competence – Social Interaction and Networking – Digital Social Interaction Skills and Networking

LEVEL 0

The teacher does not involve relevant online messaging applications or social media platforms in their teaching, nor covers the ways these can be harnessed for learning.

LEVEL 1

The teacher introduces students to a variety of messaging programs and social platforms, as well as touches on the basic features of each service.

LEVEL 2

Students practise the use of a diverse range of digital messaging applications and styles, learn courteous social interaction skills while using these platforms in a variety of situations (e.g. digital interaction with work colleagues). Real life examples of public profiles on different social media platforms are discussed as a group and students ponder on how to present oneself in a public digital setting.

LEVEL 3

Students are adept in utilising messaging applications and social media platforms in a wide range of social situations (e.g. messaging between students, parents, school staff etc.) and are given opportunities to practise their use in their learning. Sharing data and study results is an organic part of how students conduct learning projects.

Tip!

Have a think with your students about how social interaction is different in a face-to-face situation, as opposed to a digital environment. Do the same mannerisms and modes of interaction apply in both events?

Consider also how public social media profiles vary from platform to platform, and how certain individuals (e.g. celebrities and social media influencers) present themselves publicly, and why? What are the pros and cons of each type of profile?

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T5 Information and Communication Technology (ICT) Competence – Social Interaction and Networking – Digital Social Interaction Skills and Networking

T6

Working Life Skills and Entrepreneurship

Today's school should provide students with the skills they need in their future work. Yet it is challenging to predict what working life skills they will genuinely require. Therefore, promoting positive attitudes towards work and fostering an enterprising spirit in students form the cornerstones of learning meaningful working life skills. Essentially, working life skills are about readiness for being a professional, mastering social interaction in a professional setting, as well as knowledge and experience of working life situations and challenges. As such, students should develop an ability to learn without being taught and be adaptable to new environments and challenges, since predicting the exact range of skills the youth of today will need in a changing future is nigh impossible.

Lesson plans should reference age-appropriate experiences of being in a working environment and these experiences should be tied up with students' everyday life and circumstances. In a nutshell, teaching working life skills and entrepreneurship means equipping students with the competences they need to thrive in their future careers, while offering students opportunities for practising these skills in a school environment.

THEME 1:
Readiness for Working Life

Skill 1:
Keeping Up with a Changing World

Our locality is becoming globalised. We have less influence on shaping our own insular environments, as forces continue to exert their unpredictable influences on the ways we live. Therefore, encouraging students to bravely face unexpected situations, be open-minded and adaptive will equip them with the social tools they require in an incalculable future. Students should be enabled in learning how to handle uncertainty and how to seize opportunities both locally and globally.

LEVEL 0

Students are not offered chances to face unexpected situations or handle uncertainty. Globally-minded thinking is not addressed in lesson plans.

LEVEL 1

Students are encouraged to be adaptable and brave to experiment, both in and out of school. Lesson plans involve opportunities to discuss the importance of having such skills in the future.

LEVEL 2

Students are guided in observing the development of globalised working environments and reflecting on the role the individual has in this smaller and more interconnected earth. Students get to practise adaptability in a diverse range of circumstances and learn to manage uncertainty.

LEVEL 3

Students develop an individual, age-appropriate and adaptive approach to work that helps them face new and unexpected situations that professional life may throw at them. Students learn how to actively seek new life opportunities both locally and globally.

Tip!

Encourage your students to invent professions of the future! Ponder on current events and imagine new industries and jobs that do not yet exist. Let students come up with skills, experiences and professional qualifications that would be needed for these hypothetical future professions.

Skill 2:
Entrepreneurial Mindset

Entrepreneurship is the future. Current trends suggest that people are more likely to earn their livelihoods through entrepreneurship and self-employment in the future, as small business ownership becomes ever more popular and viable through recent innovations, such as micropayments and crowdfunding. However, even if this prediction does not hold true with everyone, the ultimate responsibility of actively developing one's skills and seeking new opportunities lies in the hands of the individual. It is essential to help students develop an adaptive, creative and broad-minded approach towards professional life, and encourage students to understand the realities of entrepreneurship: the risks, the rewards and responsibilities to society. Lesson plans should include opportunities to come up with new ideas and solutions that can be applied in students' everyday life.

LEVEL 0

The teacher does not address entrepreneurship nor the entrepreneurial mindset in the classroom.

