



Oulu2026  
Euroopan kulttuuri-  
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# From Pre-primary to Primary Education

Info evening

27.1.2025 Klo 17.30



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# From Pre-primary to Primary education-info evening

Eskarilta ekalle-illan kysymykset



**The event starts at 17.30 pm and will be held in Finnish**

**Info's presentation material in English can be found on our website**

[From Preschool to School - Information Evening | Pre-primary Education | City of Oulu](#)

**Your microphone and camera are muted by the organizer**

**Questions and commenting**

**You can send us comments and questions via the QR code. Answers will be compiled at:**

<https://www.ouka.fi/esiopetus/esiopetuksesta-kouluun-infoilta>

If you have private questions concerning your child, your family, or a specific pre-primary education location or school, please contact the staff at your child's early childhood education centre or the principal of the future school.

"Translated into English with AI assistance."

# From Pre-primary to Primary Education



## Klo 17.30 **Opening remarks of the event**

Marjut Nurmivuori, Director of Basic Education and Youth

## Klo 17:35 **Pedagogy for 5-8 year olds, cooperation between pre-primary and early primary education**

Katja Mäkelä and Sanna Schroderus-Puurunen, Development Teachers

## Klo 17.40 **Child's transition to school**

Anne Moilanen, Regional Manager,

## Klo 17.50 **Learning support**

Sirkka Riepula, Regional Support Service Manager

## Klo 18.00 **Learning support**

Marjaana Kössö, Special Education Teacher in Early Childhood Education

Päivi Koskela, Special Education Teacher in Basic Education

## Klo 18.10 **Language options**

Päivi Packalén, Development teacher

## Klo 18.20 **For students with an immigrant background**

Eija Laasonen-Tervaoja, Coordinator, Language and Cultural Groups Education

## Klo 18.30 **Afternoon activities**

Jaana Valtanen, Afternoon Activities Planner

Eskarilta ekalle-illan kysymykset



A recording of the event and a summary of the most frequently asked questions will be available at [ouka.fi/esiopetus/mita-esiopetus](http://ouka.fi/esiopetus/mita-esiopetus).



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# Cooperation between pre-primary and early primary education

Katja Mäkelä and Sanna Schroderus-Puurunen



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# Cooperation between pre-primary and early primary education



- The goal is to develop flexible pre-primary and early primary education based on the needs and perspectives of children. A local cooperation plan is drawn up between the nearby school and the daycare centre.
- A successful transition supports children's sense of safety and wellbeing, as well as their growth and learning opportunities.
- The aim is to work together and to develop a shared operational culture.
- Local cooperation between pre-primary and early primary education is carried out in various ways, regularly and in different kinds of groups.
- The shared theme of local cooperation this school year is play.
- Play supports emotional and self-regulation skills, which are important for successful schooling.

***"Unified pedagogy, operational culture, and learning environment in pre-primary and early primary education strengthen the early learning of basic skills in children. By working together, we enable the child's individual progress on the path of growth and learning through flexible transitions."***



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# A child's transition to school

Anne Moilanen



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# **A child's readiness for school and school's readiness for the child**

## **Child readiness**

A child is ready to start school when he or she feels safe and curious.

## **School readiness**

The school is prepared to provide the child with a positive and supportive learning environment.





## **Experienced staff and a safe environment**

### **Reliable school**

Experienced staff ensure your child has a safe and reliable learning environment.

### **Safe environment**

The environment is designed for children, ensuring safety and well-being



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## **Time to grow as a student – no pressure to be competent**



### **A calm start to learning**

You don't have to know everything when you start school, learning happens at your own pace without rushing.

### **Support and encouragement**

It is important to offer your child support and encouragement on their learning path without pressure to be competent



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# Local school and student enrollment



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# **Definition and determination of a local school**

