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Support for learning and school attendance

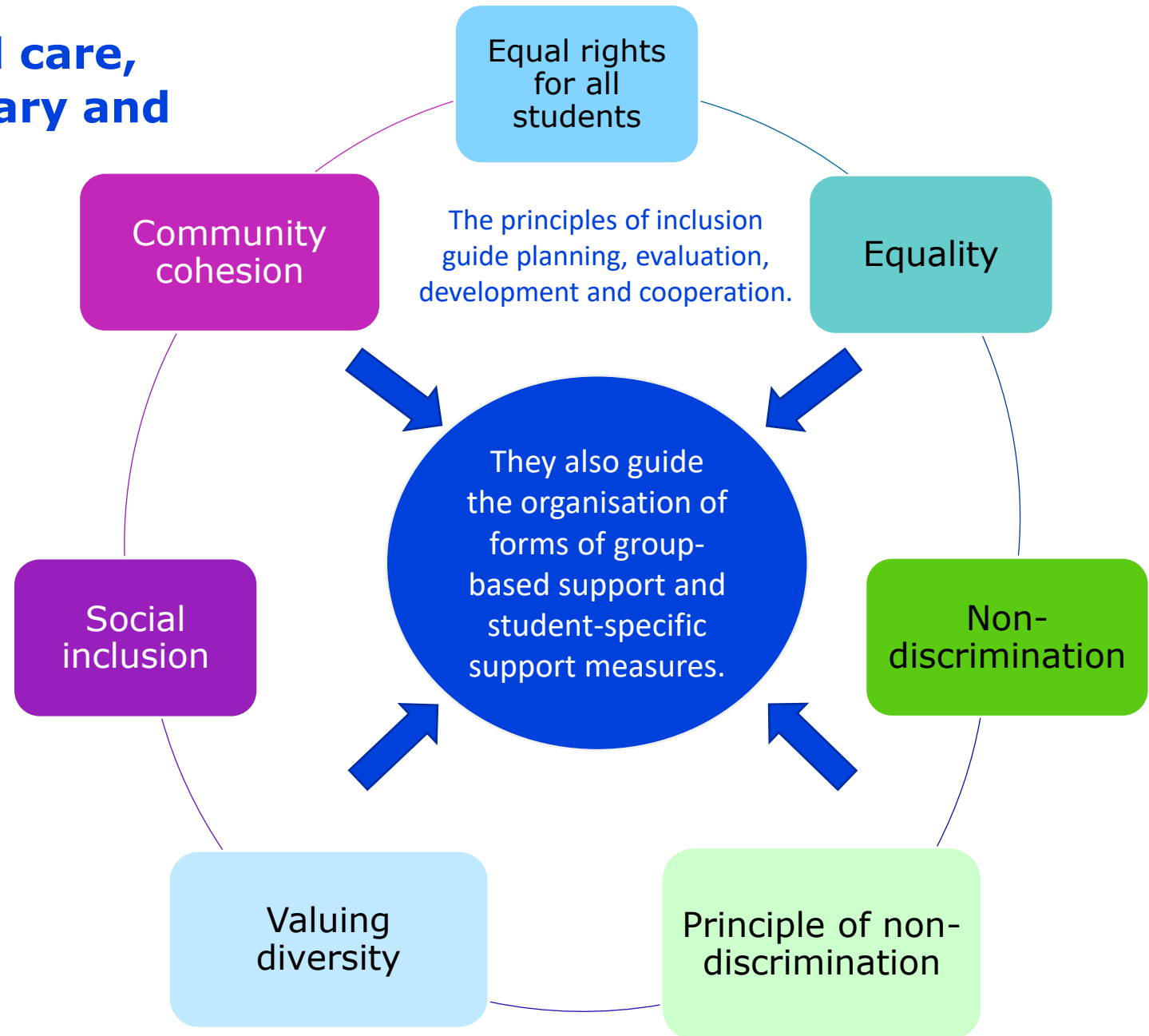
Chapter 7 in National Core Curriculum for Primary and
Lower Secondary Education from 1 August 2025

Finnish National Agency for Education EDUFI



Principles of inclusion in early childhood education and care, pre-primary education and primary and lower secondary education