LEVEL 1

Students are given examples of how to influence outcomes in various life challenges, and how a mindset can help overcome them.

LEVEL 2

Students are encouraged to apply their skills and know-how in circumstances that require an entrepreneurial attitude and mindset.

Lesson plans offer various opportunities to solve real-life problems through collaborative ideation of solutions.

LEVEL 3

Students actively utilise their personal strengths to support their everyday life, seek new challenges and opportunities, and seize them. They embrace challenge and aim to develop solutions and new approaches to real-life issues. They are offered chances to practise risk-taking and are able to evaluate the risks involved in entrepreneurship.

Tip!

Entrepreneurship Events! Take a school trip to an entrepreneurship-related conference, fair or event. Expose the students to the mindset and guide them in understanding what an entrepreneurial approach to life and work practically means. These events will also aid students in visualising the variety of ways one can begin their own entrepreneurial journey!

THEME 2:

Social Interaction at Work

Skill 1:
Collaboration at Work

As the division of labour deepens, jobs and the competences they demand will be more cross-disciplinary in nature than ever before, and thus collaboration between specialised individuals will become fundamental to work success. It is important that schooling adapts to this by providing students with skills and experiences in collaboration with people from diverse backgrounds and disciplines. Simultaneously, students are able to hone their social interaction skills in general, and further understand the importance of social skills in attaining a successful future career.

LEVEL 0

The teacher does not provide students with possibilities to practise social interaction or collaboration skills in working life situations.

LEVEL 1

The teacher directs students to experiment with different methods of collaboration. The class holds discussions about the features of appropriate behaviour and good habits in professional life.

LEVEL 2

Students are guided in practising professional collaboration skills in such a way that enables students to apply those skills across their personal and academic lives.

LEVEL 3

The students take initiative in planning and implementing collaborative processes that facilitate achievement of mutual group goals. Students learn to evaluate these processes and assess how culture and context can affect collaboration between diverse individuals.

Skill 2:
Working in Projects

Professional life is, and will be, project-based, in which groups work together for a common goal in a predefined timeframe. Students should be guided in understanding their own roles and responsibilities in a larger professional totality, such as a project. This can be practised with sharing responsibilities, setting shared goals, reciprocity and evaluating the outcomes of collaboration. Students should be encouraged to strive for setting long-term group goals in their learning projects, build on the results the projects create, while managing the emotions and challenges that arise from collaborative work.

LEVEL 0

The teacher does not provide students with project-based assignments that demand active group participation and role sharing.

LEVEL 1

The teacher introduces students to the features of project-based working, while students also consider the significance of working within the confines of assigned roles and sharing responsibilities, in order to achieve mutual objectives.

LEVEL 2

Students are provided with assignments in which they are challenged to consider the kinds of skills, processes and social interactions that are required for the completion of large collaborative projects. With the help of the teacher, students plan and map out work processes and resource allocation (e.g. human resources, time, equipment etc.).

LEVEL 3

Students take initiative in planning and setting group goals for assigned projects. They compare the various ways to achieve their goals, and independently implement and manage the completion of the project in collaboration with other students.

Students assess the strengths of each collaborator and delegates roles accordingly. These projects are long-term and their progress is evaluated at regular intervals until completion, after which the results are evaluated and reported.

Skill 3:
Networking

Both digital and physical networks are increasingly mediating the flow data, knowledge and career/business opportunities. School work should direct students in recognising the importance of networks and how they can be utilised for attaining personal goals. Students should learn to network: meet new people, be inquisitive of others and present their own personality and competences succinctly and clearly. Students are encouraged take initiative in seeking communities and networks that support their activities and learn ways to contribute to a greater whole.

LEVEL 0

School work does not provide students with possibilities to understand or practise networking.

LEVEL 1

The teacher introduces students to the concept of a network and why they are important. The students consider the reasons why the ability to introduce yourself and your competences is a vital life skill.

LEVEL 2

The teacher directs students to practise personal introductions and communicating their own competences succinctly. The teacher asks students to recognise the situations in which these skills can be appropriately applied.

LEVEL 3

Students develop a personal style for networking and communicating their competences to others. Students have opportunities to practise introducing themselves and create networks in school, while evaluating the benefits they receive from networks and being networked (e.g. knowledge, skills, financial etc.).