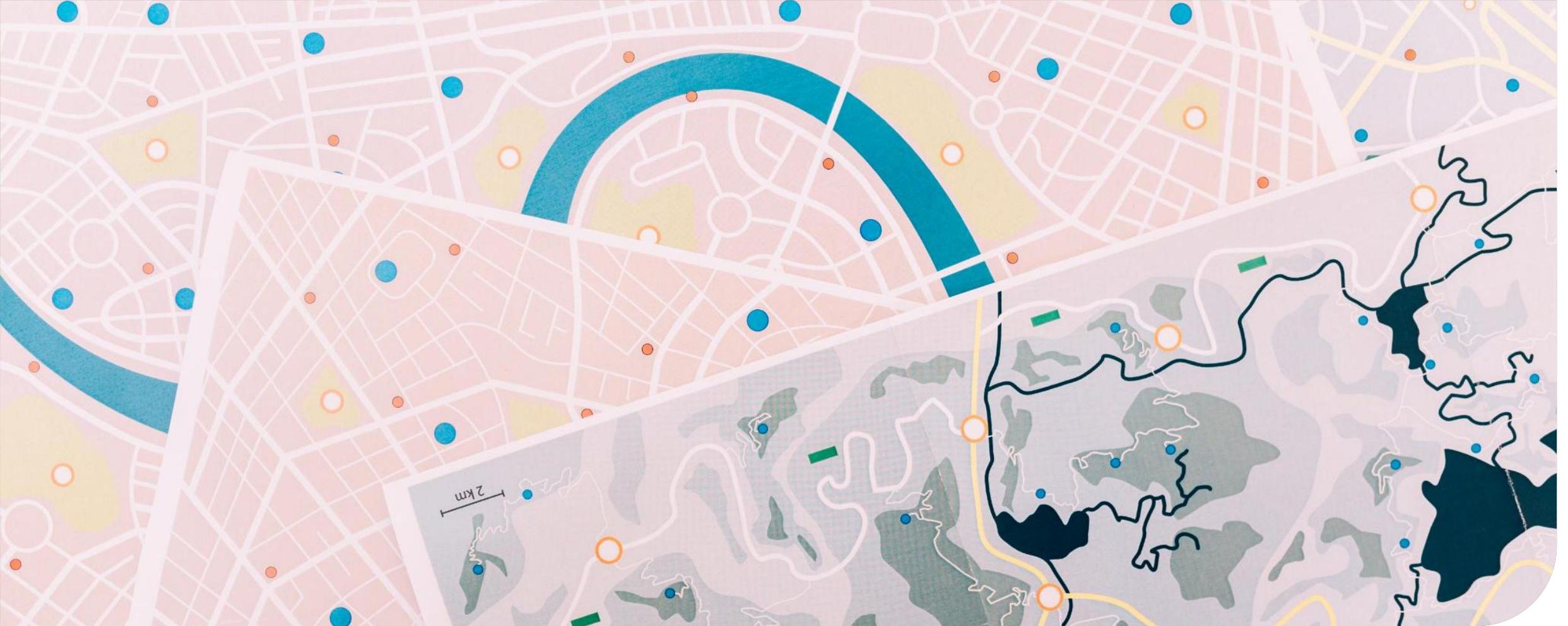
## **Definition of a local school**

A local school is based on the student's official population register address, which determines the school location.

## **Admission criteria**

Students are admitted to a local school based on their place of residence, based on the official population register.





## **The importance of geographical distance**

A nearby school may be further away than the nearest school, which affects students' school trips and choices.

## **Boundaries of student enrollment areas**

In border areas, the placement of students is taken into account annually, which determines school places and nearby schools.

# Decision-making process and year-specific student enrollment

## Decision-making responsibility

The Regional Manager makes the decision on student admission under the guidance of the regional principals.

## Year-grade-specific student admission

Student admission is arranged separately for grades 1-6 and 7-9.

## The importance of the sibling basis

The sibling basis enables siblings to attend the same local school, which makes everyday life and logistics easier for families.

The sibling basis is valid for basic education grades 1-6 and 7-9, enabling uniform schooling for siblings.

## Applying to a school other than a local school

The application is submitted to the principal of the local school.



# Principles of school transportation 1/2

## **School transport reimbursement criteria**

A student's school trip is reimbursed if it is more than five kilometers or dangerous according to the School Chalkboard assessment.

## **Decision maker**

The school principal automatically makes a decision on the school transport benefit without an application from the guardian.

## **Definition of a school trip**

A school trip means a trip from the student's place of residence registered in the population register to school. School transport is only granted to the address registered in the population register.

Logistics officer Olli Wimmer is responsible for matters related to school transport and additional support.

[olli.wimmer@ouka.fi](mailto:olli.wimmer@ouka.fi)



# Principles of school transportation 2/2

## Calculating the length of the school trip

The length of the school trip is determined by the shortest, walkable and commonly used route from the home gate to the school gate.

## Primary modes of transport

School transport is mainly organised by public transport or service transport, which promotes environmental friendliness and efficiency.

