Chapter 2 Basic education as the basis for general knowledge and ability

2. Basic education as the basis for general knowledge and ability

2.2 The value-basis for basic education

Values of Espoo International School

Mission Statement

At EIS we strive to create a warm, dynamic, open-minded community that embraces holistic learning. We respect pupils’ social and cultural diversity and encourage them to reach their full potential.

Espoo International School (EIS) is a multicultural and multilingual school where English is used as the primary language of instruction across the curriculum. Espoo International is an International Baccalaureate (IB) authorized school. EIS offers Middle Years Programme (MYP) within a three year period to grade 7-9 pupils. Furthermore, EIS provides pupils with the knowledge, skills and linguistic abilities required for further education in English.

Pupils learn to value their own cultural background and thus learn to respect other cultures and to appreciate everyone’s uniqueness. The school community recognizes different cultures in everyday life. Pupils and staff are encouraged to share their culture with others, for example during cultural holidays, theme weeks and projects. The Parent-Teacher Association (PTA) is involved in this work by helping to organize events.

EIS school community is a pioneer, for example, in the use of information and communication technology (ICT) and in integrative teaching. The school community is open to new ideas and aims to develop continuously. Teachers are encouraged to further their training and bring new methods to their teaching. Both pupils and teachers are encouraged to have a curious attitude, to take risks and to learn from their mistakes.
EIS middle school (grades 7-9) follows International Baccalaureate (IB) Middle Years Programme (MYP). The aim of MYP is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:
- reflective
- balanced
- knowledgeable
- open-minded
- principled
- caring
- risk-takers
- thinkers
- communicators and
- inquirers

Source: IB, see appendix.

2.3. The conception of learning

All teachers are familiar with the principles of positive pedagogy and use them actively in their teaching. By utilizing different exercises, all pupils learn to identify their strengths and also recognize the assets of others. Teachers acknowledge student strengths and provide daily positive feedback. Students are given differing responsibilities according to their age and personal skills. The pupils focus on building their own assets and setting realistic goals for learning. Teachers help pupils observe their progress by actively discussing their learning and by using self-reflection. The goal for everyone is to be the best version of themselves and take responsibility for their scholarship and actions overall.

For further information, see chapter 5.

Chapter 3 Basic education’s task and general goals

3. Basic education’s task and general goals

3.3. Transversal competence as a goal

Emphases of transversal competence

In Espoo International School teachers recognize transversal competencies as an important part of the learning process, goals and assessment.

Across all grade levels, teachers regularly implement different methods, like inquiry based learning, multidisciplinary units and other projects that require group work. Pupils
have an active role in their learning and also participate in planning. The student council is an important venue for pupil participation. Innovation and lifelong learning are highly encouraged.

In 9th grade pupils do a Personal Project where they research a topic of their interest. As part of the project, in addition to learning content, they present their self-management and planning skills.

Use of information technology, like laptops and tablets, is a natural part of a student’s day.

See appendix for more specific IT skills information.

EIS is committed to preparing pupils for working life. They participate for example in Working Life Experience, taksvärkki, and Yrityskylä.

In addition to transversal competencies, in Middle School teaching is based on IB Global contexts. Global contexts enable pupils to observe subjects in a holistic manner. Global contexts include identities and relationships, globalisation and sustainability, personal and cultural expression, fairness and development, orientation in space and time and scientific and technical innovation.

**Strengthening learners’ social skills**

In Espoo International School positive pedagogy is core to strengthening student social skills. Pupils recognize their strengths and also learn to identify and respect those in others. The language of positive pedagogy is used throughout the pupils’ school path.

Students grow in a multicultural and international school environment and learn to respect different cultures. Espoo International School is committed to using a variety of anti-bullying and social skill programs such as KiVa-koulu, Bully Free, Lions Quest, ARVOKAS, and Mahtisluokka (Mighty Class).

**Chapter 4 The school culture of single-structure basic education**

**4.2 Guiding principles for developing school culture**

Espoo International School is a school where everybody matters. Pupils are taught to respect their peers and everyone in the community. Pupils take part in making school rules, planning how school values can be reflected in everyday life, planning learning environments, events, projects and discussing assessment. As pupils grow in their working skills, they are given more responsibility and freedom to work independently.

In EIS teachers know their pupils well. All pupils are approached with respect and appreciation. A positive atmosphere, feedback and a safe school environment
encourage children to learn, succeed and develop their social skills and involvement in the school community.

The school maintains an active cooperation with the PTA and the Opinmäki community, for example with the Active Learning Center (AKKU).

Teachers are regularly in contact with guardians. EIS uses Wilma to communicate. Wilma is the electronic means of communication between home and school. Wilma provides pupils, teachers and guardians with information regarding school related issues and assists communication. The school's newsletters are also found in Wilma. The communication is low threshold. Parent-teacher-student conferences are held once a year and teachers organize meetings with guardians whenever required. In grades 1–6 there is at least one assessment discussion held with the pupil and the guardian per year. In middle school, assessment discussions are part of the parent-teacher-student conferences. In elementary school, parents’ evenings are organized once a year and in middle school twice a year. Class teachers organize evenings for guardians when needed.

4.3 Learning environments and working habits

Pupils can practice their social skills through various learning methods and also through programs the school uses such as KiVA-koulu, Bully Free and Lion’s Quest. In middle school, the Creativity, Activity, Service Program (CAS) encourages pupils to help others and contribute to their community. Teachers act as role models through teacher cooperation and team teaching.

In everyday school life, pupils are encouraged to ask questions and provide feedback and ideas about the chosen tasks and learning methods. Assessment is based on students’ strengths. Teachers offer a lot of personal and encouraging feedback; grades are only a small part of the feedback a pupil receives.

EIS provides technology for a versatile use of ICT and staff is trained to use it in class. Opinmäki offers opportunities for teachers to teach out of classrooms and make use of the common areas and the surrounding community.