THEME 3:

Working Life in Practice

Skill 1:
Businesses and Industries in the Surrounding Area

The school's own local surroundings offer valuable opportunities for collaboration and partnering for schools. Active participation with organisations in the surrounding area offers chances for increasing students' and local residents' well-being. As part of getting to know the surrounding area, it is important to understand the features and qualities unique to the industries and businesses near the school and how they contribute to a grander whole.

LEVEL 0

Schoolwork does not give attention local businesses and industries.

LEVEL 1

The teacher introduces students to businesses and industries in the surrounding area.

LEVEL 2

Students are encouraged to familiarise themselves with businesses and industries in the surrounding areas and evaluate their contribution to the local economy. The school is academically connected to some nearby businesses or organisations and field trips are organised.

LEVEL 3

Students carry out projects or collaborative work in cooperation with a local business or organisation. The purpose of the project is to bring added value to the surrounding area and provide students with a holistic view of the ecosystem in their local area.

Skill 2:
Entrepreneurship

Private businesses produce most of the products and services that we consume on a daily basis and they employ a significant portion of the population. Thus, it not surprising that companies and entrepreneurs hold a vital role not only in our personal lives as consumers, but as drivers of the global economy. Therefore, schoolwork should introduce students to entrepreneurship as a social phenomenon, while providing them with opportunities to gain personal entrepreneurial experiences. Partners, contacts and resources that are external to the school community should be capitalised for the benefit of students, such as through field trips and job shadowing.

LEVEL 0

The teacher does not provide students with opportunities to familiarise themselves with knowledge, skills or experiences relevant to entrepreneurship.

LEVEL 1

The teacher introduces students to the entrepreneur's lifestyle. Learning plans give time for reflecting on the role of businesses and entrepreneurs both locally and globally.

LEVEL 2

The teacher provides students with opportunities to practise the skills and know-how related to entrepreneurship. Lesson plans include discussions about an existing business and its features.

LEVEL 3

Students independently plan and implement business and entrepreneurship-related projects. Students take initiative in exploring the world of entrepreneurship and business, making use of school, as well as external, resources.

Tip!

Try starting an imaginary company with your students! Student can brainstorm business ideas in groups based on their personal interests. The ultimate goal of the exercise is to understand the specific reasons behind certain companies existing and succeeding. As a part of this, students should examine those businesses' value propositions, target customer bases and the ways they partner and cooperate with other companies. You may also go through the concrete steps for setting up a business and provide a gateway for interested students to get started!

Skill 3:

Work Experience and Understanding Working Life

Knowledge and skills together form the basis of a competence. Therefore, schoolwork should be organised in a way that gives students the opportunity to garner personal experiences of collaboration with actors that are external to the school community. It is essential that students have a chance to develop an understanding of how their school life will inform their future working lives.

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T6 Working Life Skills and Entrepreneurship – Working Life in Practice – Work Experience and Understanding Working Life

LEVEL 0

The teacher does not provide students with opportunities to understand or experience working in a professional environment. The school does not collaborate with outside organisations or businesses.

LEVEL 1

Teacher describes the effect working has on society, as well as individuals. Teachers try to enable students to try professional-style tasks alongside their normal learning (creating business plan, profit & loss reports, small-scale business etc.).

LEVEL 2

The students are provided opportunities to visit a local business to learn about the practicalities of professional life. The teacher directs students in understanding how the skills and know-how learnt in school connect with the demands of professional life.

LEVEL 3

Students plan out and conduct short work placements at a local business or organisation. Students garner work experience and begin to develop an understanding of the practical demands and expectations of professional life. Students evaluate and compare their experiences.

T7

Participating, Influencing and Building a Sustainable Future

While in school, students should be able to learn a diverse range of skills and techniques for participating in and influencing their own school community. By providing these opportunities, students garner positive experiences of taking initiative in participating in the growth of their own communities. The school is in a unique position to support student participation through creating formal structures and channels through which students can effectively influence their environment (e.g. extracurricular activities, student union, syllabus). On the other hand, it is equally important to give space to informal participation possibilities so as to foster a culture of flexibility and common sense inside, and outside, the school community.

In order to build a sustainable future for the next generation, it is essential that the students of today mature to become responsible, active and sustainable in the way they conduct themselves in society. However, students must also understand what the context for this future is: what has been done in the past, what is happening now, and what direction do we want to develop our common future?