## Secondary modes of transport

Bus and taxi transport are used only when necessary, and part of the school trip may be carried out by the student himself.

## Long school trips

School trips of more than 5 kilometres to a school other than the local school are reimbursed if the student is studying A1 language elsewhere than at the local school.

## Trips assessed as dangerous

School trips can be reimbursed if the trip is dangerous or the child's health requires it.

## Discretionary transport

Guardians must apply for transport benefits each academic year with a separate application no later than 15.5.

<https://www.ouka.fi/oppimisen-ja-koulunkaynnin-tuki/koulumatkat-ja-koulukuljetus>





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# Learning support

Sirkka Riepula



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## **Support for learning in basic education starting 1st of August 2025**

The aim is to ensure that the teaching and sufficient support measures for a pupil receiving support are arranged in the pupil's local school whenever possible.

# Oppimisen ja esiopetuksen osallistumisen tuki

## Oppimisen ja koulunkäynnin tuki perusopetuksessa

### Oppimisen edellytyksiä tukevat opetusjärjestelyt

Mm. eriyttäminen, kielitietoinen opetus, opetusryhmien muodostaminen siten, että opetukselle asetetut tavoitteet voidaan saavuttaa, erilaiset pedagogiset järjestelyt (esim. toimintojen toisto ja ennakoitavuus sekä ryhmäkohtaiset apuvälineet), erilaiset rakenteelliset järjestelyt (esim. avustava/ohjaava henkilöstö ryhmässä) sekä vahvuksien huomioiminen.



#### Ryhmäkohtaiset tukimuodot opetusjärjestelyjen lisänä

- Opettajan antama yleinen tukiopetus
- Opettajan antama opetuskielen tukiopetus
- Erityisopettajan antama opetus muun opetuksen yhteydessä

Opetuksen järjestäjän tulee perusopetuksessa varata ryhmäkohtaisen tukimuotojen toteuttamiseen lukuvuositain opetussuunnitelmaan perustuvassa suunnitelmassa yhteensä vähintään 0,122 opetustuntia/ oppilas/viikko.



#### Lapsikohtaiset/ Oppilaskohtaiset tukitoimet

- Erityisopettajan antama opetus osittain pienryhmässä ja muun opetuksen yhteydessä
- Erityisopettajan tai erityisloukanopettajan opetus pienryhmässä\*
- Erityisloukanopettajan opetus erityisloukassa\*
- Tulkitsemispalvelut
- Avustajapalvelut
- Apuvälineet

\* Tätä tukea saavia enintään 5 oppilasta / opettaja perusopetuksessa



**Learning requires interest and ability  
to face challenges.**

**Learning supports wellbeing and  
wellbeing supports learning.**



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# Learning support

Marjaana Kössö and Päivi Koskela



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- Transition from pre-primary education to school is an important stage in a child's life and the process is guided by a child-centered approach.
- Collaboration between early childhood education and the local school's early grades is systematic.
- The child's strengths, skills and interests play a key role in the information transfer-process.
- The child's pre-primary learning plan (LEOPS) is updated in the beginning of the academic year together with guardians and the multi-professional team.
- Cooperation with special education teachers becomes more intensive in pre-primary groups: observation from the groups and planning the organization of support in school.



- At the end of the spring term, the child's pre-primary learning plan (LEOPS) is reviewed together with the guardians and the child.
- The LEOPS is an important document, as the information it contains about the child is transferred to the school.
- In the information-transfer discussion between pre-primary and early primary education, the essential information required for organising teaching is conveyed verbally before class placements and the school's orientation day.
- Please follow your child's future school's website for updates, such as the date of the orientation day and other school events.
- During the orientation day, the child's future class and possibly the teacher will be announced.
- The daily routines of the child's pre-primary day become familiar to guardians through daily drop-off and pick-up situations.
- The child will tell guardians about their school day themselves – remember to ask clarifying questions.