4.4 Integrative approach and multidisciplinary modules

EIS is committed to elevating multidisciplinary teaching into a natural part of pupils’ school path. Teachers are trained and encouraged to use a phenomenon based approach in their teaching. Each subject will be part of at least one multidisciplinary project during pupil’s school career.

EIS is part of KETO-project, which includes developing interdisciplinary units. The KETO-coordinator and team are responsible for planning the units and informing and training other teachers.

Use of multidisciplinary units is also an important part of the MYP.
Chapter 5 Arranging school work so as to promote learning and well-being

5.1. Shared responsibility for the school day

Yhteisöllinen oppilashuolto vastaa toiminnan suunnittelusta ja toteutuksesta koulussa.

5.2. Cooperation

Learner participation

Pupils are always treated with respect and appreciation at EIS. School staff is interested in the pupils and strive to foster relationships with them. Pupil engagement is highly valued at EIS; pupils are seen as active agents. Staff actively reinforce and support pupil engagement.

Pupils are expected to take responsibility for their learning. Pupils are encouraged to actively participate in daily lesson work. Since pupils are treated as active agents and as partners in the learning process, we both value and solicit their feedback and opinions. Pupils are asked to teach or demonstrate things in class and they are regularly trusted with various tasks. Pupils also actively take part in assessment. Pupils are not only subject to assessment, but also learn to take part in the process through self and peer evaluation.

Pupils participate in planning, organizing and hosting a variety of school events and activities, such as Christmas and Spring shows. Pupils also lead assemblies throughout the school year.

The Student Council plays an important role in student involvement and positive student activism. Student Council representatives act as a link between the staff and the pupils. Two 9th grade student representatives take part in the school board meetings. EIS trains student mentors from 8th grade classes to work as mentors in 9th grade. In cooperation with youth workers, mentors plan and lead team building days and events for younger pupils.

As pupils are seen as active members of the school community, pupils are naturally included in communication. For example Wilma and Fronter are used as channels for communication with the older pupils. Pupils also play a crucial and active role in the yearly parent-teacher-student conferences, assessment discussions and other meetings where their input is necessary.

Cooperation between home and school

EIS values open and regular communication with guardians. Guardians are informed on a regular basis about what is happening in the school and classroom. Open classroom days are organized yearly and guardians are encouraged to attend.

Wilma is used as the primary channel for both general and specific communication between the school and guardians. Home-school communication uses a variety of other channels and tools as well, such as e-mails and phone calls.

It is important that all guardians are offered a chance to meet teachers. Meetings and discussions are held on a regular basis. Parent-teacher-student conferences are held yearly.
Meetings are also held during transitional phases, which are between second and third grades, as well as, between sixth and seventh grades. Additionally, a Back to School evening is held each fall. In primary school, a parent evening is held once a year and in middle school, two to three times a year.

Guardians are naturally involved in supporting student health and well-being. Guardians are regularly communicated with in order to ask for feedback and support.

The PTA is an active part of the school community. PTA meetings, which the school representatives attend, are held monthly. Guest speakers invited by the PTA are also welcomed.

EIS values active communication with guardians. Open classroom days are organized yearly and guardians are encouraged to attend. Like pupils, guardians are encouraged to make suggestions and give ideas and feedback for the staff.

Guardians of the pupils are also seen as important professional collaborators for the school staff. Guardians are encouraged to visit classes and give presentations in their fields of expertise, for example.

Guardians are also encouraged to take part in the work of the PTA and the School Board. The School Board plays an important role in the school community as it approves the school curriculum and rules, in addition to other tasks. Both the School Board and the PTA are elected by guardians.

Guardians are invited to take part in, for example, assemblies and activities of the school, especially at the time of cultural and religious festivals.

Feedback is collected from guardians on a regular basis and school practices are developed based on the feedback.

** Cooperation within the school and with other parties**

School staff are regularly offered training and the opportunity to increase their knowledge and practices in team teaching. Teachers, both subject and class teachers, cooperate across languages and subjects to ensure that pupils learn key concepts in both English and Finnish. This enhances the potential for content to be covered beyond the subject lessons.

Religion teachers cooperate and visit each other’s classes. Religion teachers are invited to organize assemblies and activities for the school, especially at the time of religious festivals.

Team teaching is noted when scheduling lessons. Whenever possible, lessons are scheduled in blocks so that it is possible for teachers and different groups to work together simultaneously. A mutual planning time is noted in the schedule as well. Planning time is allocated for all teachers concurrently with weekly collaboration time. This planning time is offered regularly, for example weekly. This time slot is reserved expressly for planning. Teachers can plan, for example, in subject groups, grade levels teams and across subjects and grade levels.

EIS cooperates with multiple out-of-school agents. These agents include ones that also operate within Opinmäki: Päivänkehrä school, Opinmäki daycare, Active Learning Center (AKKU), Youth
Center and Opinmäki management. Different after school clubs also take place in Opinmäki. EIS cooperates with other daycare centers in the Suurpelto area as well. Pupils’ guardians and the PTA are significant collaborators at EIS. The school cooperates with the local parishes and other religious communities. The parish regularly hosts assemblies at school.

Each year, the community welfare group and Espoo Youth Services coordinate a team-building/grouping day for grade 7 classes (normally in August). This may also include youth workers from the local Lutheran parish and Espoo International School 9th grade mentors. Additionally, any other classes that have the need (such as new groups and those that have had problems in the previous year with class atmosphere/ cooperation) may also have a team-building/grouping day or activities to help foster better cooperation.

Classes take field trips throughout the school year. The KULPS program offers a variety of activities and workshops for all grade levels. EIS cooperates with many sport teams and trainers. Classes take field trips to various sports and recreational centers, as well as, cultural centers and libraries through the KULPS program.

Guest speakers are invited to school yearly. EIS cooperates with universities and especially their teacher training departments in Finland and abroad. As an international school, EIS attracts visitors, like exchange students and teachers, from different countries. EIS cooperates with non-government organizations as well, such as UNICEF.

5.3 Disciplinary educational discussions and the implementation of disciplinary measures

See appendix.