- Pre-primary, primary and lower secondary education are organised and developed according to the principles of inclusion.
- The principles of inclusion are holistically tied to the implementation of **teaching arrangements that support the conditions for learning**
- In inclusive early childhood education and care, pre-primary and primary and lower secondary education, each child is able to function, develop and learn as a unique individual and member of the community > **the basis for developing the operating culture**



Integrating support for learning and school attendance more closely into everyday pre-primary and primary and lower secondary education

- The goal is everyday school life that supports learning, which means planning and implementing instruction according to the needs of the students in the class.
- Every child and student has the right to belong to the group, to participate in common activities and to grow and learn together with their peers.
- The new system of support for learning and school attendance obliges teachers to plan and implement teaching according to the needs of the group.
- Support given in the group can include differentiation of instruction, parallel and co-teaching, and improving the accessibility of the learning environment.
- Students are entitled to forms of **group-based** support and student-specific support measures if they need them in order to participate in instruction or to complete their studies
- The aim of the system of support for learning and school attendance is to ensure that all students in primary and lower secondary education are able to participate in instruction and complete the entire primary and lower secondary education syllabus.

What will change in National Core Curriculum?

Chapter in National Core Curriculum	How will it change?
7. Support for learning and school attendance	Entirely
6. Assessment of a student's learning and competence	Significant changes
5. Organising schoolwork to promote learning and wellbeing	Significant changes, including when a student's studies progress by sets of objectives or by functional domains
4. Operating culture of single-structure primary and lower secondary education	Parts, mainly terms and concepts in chapter 7
Chapters 1,2,3 and 8 .	Technical changes, mainly terms and concepts in line with the changes in chapter 7

Support for learning and school attendance as of 1 August 2025

Teaching arrangements that support the conditions for learning



Forms of group-based support

- Group-based targeted instruction
- Group-based targeted instruction in the language of instruction
- Instruction given by a special educational needs teacher in connection with other instruction.



Student-specific support measures

- Instruction given by a special educational needs teacher partly in a small group and in connection with other instruction
- Instruction given by a special educational needs teacher or a special educational needs class teacher in a small group
- Instruction given by a special educational needs class teacher in a special educational needs class
- Augmentative and alternative communication services
- Student-specific assistant services for instruction
- Devices or aids

Class formation

Derogation from the primary and lower secondary education syllabus or curriculum objectives

Educational arrangements for students in primary and lower secondary education based on disability, medical condition or functional limitation as of 1 August 2026

Other educational services

Instruction of a child who is a patient in specialised health care and consultative service for hospital education

Non-standard educational arrangements



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The role of the education provider

- Teaching arrangements that support the conditions for learning apply to **all** activities in primary and lower secondary education.
- According to the Act on Primary and Lower Secondary Education, which entered into force on 1 August 2025, the education provider must ensure teaching arrangements that support the conditions for learning and organise forms of group-based support as part of pre-primary, primary and lower secondary education.
- The reform requires changes in the operating culture of schools.
- A key factor in the success of the reform is the extent to which the objectives and practices of the reform are realised in everyday school life.

Teaching arrangements that support the conditions for learning

- The organisation of learning and schoolwork is based on systematically implemented teaching arrangements that support the conditions for learning.
- Their purpose is to ensure that all students have the opportunity to complete the primary and lower secondary education syllabus.
- Teaching arrangements that support the conditions for learning
 - organisation and differentiation of teaching in a way that takes into account the different needs and capabilities of students
 - language-sensitive teaching that opens up the language of different subjects and fields of knowledge
 - formation of classes in a way that objectives of instruction can be achieved
 - pedagogical solutions that take into account not only students who need support, but also students who progress in their studies by sets of objectives
 - the teacher's ability to pay sufficient attention to the needs and strengths of the class
 - making use of teaching assistants and non-educational staff working with students to support their school attendance and participation in instruction.