THEME 1:

Means to influence

Skill 1:
Developing the School Environment

During learning situations students should be involved in the evaluation, designing and refinement of the school's environment. What we mean by "School Environment" is threefold: the physical, social and digital spaces that constitute a part of the student's daily living environment. The goal is to strengthen the students' sense of being vested in their education through the provision of positive experiences in participation.

LEVEL 0

Student initiatives and requests are not taken into consideration when developing the school environment, nor are they involved in the process.

LEVEL 1

Teachers and other school staff seek to take student desires and needs into consideration when designing school environments (physical, social and digital).

LEVEL 2

Student opinions and preferences are taken into consideration in the development of the school environment. Students are involved in ideating ways to improve school facilities and spaces. Based on student brainstorming, existing facilities are upgraded to be comfortable and appropriate for students.

LEVEL 3

As a group, students consider the various ways different environments affect learning and schoolwork. With far-reaching student involvement, the school redesigns existing facilities to be more supportive of student learning needs. The students are involved in the design work and the results are evaluated together.

Tip!

Brainstorming Competition! Try organising a school-wide competition, in which students can freely pitch ideas for developing their school environment. The students can vote for their favourite ideas and think of ways to implement those ideas, before taking steps to executing the plan with the whole school community.

Skill 2:
Influencing and Working Outside School

Students are to be given opportunities to participate and exert influence outside the school in order to learn to adapt and apply all the skills learnt in school before graduating. Also, students are able to gain experience in societal influence and the concrete methods for participating in their own communities (e.g. volunteering, elections, non-governmental organisations).

LEVEL 0

The teacher does not cover any methods of societal influence and participation in the classroom.

LEVEL 1

The teacher introduces students to various methods of societal influence and participation (e.g. foundations, media, protests).

LEVEL 2

Under teacher supervision, students explore the many successes and issues of modern society, such as successful reforms, effective bureaucratic structures, or even some of the pitfalls and failures of the community. As a group, students brainstorm solutions for solving these societal drawbacks, and the concrete steps for implementing these solutions (e.g. media influencing, protest etc.) and what skills could be needed for such civic actions.

LEVEL 3

Students examine real societal pitfalls and grievances, which they personally wish to remedy. Students take initiative in brainstorming solutions to these concerns. Simultaneously, students gain collaborative experiences through partnering with organisations external to the school community. Students utilise different kinds of methods of influencing in society and using their own past experiences, they evaluate the effectiveness and functionality of different types of societal influencing.

Tip!

Heal the World! In groups, have your students identify real-life problems and societal shortcomings that are close to their hearts, after which they should brainstorm realistic solutions for solving them. It is important to direct students in being realistic in their outlook: if the issue is too expansive and complex, students will be unable to practise participation and influencing. Try to take the project as close to its logical conclusion as possible, so students are exposed to the concrete steps for achieving societal change.

THEME 2:

Structures and Rules of Society

Living in a Democratic Society

One of the purposes of education is to support students' growth into responsible citizens of democratic society. Students should know and understand how their society functions and what kinds of practices and structures it is built on. Societal policy-making should be studied in especial reference to equality, justice and sustainability.

LEVEL 0

Democracy and democratic social structures are not covered in teaching.

LEVEL 1

Lesson plans cover the structures of democratic policy-making structures (e.g. elections, voting, legislature, legislators etc.). Moreover, students are made aware in class of their rights, duties and responsibilities as students.

LEVEL 2

Under teacher supervision, students study structures and ideologies that support democratic society (e.g. equality, human rights, enfranchisement). Students have opportunities to discuss the role of established societal structures and normatively debate their effectiveness. Students have an opportunity to express their own political views and deliberate on how different views can affect policy-making in a democratic society.

LEVEL 3

Students have an opportunity to practice ways of participating in a democratic process, such as school elections. Students have an opportunity to meet people who work for influencing society. Student's rights and responsibilities are considered at an individual and societal level.

Skill 2:
Responsible Decision-making

Students should learn how to make decisions independently and take responsibility over their own actions. Lesson plans should support both individual and joint decision-making and provide students with exposure to situations that require these skills. Additionally, students should get to practise conflict resolution, how to get along with different people and how to take others into consideration.

LEVEL 0

The teacher doesn't enable situations where responsible decision-making can be practised.