5.4 Ways of organizing education

5.5 Other activities supporting goals of learning and education

School club activities

_ Koulu kuvaa koulun kerhotoiminnan tavoitteet ja järjestämiskäytännöt lukuvuosisuunnitelmassa._

School library functions

The Active Learning Center (AKKU) at Opinmäki, is a public library that also acts as the school library for EIS. Cooperation with the library is fairly easy since both the school and the library operate in the same building.

AKKU is equipped to serve as a learning environment for all subjects. All EIS classes regularly visit AKKU. AKKU is involved in project work and multidisciplinary units of EIS, as well. AKKU, for example, might order e-books for school use and enable EIS pupils to access appropriate English language materials.

AKKU offers all grade levels workshops and lessons on various themes, such as studying library skills. AKKU staff also offer book talks (kirjavinkkaus) and organize author visits and workshops. AKKU can also support the school in teaching pupils information access and evaluating the reliability of information. AKKU offers workshops on media, creativity, and
technology, such as coding and 3D printing. As a public library, AKKU offers the KULPS program, which includes many of the workshops and lessons mentioned.

In order to achieve close cooperation between the school and the public library, EIS has a library team that is responsible for cooperation and information transfer with AKKU. Generally, all personnel of EIS and AKKU cooperate actively.

Recess times

*Koulu kuvaa välituntitoiminnan oppilashuoltosuunnitelmassa.*

**Chapter 6 Learning Assessment**

**6.1 Assessment tasks and an assessment culture which supports learning**

In EIS pupils are assessed formatively and summatively.

Formative assessment evaluates study skills during lessons. Formative assessment helps pupils to recognize their progress. Pupils' working skills are compared to the learning goals and the criteria. Teachers are committed to the principles of positive pedagogy. This means that all teachers encourage pupils to understand their strengths and work on improving themselves.

Summative assessment is based on the criteria mentioned in the curriculum. Pupil's performance and learning is compared to the learning goals and the criteria. It is the teachers' responsibility that pupils and guardians know the criteria beforehand. Teachers need to make sure that pupils have a realistic view of their skills.

Subject groups set mutual goals, methods and assessment criteria for their subject together. The principal meets with each subject group at least once a year to ensure assessment follows the curriculum.

As much as possible, pupils are included in setting the goals and developing the criteria.

**6.2 The nature and general principles of assessment**

**Taking learners’ age and attainment level into consideration and diversified assessment practices**

Subject groups are responsible for ensuring that assessment tasks are varied. Subject teachers work together with special education teachers to create suitable assessment for pupils who need extra support.
A summative grade is always based on various assessment tasks. Teachers are trained to use versatile assessment methods, for example through inquiry based learning, projects, presentations, oral tests, written tests and different kinds of texts. (See subject specific curricula.)

**Developing prerequisites for self-assessment**

All teachers use self- and peer evaluation as one of the assessment methods. Pupils learn to use self-assessment as a reflection tool from first grade on.

### 6.3 Targets of assessment

**Behavior as a target of assessment**

See the appendix.

**The goals for behavior**

Pupils and guardians have the opportunity to participate in the discussion of the educational goals and school rules through parent-teacher-conferences and parents’ evenings. The PTA has a part in the development of the school culture.

### 6.4 Interim assessments of studies

See appendix for assessment outline.

Additionally, grades 7-9 are assessed with IB Middle Years Program criterion. The MYP program further diversifies assessment and informs pupils of their progress.

See subject specific criteria.

**Koulu kuvaa tarjoamiensa valinnaisten aineiden arvioinnin.**

EIS follows Espoo City guidelines in optional subject assessment. In 4th to 6th grade optional subject assessment is developed together with the pupils.

All pupils receive realistic and encouraging verbal feedback daily. Teachers ensure that pupils are aware of their progress, strengths and weaknesses.

Grades 1-6 also have assessment discussions yearly. Self-assessment is emphasized in assessment discussions. The pupil, teacher and guardians together see how the pupil has met the criteria and goals of the year. EIS uses Espoo city form for the assessment discussion.
6.4.4 Assessment at transition points

In transition phases between 2nd and 3rd grade and 6th and 7th grade pupils will have an assessment discussion at the end of the year. In the discussion, the teacher, pupil and guardians go through the pupil's progress and discuss his/her strengths and weaknesses. Self-evaluation is emphasized in the assessment discussions. Transition to a new phase is discussed. The pupil, teacher and guardians together see how the criteria and goals are met. In the transition phase, the assessment discussion focus is also on the transversal competencies.

Chapter 7 Support for special needs in learning and school attendance

7.1 Guiding principles for arranging support

The fundamental level of support addresses the whole class group.

It is important to make sure each class group has a very supportive atmosphere in the classroom for learning. The teacher should develop a confidential relationship with each individual pupil to discuss their overall well-being and learning.

The school welfare groups considers the student feedback carefully in the class atmosphere surveys at different grade levels by having each class teacher visit the welfare group and report findings from the class atmosphere survey.

One of the main principles for pupils is that they experience success in learning and feel they are a valued member of the class group. We try to work with the class teacher to develop plans to work with pupils in the classroom while they are in the group. If this is not effective, then the special education teacher can meet with the pupils in small groups or individually if necessary.

7.1.1 The guidance during the support

It is the class teacher's role to guide the support process, including writing learning plans and support cards. The class teacher should facilitate communication with parents regarding student welfare and the learning progress. The class teacher must have at least one parent conference for each pupil every year and more if necessary for all students. Subject teachers must be involved in these parent conferences if needed.

The student welfare group is responsible for making decisions regarding support. The student welfare group focuses more on early intervention.
7.1.2 Cooperation between home and school during the support period

It is the responsibility of the class teacher and the subject teacher to take care of every pupil to ensure they have access to support, receive guidance and teaching on the level they require. This includes all types of differentiation to meet individual needs of pupils. Class teachers and subject teachers must take initiative in contacting parents regarding student progress.