Forms of group-based support

- Forms of group-based support include:
 - group-based targeted instruction given by a teacher
 - group-based targeted instruction in the language of instruction given by a teacher
 - group-based instruction given by a special educational needs teacher
- The education provider must allocate a total of at least 0.122 lessons per week per student in the school-specific annual plan for the implementation of forms of group-based support.
- **This minimum lesson allocation for forms of group-based specific support is binding.**
- The education provider makes detailed decisions on the coordination of current and future resources.
- Based on the students' needs for support, instruction must also be given by a special educational needs teacher partially or entirely in a small group and by a special educational needs class teacher in a small group or in a special needs education class, which are part of student-specific measures

Group-based targeted instruction given by a teacher

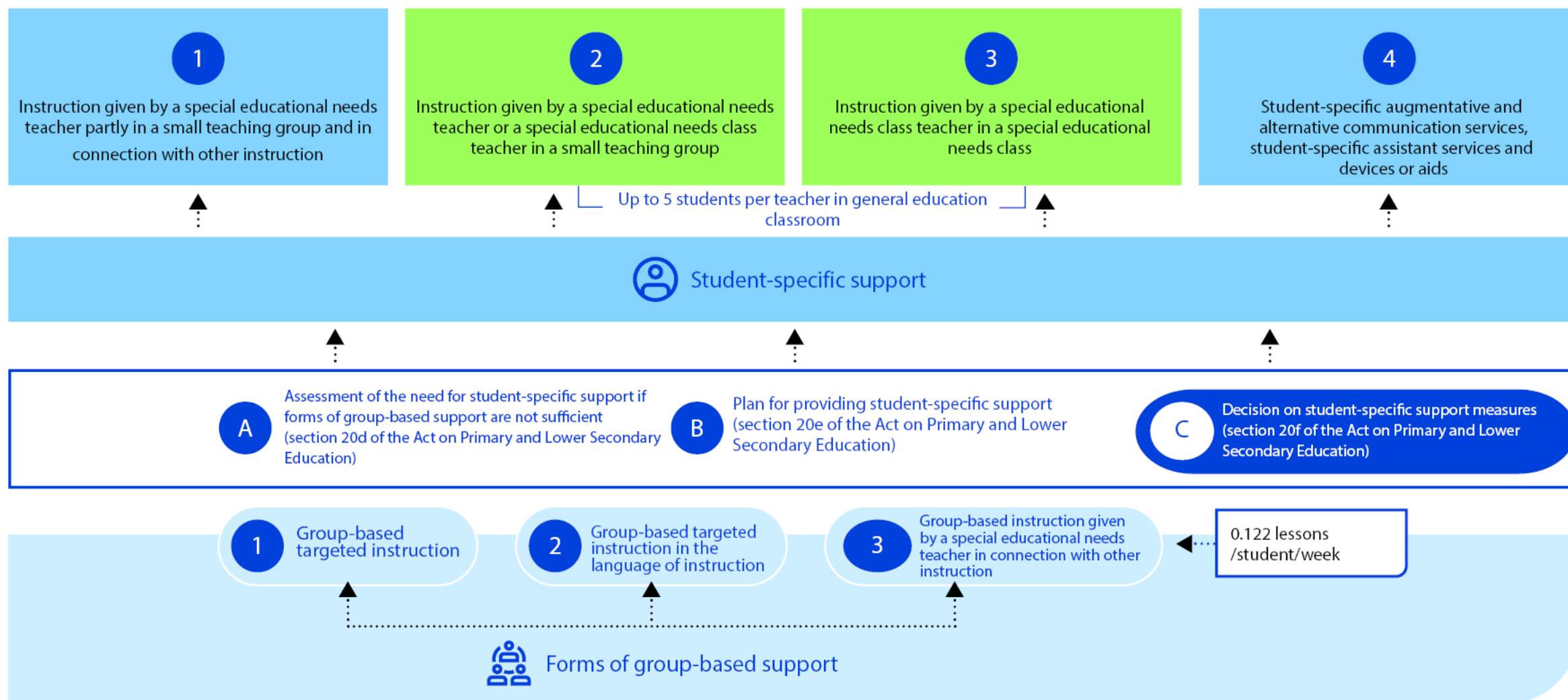
- helps the student to achieve their learning objectives and progress in their studies
- as part of group-based targeted instruction, the student is taught learning-to-learn skills, learning strategies and study methods that support their learning
- can be given in all subjects and can also support the objectives of transversal competence
- can be given during lessons, as separate additional lessons, in a smaller group or as individual guidance during the lessons, as well as outside the classroom, taking into account to the maximum length of the school day
- group-based targeted instruction is primarily given by the class or subject teacher responsible for the class, but can also be given by another teacher
- parallel or co-teaching can be made use of
- teacher collaboration in the planning, implementation and assessment of the effectiveness of group-based targeted instruction is essential