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# Language Program in the city of Oulu

Päivi Packalén



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# Language Program in the city of Oulu:



## Grade 1 (Primary school 7 yrs)

- A1 - First foreign language (compulsory)
- At least two options of English, Swedish, German, French, Spanish, Russian

## Grade 4 (Primary school 10 yrs)

- A2 - Second foreign language (optional)
- Two to three options of English, Swedish, German, French, Spanish, Russian

## Grade 6 (Primary school, 12 yrs)

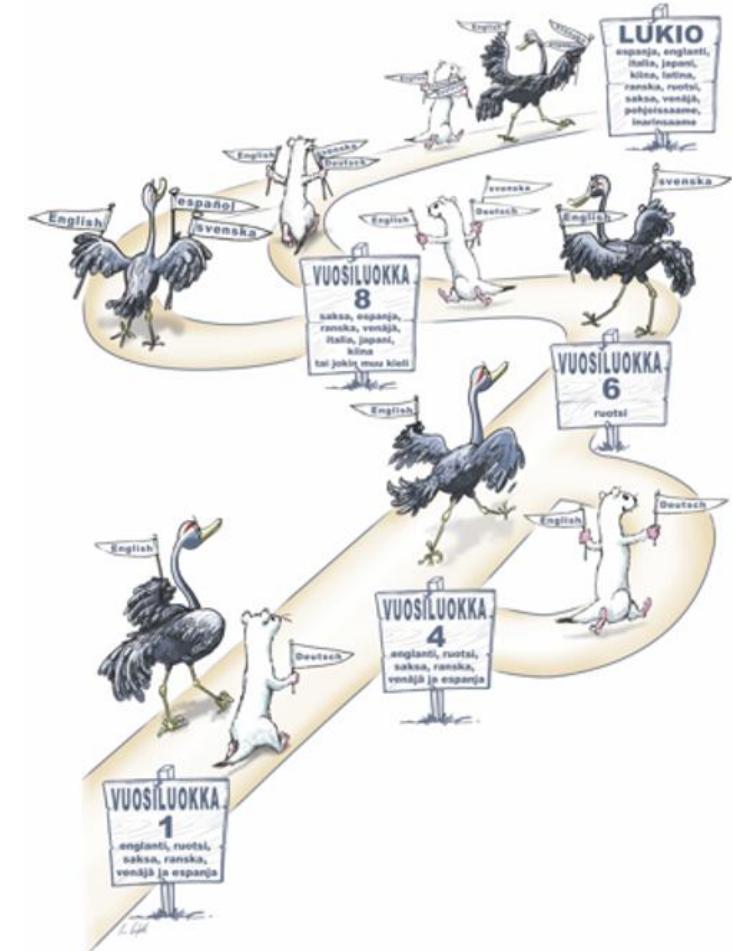
- B1 - Second national language (compulsory)
- Swedish

## Grade 8 (Lower secondary school)

- B2 – Third foreign language (optional)
- Two to three options of French, German, Spanish, Russian, Italian, Japanese, Chinese

## Upper Secondary school

- A/B/C/D languages
- All of the above + Latin and Sami



# A1 language

- A1 language is the first foreign language studied in basic education.
- It is a mandatory subject.
- A1 language studies begin in the first grade, and are continued until the end of basic education. \*
- A1 languages offered in the City of Oulu are French, English, German, Russian, Spanish and Swedish.
- Every school offers at least two of these languages.
- The families choose the A1 language from the language options offered by their child's future school.
  - The options can be found on the school's website.



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\*All students in Oulu International School will study English as their A1 language. Therefore this selection process does not apply to the students of OIS.

# Selection process



- **The language is selected in the digital tool Wilma in weeks 11 and 12 (9.-22.3.2026).**
- The City of Oulu organizes an online information session on Tuesday February 24, 2025.
- The languages offered by your child's future school can be found in the Wilma menu under *Lomakkeet (Forms)*.

## To be considered

- The language group is formed when a minimum of 12 students choose the same language.
- If another language besides English is selected, it is strongly recommended that English is chosen later as a voluntary A2 language beginning in the 4th grade.





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# For a Student with Immigrant Background

Eija Laasonen-Tervaoja



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# Preparatory Education, PrepEd



- Preparatory education is designed for all pre-primary and basic education-aged children and young people from immigrant backgrounds who were not born in Finland and do not yet have the necessary linguistic skills to study in pre-primary or basic education.
- The primary focus in PrepEd is on learning the Finnish language, enhancing mathematical skills, and covering various subject contents.
- Group-based PrepEd is provided for 1st to 6th graders in the schools of Jääli, Kaakkuri, Kaukovainio, Knuutilankangas, Maikkula, Myllyoja, Paulaharju, Rajakylä, and Tuira.
- PrepEd is also available at the student's local school as part of basic education.
- Typically, students attend preparatory education for one year before transitioning to their local school.
- New students are guided to preparatory education by the coordinator of language and cultural group education.