7.2 General support

The general support learning plan can be made for all pupils in need of support at a basic level. In order to develop the learning plan, the class teacher must meet with the parents first. If the school believes there is a need for a homework club, then the school can create one for the pupils. All pupils have the right to get remedial support from subject teachers. Part-time special education can also be offered at the general level of support when necessary.

Two reasons for intensifying the support level are permanent support needs (possibly in more than one subject) and behavioural support.

7.3 Intensified support

It is important to meet parents with the pupils first to begin developing the intensified support plan. The class teacher can then write the learning plan with the subject teachers.

The class teacher communicates the needs of the pupil in the learning plan and in general to the subject teachers while developing the learning plan and after the plan has been developed. The special education teacher can consult with the class teacher and subject teachers during this process and should be participating in meetings with the parents.

The next step is to discuss the intensified support plan and whether it is needed in the welfare meeting, and the principal makes the final decision regarding the intensified support plan.

7.3.2 Learning strategy for period of intensified support

The class teacher and the subject teacher are responsible for initiating support with the help of student welfare group professionals. The class teacher communicates with the appropriate subject teacher regarding the support.

Intensified scaffolding may include simultaneous teaching, small group teaching, remedial instruction and flexible teaching arrangements. Intensified support should also include appropriate accommodations and modifications when necessary.
In late autumn the class teacher invites the parent and pupil, special education teacher, and any other staff member(s) or other professional specialist(s) from outside the school who should be involved in the meeting.

During the spring, the class and subject teachers will assess the plan and decide upon modifications. The updates will be written in the support cards.

7.4.1 Pedagogical report

The class teacher and the subject teacher are responsible for writing the pedagogical assessment and can consult with the special education teacher when necessary. The subject teacher should be in contact with the class teacher regarding the needs of individual pupils.

7.5.1 Remedial instruction

The class teacher or subject teacher should request remedial teaching hours from an administrator when needed. If support is provided by the class teacher, subject teacher, or special education teacher, a support card should be filled out regarding the support.

7.5.2 Part-time special education

The class teacher and the special education teacher have the opportunity to discuss part-time special needs support in meetings and during contact times with parents.

7.5.3 Services and assistive devices required for participation in instruction

Pupils with regular medical needs can be provided an assistant in the classroom. The assistant may be in the classroom part-time or full time depending on the needs of all the pupils. The need for assistant services is discussed in the student welfare group.

Chapter 8 Student Welfare

The student welfare professionals inform staff and parents regarding the role of the student welfare groups. Parents receive information regarding student welfare during parent evenings. Student welfare work includes all school staff. The school has a Community Welfare Group that considers the welfare of the whole school. Varying welfare issues can be addressed more specifically in the Primary and Middle School Welfare Groups, respectively.
Chapter 9 Special questions regarding language and culture

Espoo International School is a very diverse environment with both pupils and teachers representing cultures from around the world. With so many cultures represented in the school community, Espoo International School has a unique opportunity to foster a rich multicultural school community. EIS takes steps to reinforce the cultural identity of individuals by supporting student efforts to express both their own culture and language, while also encouraging pupils to develop appreciation and compassion for other traditions.

The school takes time to recognize the cultural background of all pupils and staff. The school fosters and encourages both pupils and staff to learn about and respect other customs. Open discussions about the similarities and differences of traditions are encouraged and all members of the community are allowed to share their cultural perspective. Pupils are treated as an expert in their own traditions and learn to share their cultural perspectives and customs and to identify others in an appropriate manner.

The EIS community encourages a safe environment for everyone to freely share and experience divergent cultures in a positive way. Teachers and staff take time to help pupils develop a respectful and compassionate attitude towards their own customs and language, as well as other cultures and languages.

Additionally, the multicultural community embraced at the school can include, but are not limited to, having open class discussions, teaching different perspectives on historical and current events, inviting parents and others in the community to present to the pupils, having a language of the month, sharing information, observing religious and cultural holidays and festivals and hosting cultural bazaars.

Finnish Language Learning

Espoo International School has a student body with varying levels of Finnish skills. Finnish language classes are mandatory for all pupils. In order to ensure pupils are properly supported and allowed to develop their Finnish language skills, pupils are placed in groups suitable for their current level and given adequate instruction to help further their development.

Concurrent with Finnish lessons, Finnish development is supported in other classes by providing the opportunity to practice and learn Finnish vocabulary alongside the English vocabulary. Teachers co-operate with Finnish speaking teachers to ensure cross-curricular support both in English and Finnish. Instructors also participate in team teaching, which provides students with greater exposure to expertise and diverse teaching in the school.
Chapter 12 Elective subjects in basic education

Chapter 12.1 Artistic and practical subject electives

Allocation of Lesson Hours

Please refer to the Allocation of Lesson Hours for Espoo International School chart in the Appendix.

Chapter 12.2 Elective subjects

Grades 1-3

In 1st and 2nd grade, one extra hour is put toward Finnish.
In 3rd grade, one extra hour is put toward Science.

Grades 4-6

Pupils in grades 4-6 participate in a total of one lesson hour elective per year. Electives at this level change from year to year and depend upon teacher expertise and availability. Electives are multidisciplinary and the classes are of mixed aged. There are course choices in both English and Finnish. Assessment criterion for electives is determined by both the teacher and the students; no number grades will be given.

Grades 7-9

In middle school, pupils need to complete 5 hours total of Arts and Crafts electives.

Chapter 12.3 Foreign language voluntary and elective subjects

B2 languages

The B2 languages in Espoo International School will be Russian, German and Spanish. The B2 languages will follow the National Curriculum. Pupils studying a B2 language will have two lesson hours a week.