Group-based targeted instruction in the language of instruction given by a teacher

- focuses on strengthening textual skills and different fields of knowledge in the language of instruction
- given to students who do not have sufficient proficiency in the language of instruction to complete the primary and lower secondary education syllabus
- focuses on joint analysis of texts specific to each subject, finding typical text characteristics, guidelines for producing texts used in studies and strengthening of subject-specific vocabulary
- can be given during the students' regular lessons as parallel or co-teaching or in a smaller group, in which case the students who need targeted instruction can be in a different room with another teacher
- also outside the classroom, subject to the maximum length of the school day
- group-based targeted instruction in the language of instruction is primarily given by the class or subject teacher responsible for the class, but can also be given by another teacher
- teacher collaboration in the planning, implementation and assessment of the effectiveness of group-based targeted instruction in the language of instruction is important.

Group-based instruction given by a special educational needs teacher in connection with other instruction

- instruction group-based instruction given by a special educational needs teacher in connection with other instruction is organised in a way that it supports and complements other instruction and enables the needs of students to be met as part of group-based instruction
- primarily a form of group-based support, which is targeted based on the learning support needs of a specific group of students or the entire class instead of the needs of an individual student
- group-based instruction given by a special educational needs teacher in connection with other instruction *may also involve-consultation with a special needs teacher*-for teachers and other educational staff working with the class or group in question
- can be organised as parallel or co-teaching with the teacher teaching the class, so that the special educational needs teacher works in the same classroom or-moves to another room with a smaller group
- teachers **divide teaching tasks among themselves and plan lessons together**, in which case the special educational needs teacher is able to support individual students during other instruction
- the student's working skills, learning, competence and behaviour are jointly assessed by all the teachers teaching them
- forms of group-based support are organised and, if necessary, adapted according to the needs of the students.