LEVEL 1

Lesson plans offer opportunities to practise decision making at school.

LEVEL 2

When faced with problems or conflicts students are guided to negotiate, make compromises and solve issues together. Lesson plans address the significance of making compromises and being empathetic towards others.

LEVEL 3

Students create shared procedures that are applied in everyday decision-making at school. Students pay attention to the views and suggestions of others and consider how certain decisions can affect others.

Skill 3:
Rules and Agreements

The purpose of rules and agreements when working as a wider community or group must be brought up at school. Following these rules and agreements should be practised seamlessly in normal everyday school work. Additionally, understanding the interplay between rules, agreements, and trust in general should be emphasised in teaching. The students are involved in formulating shared rules, which helps to make them stakeholders in their school community and foster an understanding of why these rules exist. Furthermore, students should have the opportunity to be part of reforming obsolete rules through established processes of redress.

LEVEL 0

Students are not directed to familiarise themselves with school rules and they do not have the opportunity to participate in creating, or reforming rules in their school community.

LEVEL 1

The teacher introduces the students to school and class rules.

LEVEL 2

Students think about how and why they should follow existing school rules. Under teacher supervision, students ponder the significance of rules and agreements. Also, how these rules affect collaborative activities are considered as a group.

LEVEL 3

Students create school rules together and evaluate them on a regular basis. The students have an opportunity to present their own views on existing rules, and exert their influence on their content. Students study the meaning of rules and agreements on a national or global level (e.g. UN, international trade agreements etc.).

THEME 3:
Building the Future

Skill 1:
Protecting the Environment and Building a Sustainable Future

Students are encouraged to understand and assess the ways their choices affect the environment and their society both locally and globally. Students are guided to develop their personal relationships with nature, as this will foster genuine understanding of the reasons behind sustainable life choices. The ultimate goal is to aid students in understanding that the efforts of all members of society are needed in creating a brighter and more sustainable future.

T7 Participating, Influencing and Building a Sustainable Future – Means to Influence – Building the Future – Protecting the Environment and Building a Sustainable Future

LEVEL 0

The school does not address environmental protection or sustainability.

LEVEL 1

The teacher describes the concepts of environmental protection and sustainability in the classroom. The teacher encourages students to implement sustainability lifestyle choices in their personal lives (recycling, consumption, CO_2 emissions etc.).

LEVEL 2

Students are guided to develop their personal relationships with nature and evaluate the role of individuals and communities in environmental protection. Students also get to practise sustainable decision-making in real-life situations.

LEVEL 3

Students take a multidisciplinary approach to researching the prerequisites for building a sustainable future for all. Students take an active role in considering the impacts their choices have on their natural environment. Students brain-storm ideas for further sustainability and environmental responsibility in class, and seek to set up procedures based on the solutions they develop.

T7 Participating, Influencing and Building a Sustainable Future – Means to Influence – Building the Future – Protecting the Environment and Building a Sustainable Future

Tip!

Alongside your students, design a sustainability project for your school. Students can freely brainstorm ideas for developing school culture and processes towards deeper eco-awareness. It is crucial that some of these ideas be realised in practice so as to provide successful experiences of affecting positive change. The ultimate purpose is to demonstrate the power a mere individual has in affecting their natural and social environments.

T7 Participating, Influencing and Building a Sustainable Future – Means to Influence – Building the Future – Protecting the Environment and Building a Sustainable Future

Skill 2:
Options for Your Future

"The world is your oyster"

Students should be encouraged to think on the options they have for their future. Understanding the cause-and-effect relationship between the past and the future is essential in giving weight to the decisions students make today for a better tomorrow. Students must be guided to ponder on what the future holds for society, and what active roles they can take as citizens of the future.

LEVEL 0

The teacher does not guide students to think on the options they have for their future.

LEVEL 1

The teacher directs the students to think about their own hopes and expectations for the future.

LEVEL 2

Students are directed as a group, as well as individually to think about what the world might look like in the future and what their role they want to play in it. The teacher also emphasises how the past and the present have a real and concrete influence on the future.

LEVEL 3

As a group, students mull over various options for their future with the goal of understanding how the past, present and future are deeply interdependent, while considering how current societal mechanisms and random events can have an effect on the future. Based on their research students will create several visualisations of the future and develop concrete steps to achieving their own dreams.