Chapters 13 - 14

Grades 1-6 Subjects

Finnish 1-6

Finnish as a mother tongue 1st and 2nd grade:

**Finnish as a mother tongue 3rd to 6th grade:**


**Finnish as 2nd language all grades:**

Addition to all grades

In EIS students may also study Finnish in a beginners’ group as a foreign language. New pupils are tested on their Finnish skills and the teacher is responsible for the division into groups according to need and level. Teachers make individual goals for both the groups and each student. The teacher drafts the criteria and goals in cooperation with the pupils. An important goal is to help students recognize the importance of Finnish language in everyday life and motivate them to study Finnish. The general goal is to develop functional language skills: everyday spoken language, basic vocabulary and some writing. The teacher always consults the parents when he/she sees that pupil should change groups. The final status of the pupil is checked and decided after 8th grade; in 9th grade changes can no longer be made.

**English 1-6**

**School Specific Emphasis**

At EIS, English language is taught as a mother tongue on all grade levels. Content, goals and assessment are in accordance with Finnish as a mother tongue and literature requirements. At the year end assessment in grade 6 and the final assessment in grade 9 English is evaluated as an A1 language.
At EIS, the language of instruction across different subjects is mostly English. Hence, English is inevitably studied across a variety of subject areas. We encourage students to learn across disciplines. The school language policy is “all teachers are language teachers” and subject groups should identify critical key vocabulary that students should master in both Finnish and English. The school language policy supports an holistic approach to learning while connecting real world phenomena with target languages.

In language teaching, students’ multicultural backgrounds and various mother tongues are used as an important resource. Along with different languages, the varieties of English spoken are recognized in order to strengthen language awareness.

Grade 1

In 1st grade a greater emphasis is placed on reading, phonics, and spelling. Students use levelled readers for reading practice.

Grade 2

In 2nd grade a greater emphasis is placed on reading, phonics, and spelling. Students continue using levelled readers for reading practice.

Students also read and analyse at least two novels. Students study both classic and contemporary works.

Grade 3

Students read and analyse at least two novels. Students study both classic and contemporary works.

Grade 4

Students read and analyse at least two novels. Students study both classic and contemporary works.

Grade 5

Students read and analyse at least two novels in addition to two shorts stories. Students also spend time reading various works of poetry. Students study both classic and contemporary works.

Text production focuses on writing skills and essay writing.

Grade 6
Students read and analyse at least two novels and two shorts stories. Students also spend time reading various works of poetry. Students study both classic and contemporary works.

Text production focuses on writing skills and essay writing.

**Diverse assessment methods**

Diverse assessment methods are used to assess student learning. Rubrics are utilized to help student plan, self-assess and follow through with expectations for final products.

Assessments may include, but are not limited to, listening and reading comprehension tasks, oral presentations, writing composition (such as narratives, expository, persuasive and story writing), and dictations / spelling tests / vocabulary tests.

Some assessment tasks are integrated in multimedia. English skills and tasks may also be integrated with other subjects.

**Cooperation outside school**

Field trips, experts and other opportunities are used to enhance students' study of English. These may include utilizing KULPS, inviting authors and poets to visit, conducting writing workshops, and watching theater and puppet groups. Teachers also integrate the AKKU (Center of Active Learning) facilities and resources into the lessons.

**Mathematics 1-6**

**School specific emphasis**

Since our pupils come from all over the world and have different math experiences, teachers take into consideration the pupils’ previous knowledge and educational backgrounds. At the beginning of the year pupils' Math skills are assessed so that teachers can differentiate lessons accordingly. Teachers aim to make flexible and fluid groupings across grades and/or grade levels in order to differentiate pupils' knowledge based on their skills. For example, teachers provide extension math work such as additional worksheets, IT games or projects to motivate pupils.

Teachers provide IT activities with electronic devices such as smartphones, tablets, computers and interactive boards. In addition, teachers aim to incorporate hands-on materials as much as the topic allows.
Diverse assessment methods

Teachers assess pupils’ understanding of math concepts through projects, integrating math with other subjects, real life problems and digital implementation. Teachers assess pupils’ skills based on their individual, pair and group work on themes, phenomena, quizzes, tests, class activities and collaborations.

Cooperation outside school

Teachers plan field trips to math oriented schools, companies and entertainment centers such as Heureka, VTT (Technical Research Centre of Finland), Matikkamaa and local universities.

LUTHERAN RELIGION 1 - 6

School Emphasis

Our school cooperates with other religion teachers where opportunities arise to learn and share about other religions. We endeavour to promote school wide celebrations of religious events, visible through art, music and stories from different religions used as narratives. Religious songs are sung in both English and Finnish. We foster a community that is both respectful and tolerant towards each other.

Religious music, both traditional Finnish and English, is an essential part of Religion lessons.

Diverse Assessment Methods

Assessments vary at each grade level. Assessments may include, but are not limited to, making videos, presenting plays, presentations, undertaking tests - (open book), quizzes, projects, charades, posters. Assessments may also be done individually, as a pair or group.

Assessment and feedback will be provided by the teacher and also by peers. Pupils are requested to assess their own work as well with variations according to the grade level.

Cooperation Outside School

We collaborate with other religion teachers. When possible the pupils are taken on field trips to places of worship - both Lutheran and non-Lutheran. Parents and other visitors with expertise are invited to the classroom for various learning activities.

Morning assemblies are conducted once a month by the local parish.
History 4 - 6

1. School Specific Emphasis

Since EIS is a multicultural school, world history and the development of civilizations is emphasized.

The importance of history is discussed.

Pupils are introduced to historical empathy. They are taught to adopt a third person view contrary to their personal take in order to question the historical circumstances and motivations.

2. Diverse assessment methods

Assessment will vary at different grade levels. Methods may include tests and/or quizzes as well as projects, posters and/or presentations. Pupils may be asked to teach a topic to peers or younger pupils.

Students may be assessed individually, in pairs or in a group and can be asked to present their work in written, oral or electronic format. Pupils are evaluated by their teachers and peers with respect to content, presentation and creativity. They are also encouraged to reflect on their own performance and how it can be improved.

3. Cooperation outside school

Field trips are taken to enhance historical studies. Churches and museums may be visited, as well as historic sites around Espoo and the immediate area.