Teaching arrangements that support the conditions for learning

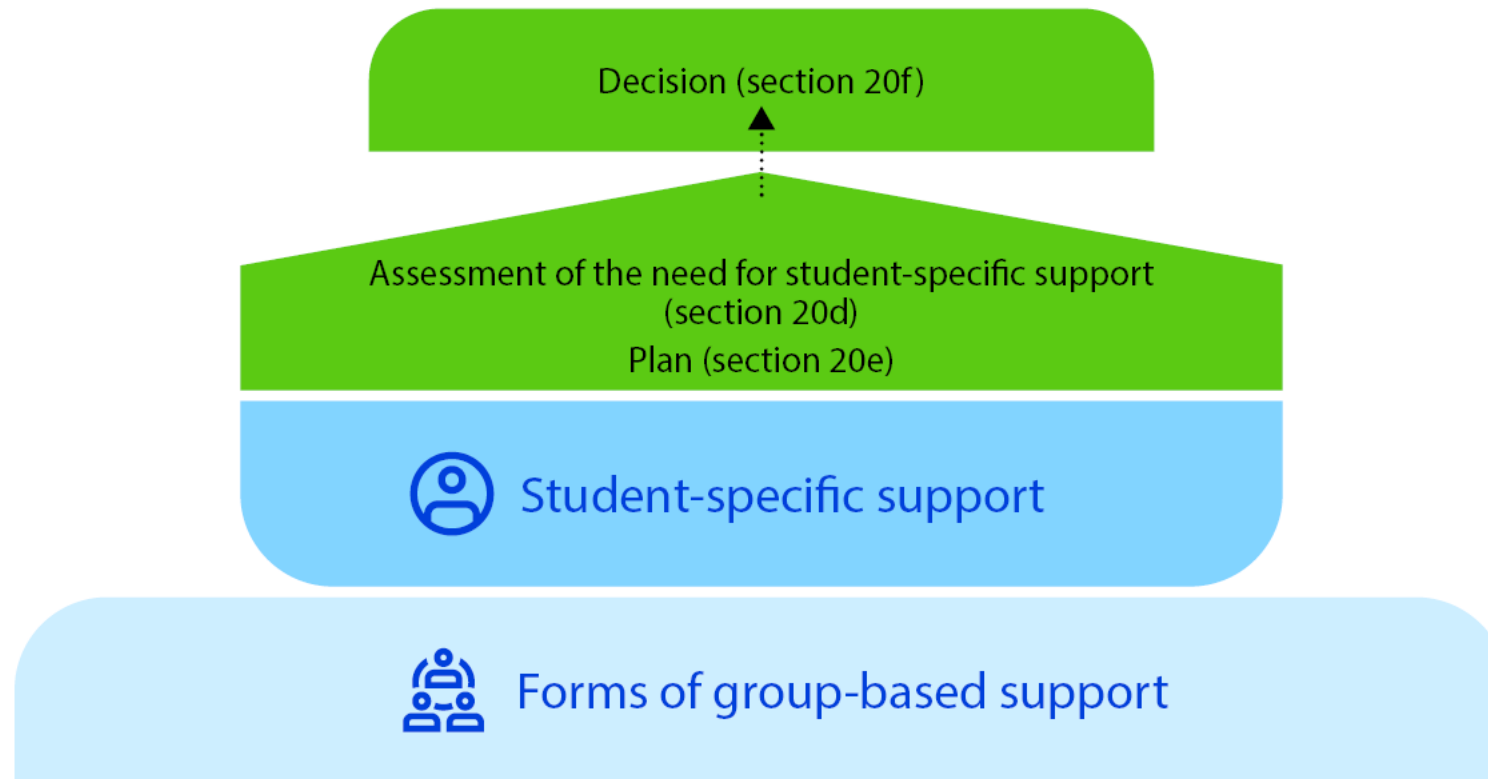
Student-specific support measures

- A student is entitled to get student-specific support measures without delay if forms of group-based support are not sufficient to support their learning or school attendance and they need regular support measures.
- Student-specific support measures are always subject to evaluation, a plan and an administrative decision.
- Student-specific support measures consist of
 - instruction provided by a special educational needs teacher partially in a small group and in connection with other instruction
 - **instruction given by a special educational needs teacher or a special educational needs class teacher in a small group**
 - **instruction given by a special educational needs class teacher in a special educational needs class**
 - the provision of student-specific augmentative and alternative communication services, student-specific assistance services and devices and aid.

Any deviation from the objectives of the syllabus or curriculum is always subject to an administrative decision