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# Finnish as a Second Language and Literature



- The subject of mother tongue and literature is divided into different syllabi, such as Finnish language and literature (S1) or Finnish as a second language and literature (S2). Each syllabus has its own objectives, contents, and assessment criteria.
- A student can study Finnish as a second language if his/her basic proficiency in the Finnish language needs strengthening or if his/her Finnish language skills are not yet sufficient for the S1 studies. The selection of the syllabus is primarily based on the student's developing Finnish language skills in different areas (receptive and productive skills).
- The need for the S2 is assessed by the teachers who teach the student. **However, the student's guardian decides on choices regarding the syllabus.**
- Schools decide independently how the S2 studies are organized. The instruction can be implemented in separate S2 groups, partially in S1 and S2 groups, or entirely within the S1 group.
- The goal is that the student transitions from studying the S2 syllabus to the S1 syllabus once a sufficient level of Finnish language proficiency has been achieved in the different areas of language and in the general academic language.



# Student's Own Mother Tongue (Native Language)



- The instruction of the student's own mother tongue (OÄ) is supplementary to basic education and is available to students whose mother tongue or one of the languages used at home is other than Finnish, Swedish, or Sami. Additionally, students who are native Finnish, Swedish, or Sami speakers can also participate in instruction to maintain language skills acquired abroad.
- The goal of instruction is to support the development of the student's active multilingualism and to foster an interest in lifelong language development. Learning one's mother tongue also supports the learning of other languages, various subjects, and integration into Finnish society.
- Enrollment in OÄ instruction is done through Wilma (forms, enrollment in own mother tongue instruction) in August. Enrollment is binding.
- OÄ instruction is centrally organized at certain schools if at least six students enroll in the same language. Instruction is provided for 2 hours per week.
- In the academic year 2025-2026, instruction is arranged in 17 languages.



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# Afternoon activities

Jaana Valtanen



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## Extracurricular activities for basic education

- Guided and supervised activity in a safe and stimulating environment
- Complies with the guidelines of the Finnish National Agency for Education for morning and afternoon activities, the Basic Education Act, and the City of Oulu's operational plan for afternoon activities in basic education.
- Organized by the City of Oulu's education and cultural services in cooperation with service providers.
- Includes play, crafts, physical activities, outdoor activities, excursions, and a snack.
- Organized on school days (Mon-Fri) from 11:00 to 16:30.
- No activities during school holidays.
- Organized at schools and youth centers

## Extracurricular activities for basic education

Target groups:

- For students in grades 1-2.
- For students in grades 3-9 who are entitled to special support.
- For students in grades 1-9 attending school in a demanding special needs group.
- A place can be granted if the child's guardian(s) are working or studying, or if there is another special reason for needing the place.
- The morning activity place is granted by Pohde.

## Fee

- **Fixed monthly fee of €120 / month**
- The fee is charged from August to the end of May.
- The fee is not affected by the length of the month or the number of days the child is present.
- **Sibling discount** for families with two or more children simultaneously in afternoon activities:
  - First child – full fee (€120)
  - Each subsequent sibling – half of the full fee (€60)
- **Fee exemption** can be granted to very low-income families receiving basic social assistance from Kela.
- **50% fee reduction** can be granted for families receiving housing allowance from Kela.

# Applying for extracurricular activities in 2026-2027



**Application period is from January 1 to February 15, 2026**

Applications are made electronically in Wilma.

If the guardian has given permission for electronic notification, the decision will be visible in Wilma on May 15.

If the guardian has not given permission for electronic notification, the decision will be mailed on May 15.

Groups are formed based on applications received during the application period. It is important to apply during the application period.

Priority is given to 1st-grade students.

Applications received after the application period will be processed, but they will no longer affect the formation of groups. If the group is full, the child will be placed on a waiting list, even if they are a 1st-grade student.

## For more information

- <https://www.ouka.fi/oulu/koulutus-ja-opiskelu/iltapaivatoiminta>
  - impact of absences on the activity fee
  - termination of the place
  - Organizers of the activity
  - Contents of the activity
- Jaana Valtanen tel. 044 703 8230, email: [jaana.valtanen@ouka.fi](mailto:jaana.valtanen@ouka.fi), [Iltapäivätoiminta@ouka.fi](mailto:Iltapäivätoiminta@ouka.fi)
- Kati Niskala tel. 050 435 5850, email: [kati.niskala@ouka.fi](mailto:kati.niskala@ouka.fi) (In English)

Thank You

Eskarilta ekalle-illan kysymykset



27.1.2026



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