Visitors and experts are invited to school to speak to pupils. Students are also encouraged to conduct interviews of their own family members and the older generations.

The University of Helsinki Teacher Training program is another source that can be utilized to enhance the study of history.

Civics 5 - 6

1. School specific emphasis

Equality for all will be emphasised in civics lessons.

Pupils are encouraged to participate on the Student Council, classroom meetings, school events and various modes of student activism -- such as teaching others about
sustainable living. The pupils also have the opportunity to support school adopted charities.

Everyday life skills are practiced such as how to use the municipal services available to young citizens and how to fill out application forms.

2. Diverse assessment methods

Assessment will vary at different grade levels. Methods may include tests and/or quizzes as well as projects, posters and/or presentations. Students may be asked to teach a topic to peers or younger pupils.

Students may be assessed individually, in pairs or in a group and can be asked to present their work in written, oral or electronic format. Pupils are provided with feedback and evaluation by the teacher and their peers, focusing on content, presentation and creativity.

Pupils are asked to write reflectively about their participation in the various civic exchanges and collaborative projects throughout the school year.

3. Cooperation outside school

Field trips are taken to places like governmental buildings and museums to enhance civics studies. The local community and the Opinmäki community are utilized as much as possible.

Visitors and experts are invited to school to speak to pupils. Pupils are also encouraged to conduct interviews of their own family and the older generations.

Yrityskylä (Me & My City) is another source that can be utilized to enhance the study of Civics in 6th grade.

Music 1 - 6

School emphasis

As we are an international school in Finland we emphasize both Finnish and international music, as well as diversity and communication between different cultures. We emphasize the practical and communicative aspect of music experience, playing together, listening together and working together.
A variety of activities are used to study music at EIS to develop communicatively and emotionally, such as drawing to music, writing about music and other interpretive work, making videos, recording songs, writing music and creating choreographies.

Pupils are encouraged to perform at various events including open stage events and school concerts. Pupils are also encouraged to share their music hobbies in class.

Students are taught traditional songs from Finnish and English speaking countries.

Diverse assessment methods

Assessments will be age-appropriate and will vary at different grade levels. Skills are assessed individually and in groups through practical work, singing, playing, performing and dancing, making posters, skills tests, projects and performing.

Outside school

Pupils can visit different musical performances or they can be brought to school. Cooperation with parents who have special knowledge or contacts is also valued.

Art 1 - 6

School Specific Emphasis

At EIS we believe pupils should have the opportunity to experiment with diverse and varied media as they develop their skills and confidence in the visual arts. Pupils are encouraged to make connections between art and other subject areas and explore the use of digital/IT devices and programs. With our multicultural community, pupils are given the opportunity to explore and develop their understanding of Finnish art and world art and how they are connected.

Diverse Assessment Methods

Assessments will be age-appropriate and will vary at different grade levels. As pupils become familiar with the design process, they will be encouraged to document their ideas and knowledge through annotated notes and electronic devices. Pupils will also demonstrate their gained mastery of techniques and media and present projects and/or pieces to small groups or whole classes. Assessment will include the use of rubrics for self and peer assessment.

Cooperation Outside of School

Pupils will explore the local environment in regard to natural and built environments and, when possible, visit art museums in the Helsinki region. We encourage cooperation with
expertise within our school community and invite and build connections with art specialists in the Helsinki region.

**Crafts 1 - 6**

**School specific emphasis**

We aim to integrate teaching of crafts into the broader academic curriculum and to promote cross curricular links. The emphasis is on the whole working process from design and planning through to the final product. Since our pupils arrive in Finland from many different countries and backgrounds they are encouraged to work at their own level to develop an appreciation for working with their hands. As a multicultural school the pupils will be introduced to crafts from other cultures or countries.

**Diverse assessment methods**

Pupils are encouraged to evaluate both the end product and their own, complete working processes from beginning to end. They may, for example, keep a learning journal and/or build up their own portfolio. They also learn how to evaluate and provide constructive and realistic feedback of own and their peers' work through a variety of rubrics and/or self-assessment. Teachers will provide an overall assessment.

**Cooperation outside school**

Parents and other experts are invited to share their expertise of their particular handicrafts. Where appropriate pupils may visit museums, other organizations, such as AKKU, as well as companies involved in design, production and recycling of textile products.

**Physical Education 1-6**

**School specific emphasis**

The aim of Physical Education in Espoo International is to encourage students to explore and use the indoor and outdoor facilities of the local environment in the Suurpelto area. Instruction is in mixed groups.

In Physical Education some lessons can be used for teaching social and emotional skills (Social P.E.).

**Diverse assessment methods**
In Physical Education the diverse assessment methods may include, for example, direct observation and continuous assessment. Along with direct and realistic feedback from the teacher, self-reflection and peer assessment are used.

**Cooperation outside school**

The students make visits to different recreational centres and facilities around Espoo and the Helsinki region, whenever possible. Espoo International School aims to cooperate with specialists and experts of different disciplines and sports. Experts are invited to school to introduce their sports. Parents with special knowledge of different sports can be invited to school to introduce their sports.

**Appendices for EIS curriculum**

2.2 IB learner profile
http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf

5.3 Kasvatuskeskustelu ja kurinpidollisten keinojen käyttö

**Suunnitelma kasvatuskeskustelujen ja kurinpidollisten keinojen käyttämisestä ja niihin liittyvistä menettelytavoista**

Yhteinen suunnitelma varmistaa toimintatapojen laillisuuden ja yhdenmukaisuuden sekä oppilaiden yhdenvertaisen kohtelun Espoossa. Suunnitelma tukee koulun järjestysääntöjen toteutumista.


Kasvatuskeskustelu on ensisijainen tapa puuttua oppilaan epäasiallisuuteen käytäytymiseen. Keskusteluun tarkoituksena on yhdessä oppilaan kanssa yksilöidä toimenpiteeseen johtanut teko tai laiminlyönti, kuulla oppilasta, selvittää laajemmin
käytäytymisen syitä ja seurauksia sekä pohtia keinoja tilanteen korjaamiseksi. Menettelyn tavoitteena on löytää myönteisiä keinoja oppilaan koulussa käytäytymisen ja hyvinvoinnin parantamiseksi.