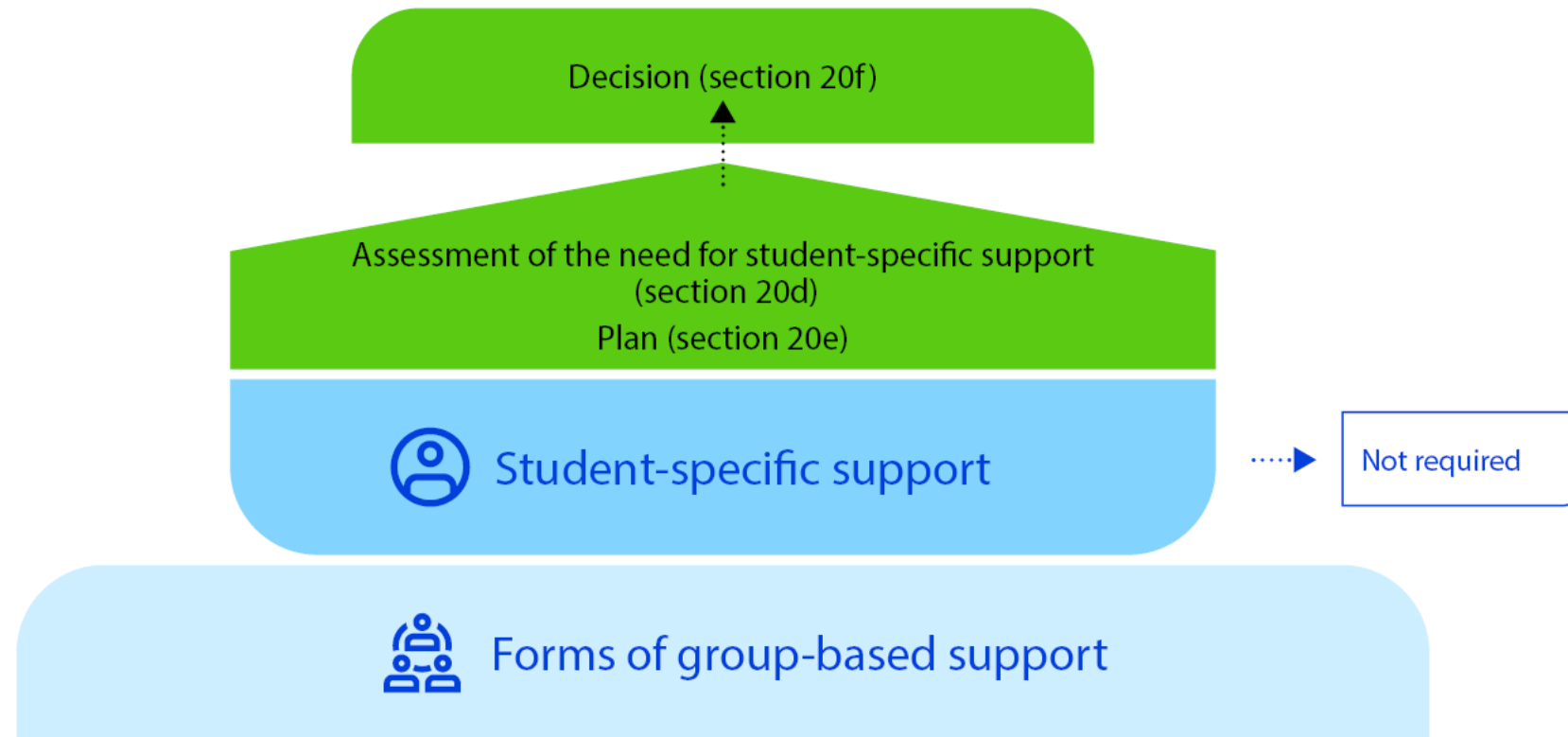
- A primary and lower secondary education syllabus or the objectives of the local curriculum can be deviated from in three ways.
- These are
 - A. study progress by sets of objectives
 - B. contraction of a subject syllabus
 - C. temporary non-attendance from studying a syllabus of a subject for health reasons.

Study progress by sets of objectives when a student progresses **slower** than the rest of their grade



