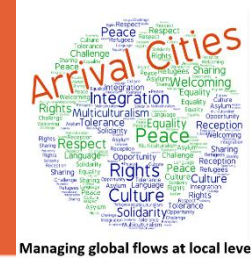


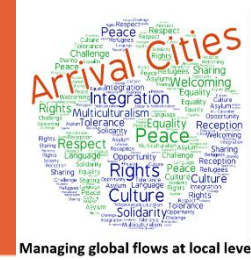
1. Setting the context for the project



- Länsimäki school has 600 pupils and grades 1-9, located in eastern Vantaa and is one of the most multicultural schools
- Class teachers for primary levels 1-6 , subject teachers for secondary levels 7-9, teachers for special needs, preparatory class, S2,visiting teachers: pupils mother tongue and religion, teachers assistants
- A student welfare group working at the school: school nurse, social worker, psychologist
- Co-operation with Tempo-orchestra, NGOs, Adult Education Center, Pre-primary education, Plan Finland,
- School offers general, intensified and special support for all pupils when needed and necessary
- Co-operative teaching is widely used and pupils are grouped differently during the day
- Teacher language awareness is in New Curricula 2016



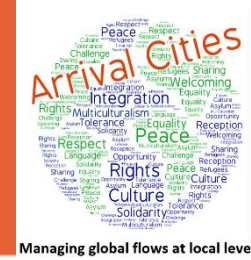
2.



- Almost half of the pupils study Finnish as second language also many native speakers have difficulties in reading comprehension and in producing texts
- Six years ago group of teachers searched new tools for teacher language awareness, five teachers were trained in R2L-system
- R2L= Reading to learn was invented in Australia, widely used in Sweden, based on a technique that is used systematically and in long term
- Class teacher and S2 work together with the class. School principals encourages new teachers to learn the method and do co-operative teaching
- Starting in 1-2 grades, systematically used 3-6 grades, questioning technique, reading, explaining difficult words, writing together/ independently
- Club of Young writers is starting for 5.-7. graders gifted writers who want to write novels with the technique



2.



- Finnish as second language teacher said: "Teachers have understood the main point: we can not change the students, but everyone can change their own teaching."
- Using a good and rich Finnish language, a lot of perceptual material, functionality, grouping, teacher co-operation and a pedagogically thought structure
- In secondary level "Every teacher is teaching the language of the subject".
- Emphasis on the awareness of the special language and the nature of texts used in the subject. All the lessons are taught in languages and texts.
- Workshops about teacher language awareness, R2L is not used systematically,
- Developing pupil assessment: using easy reading texts, oral supplementation, partly pictorial responses and other techniques

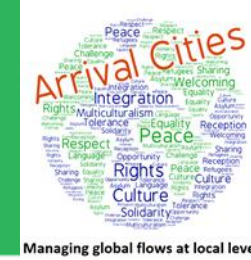
3. Challenges/Difficulties

1/2-9



- The assessment / setting goals in co-operation with parents and pupils is new
- In theory teacher language awareness is in good level, but how is the practice in secondary school?
- The staff changes and has different attitudes and thinking.
- A few key persons are involved, not everybody is engaged
- Pupils are coming from two different primary schools to secondary school

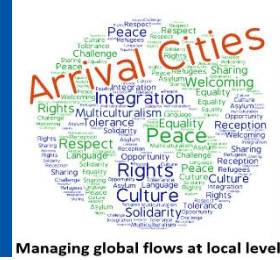
3. Challenges/difficulties 2/2



- Co-operation with mother tongue teachers
- Inclusive preparatory education
- Co-operation with parents, language barriers, WILMA
- The schoolnet is about to change: 1-4 graders in Rajakylä and 5-9 graders in Länsimäki starting 2018-19



4. Case questions



- How to engage the whole school community to the teacher language awareness -ideology?
- How to get the parents more involved?