Kasvatuskeskustelu käydään, jos oppilas
- häiritsee opetusta
- muutokin rikoo koulun järjestystä
- menettelee vilpillisesti
- kohtelee muita oppilaita tai koulun henkilökuntaa epäkunnioittavasti tai heidän ihmisarvoaan loukkaavasti


Henkilökunta perehdyttää ojentamis- ja kurinpidollisten toimivaltuuksien käyttämisessä. Yhteisöllinen oppilashuoltoryhmä seuraa suunnitelman toteutumista ja vaikuttavuutta.

<table>
<thead>
<tr>
<th>Ojentamis- ja kurinpitomenettely</th>
<th>Syy</th>
<th>Päättövalta</th>
<th>Toimintatapa</th>
<th>Kuuleminen, kirjaaminen, ilmoittaminen</th>
<th>Muutoksenhaku</th>
</tr>
</thead>
<tbody>
<tr>
<td>Koulun tilaisuudesta poistumismääräys</td>
<td>Poistumismääräys on antaa opettaja ja rehtori. Oppilaalle on järjestettävä tarvittava oppilashuolto.</td>
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<tr>
<td>Häiritsevä oppilas voidaan määrätä poistumaan koulun järjestämästä tilaisuudesta.</td>
<td>Poistumismääräys on antaa opettaja ja rehtori. Oppilaalle on järjestettävä tarvittava oppilashuolto.</td>
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<tr>
<td>Kirjattava. Ilmoitettava huoltajalle. Jos on käytetty voimakeinoja, kirjallinen selvitys voimakeinojen käytöstä, joka lähetetään perusopetuslinjan päällikölle.</td>
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<tr>
<td>Ei muutoksenhakua ikeutta.</td>
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</table>

<table>
<thead>
<tr>
<th>Opetuksen epäaminen jäljellä olevan koulupäivän ajaksi</th>
<th>Oppilas on väkivaltainen ja uhkaava, opetus vaikeuttaa kohtuuttomasti oppilaan häiritsevän käytäytymisen vuoksi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opetuksen epäaminestä päättää rehtori / koulunjohtaja. Oppilaan voi poistaa opettaja tai rehtori / koulunjohtaja.</td>
<td>Oppilas on väkivaltainen ja uhkaava, opetus vaikeuttaa kohtuuttomasti oppilaan häiritsevän käytäytymisen vuoksi.</td>
</tr>
<tr>
<td>Kirjattava. Ilmoitettava huoltajalle. Jos on käytetty voimakeinoja, kirjallinen selvitys voimakeinojen käytöstä, joka lähetetään perusopetuslinjan päällikölle.</td>
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<tr>
<td>Ei muutoksenhakua ikeutta.</td>
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<td>Kurinpitorangaistus</td>
<td>Syy</td>
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</table>
Koulun tehtävä:
Koulussa varmistetaan, että yhteiset toimintatavat ovat opettajien, huoltajien ja soveltuvin/tarkoitusksemukaisin osin oppilaiden tiedossa.

Toimintatavoista ja käytänteistä käydään keskustelua henkilökunnan, oppilaiden ja huoltajien kanssa.

Koulu kuvaa, kuinka tämä tehdään?

Lisäksi koulu voi määrittää oppilaita ja huoltajia kuullen tilanteet, joista kasvatuskeskustelun sijaan määrätään suoraan jälki-istunto.