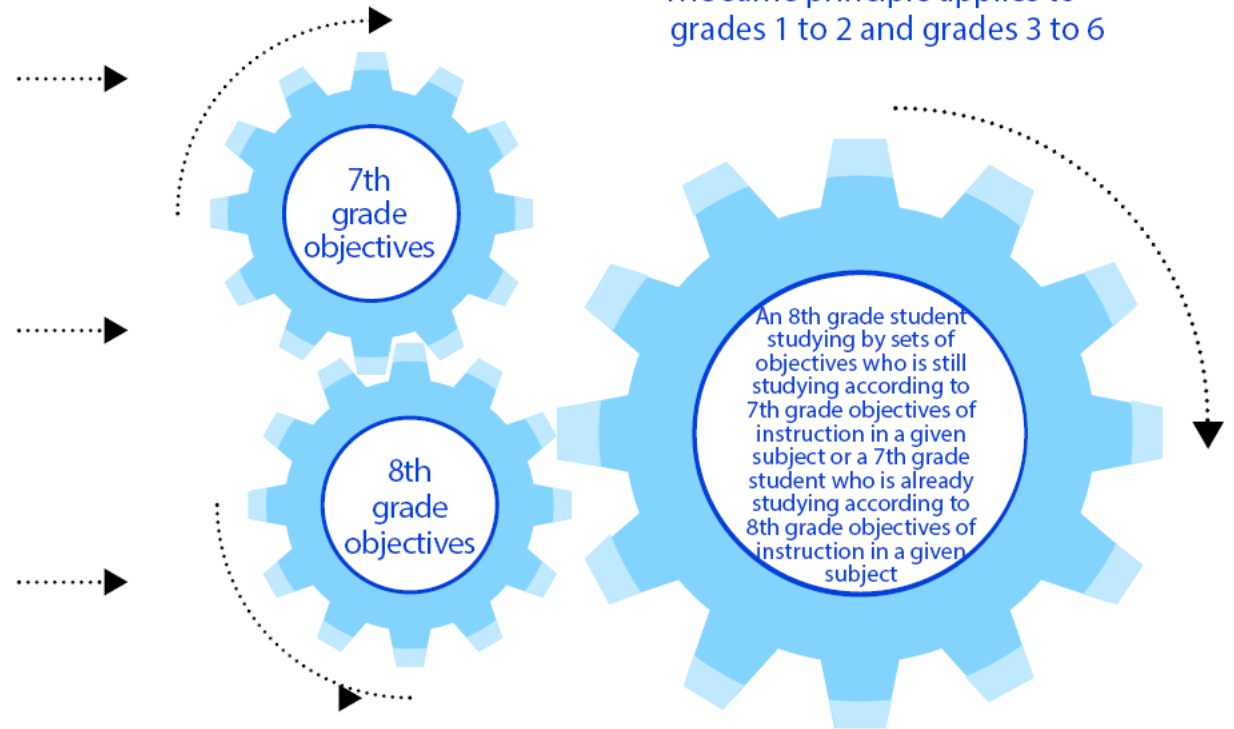
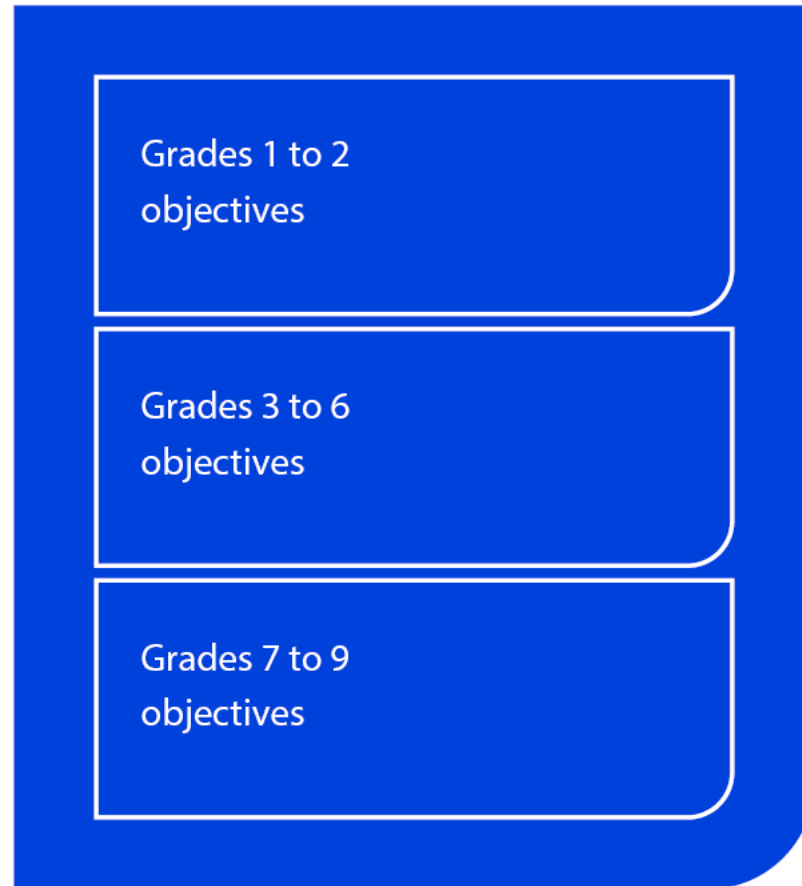
Teaching arrangements that support the conditions for learning

Study progress by sets of objectives when a student progresses **faster** than the rest of their grade



Teaching arrangements that support the conditions for learning

A student studying by sets of objectives studies all objectives, but spends either more or less time on them



Example of a period in grades 7 to 9 when a student studies by sets of objectives

The same principle applies to grades 1 to 2 and grades 3 to 6