6.3 Behaviour assessment

**EIS The assessment of behavior/criteria**

<table>
<thead>
<tr>
<th></th>
<th>Taking other people into consideration</th>
<th>Obeying school rules</th>
<th>Taking the school environment and surroundings into consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/OEH</td>
<td>Student is sensitive to others’ needs and is helpful. S/he takes responsibility on his/her own accord and works well with others. Oppilas osittaa hienotunteisuutta toisia kohtaan ja on avulisia. On vastuullinen työssään ja työrauhan säilyttämisessä. Osaa ilmaista kantansa asiallisesti eri tilanteissa.</td>
<td>Student follows school rules independent of adult supervision. Oppilas on sisäistänyt yhteisön periaatteet ja säännöt ja noudatattaa niitä ilman aikuisen valvontaa. On luotettava.</td>
<td>Student takes personal pride in his/her school environment. Huolehtii aktiivisesti kouluympäristön viehtyisyydestä ja siisteystä.</td>
</tr>
<tr>
<td>9/OH</td>
<td>Student is friendly, polite and helpful to all adults and peers. S/he is responsible and works well with others. Oppilas on kohtelias, ystävällinen ja avulias oppilaille ja aikuisille. Pitää yllä työrauhaa omalta osaltaan ja osaa tehdä yhteistyötä.</td>
<td>Student usually follows school rules independent of adult supervision. Oppilas noudattaa koulun sääntöjä lähä aina ilman aikuisen valvontaa.</td>
<td>Student respects and looks after his/her personal belongings and working environment. Oppilas huolehtii käyttämistään tavarosta ja oman työtilansa ja ympäröistönsä siisteystä ja viehtyvyydestä.</td>
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<tr>
<td>8/OH</td>
<td>Student behaves and obeys rules appropriately in most situations. S/he works well with others. Oppilas osaa käyttäytyä asiallisesti useimmissa tilanteissa. On suvaitsevainen ja</td>
<td>Student usually follows school rules but sometimes needs reminding by an adult. Oppilas noudattaa koulun sääntöjä useimmiten,</td>
<td>Student usually respects and looks after his/her personal belongings and working environment but s/he sometimes needs reminding by an adult. Oppilas huolehtii yleensä</td>
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<td>4</td>
<td>noudattaa yleensä ohjeita ja sääntöjä. Kykenee yhteistyöhön.</td>
<td>mutta tarvitsee välillä aikuisen ohjausta.</td>
<td>käyttämistään tavaroista ja oman työtilansa ja ympäristönsä siisteydestä ja viihtyvyydestä. Tarvitsee jokuisu aikuisen ohjausta.</td>
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<tr>
<td><strong>7/OMH</strong></td>
<td>Student needs encouragement to work in groups. S/he finds it challenging to behave politely and wait for his/her turn. Oppilaas menee herkästi ryhmän mukana, ei ajattele itsenäisesti: kohtelias käytös, oman vuoron odottaminen on vaikeaa. Asenteissa ja käyttäytymisessä parantamisen varaa</td>
<td>Student is aware of the school rules but needs reminding by an adult to follow the rules. Tietää koulun ja ryhmän säännöt, mutta unohtaa ne ollessaan ilman valvontaa. Tarvitsee usein aikuisen ohjausta.</td>
<td>Without adult supervision student finds it challenging to take responsibility for his/her belongings and environment. Ei vielä osaa ottaa vastuuta omista tavaroistaan ja työtilastaan. Tarvitsee aikuisen ohjausta.</td>
</tr>
<tr>
<td><strong>6/OJV</strong></td>
<td>Student is sometimes rude and impolite. S/he is disruptive during lessons and disturbs the working environment. Oppilaas käyttäytyy toisinaan töykeästi ja suvaitsemattomasti. Häiritsee tunneilla, ei kunnioita toisten työrauhaa. Tarvitsee aikuisen ohjausta ja tukea yhteistyötä koehalta.</td>
<td>Student is able to follow the school rules but needs constant reminding to do so. Oppilaas noudattaa sääntöjä, kun itse haluaa. Tarvitsee jatkuvaa aikuisen ohjausta.</td>
<td>Student takes minimal responsibility for his/her school environment. Oppilaalla on vain vähän vastuuta kouluympäristöstä.</td>
</tr>
<tr>
<td><strong>5/OV</strong></td>
<td>Student needs constant adult support and guidance for his/her behavior. S/he has been given consequences for his/her behavior. Oppilaalla on koulun antamia rangaistuksia huonosta käytöksestä. Oppilaas tarvitsee jatkuvaa aikuisen tukea ja ohjantaa käyttäytymiseen koulussa.</td>
<td>Student finds it challenging to follow the school rules without constant adult supervision. Has his own rules. Oppilaas ei noudata koulun ja ryhmän sääntöjä ilman aikuisen jatkuvaan ohjausta eikä aina silloinkaan. Omia sääntöjä.</td>
<td>Student doesn't take responsible of his/her environment. Needs a lot of guidance. Oppilaas ei juurikaan osaa kantaa vastuuta kouluympäristöstä. Tarvitsee paljon aikuisen ohjaintaa.</td>
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</table>
### 6.4. Yearly plan for assessment and co-operation with home

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<tr>
<th></th>
<th>1st grade</th>
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<th>3rd grade</th>
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<th>7th grade</th>
<th>8th grade</th>
<th>9th grade</th>
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<td><strong>October</strong></td>
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<td><strong>November</strong></td>
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<td>Middle School parents’ evening</td>
<td>Middle School parents’ evening</td>
<td>Middle School parents’ evening</td>
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<td><strong>December</strong></td>
<td>Progress report</td>
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<td><strong>February</strong></td>
<td>Evaluation discussion</td>
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<td><strong>March</strong></td>
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<td>Middle School parents’ evening</td>
<td>Middle School parents’ evening</td>
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<td>Anticipated final grades</td>
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<tr>
<td><strong>April</strong></td>
<td>Transition discussion</td>
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<td><strong>May</strong></td>
<td>written report</td>
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In addition to this, teachers may have more parents’ evenings or meetings if necessary. Time of the events may vary yearly.
12.1 Allocation of lesson hours

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<tr>
<th>Subject</th>
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<td>FIN / S2</td>
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<td>Math</td>
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<td>Science</td>
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<td>Religion/Ethics</td>
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<td>History</td>
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<td>Music</td>
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<td>Crafts</td>
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<td>P.E.</td>
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<td>29/31</td>
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Technology Literacy Skills

Introduction

Technology at EIS is not treated as a separate subject. Skills are taught and practiced throughout the pupil's education. EIS curriculum lists but does not limit the skills pupils should be taught and integrated into the multidisciplinary teaching and assessment.

Pupils have the opportunity to explore and share knowledge through different media and end products created using their IT skills. These skills also give pupils the opportunity to practice their transversal competencies and encourage innovation.

At EIS we equip our pupils with 21st century skills which include reading (evaluating, synthesizing, navigating and searching for information), writing (designing, coding, composing and revising) and participating (connecting, protecting contributing and sharing) in a digital world. (Source: teach.mozilla.org)
Tablet skills

Grades 1-2
- basic functions
- care of devices
- correct use and functions of apps
- text/picture/photo - creation, copying, pasting
- airplay
- using a keyboard to type including upper and lower case letters.
- introduction to coding

Grades 3-6
- correct use and functions of apps
- text/picture/photo - creation, copying, pasting
- airplay
- messaging
- folders
- access/trial/use apps

Technology literacy skills

1-6
- Interoperability
- Internet and social media safety and privacy (copyrights)
- cyberbullying
- Care of devices
- Account management
- Organisational skills - files/folders (on devices and on a cloud)
- Technical Language
- Media literacy
- Word processing skills
- Publishing skills – digital and paper
- Coding
- Online collaboration
- Printing

7-9
- Interoperability
- Internet and social media safety and privacy (copyrights)
- cyberbullying
- Care of devices
- Account management
- Organisational skills - files/folders (on devices and on a cloud)
- Technical Language
- Media literacy
- Website building
- Coding
- Sound recording, editing, publishing
- Video recording, editing, publishing
- Image-processing
- Attachments - images, tables, diagrams
- Graphic design
- Online collaboration
- Presentations - digital, online, video, printed,
- Bibliography
- Excel
- Book creating
- Printing