



LUKUVUOSISUUNNITELMA 2023–2024/ANNUAL WORKING PLAN 2023-2024

# OULU INTERNATIONAL SCHOOL

2023 - 2024



*Joy of learning in a diverse and caring  
environment*



### Lukuvuosisuunnitelmapohja toimii koulun johtamisen työkaluna ja opettajien työn tukena

- Henkilöstö osallistuu lukuvuosisuunnitelmapohjan valmisteluun, jotta suunnitelman toimenpiteet tukevat työtä ja työyhteisöä.
- Valmistelussa voi hyödyntää [vuosisuunnitelmaprosessia](#).
- Tiimikohtaiset vastuut kirjataan lukuvuosisuunnitelmaan.
- Lukuvuosisuunnitelmapohjan tavoitteita käydään vuoden aikana läpi henkilöstökokouksissa tai tiimeissä.
- Tavoitteiden arviointia tehdään vuoden aikana henkilöstökokouksissa/tiimeissä sekä lukukauden lopussa lukuvuosiarviointitilaisuudessa.

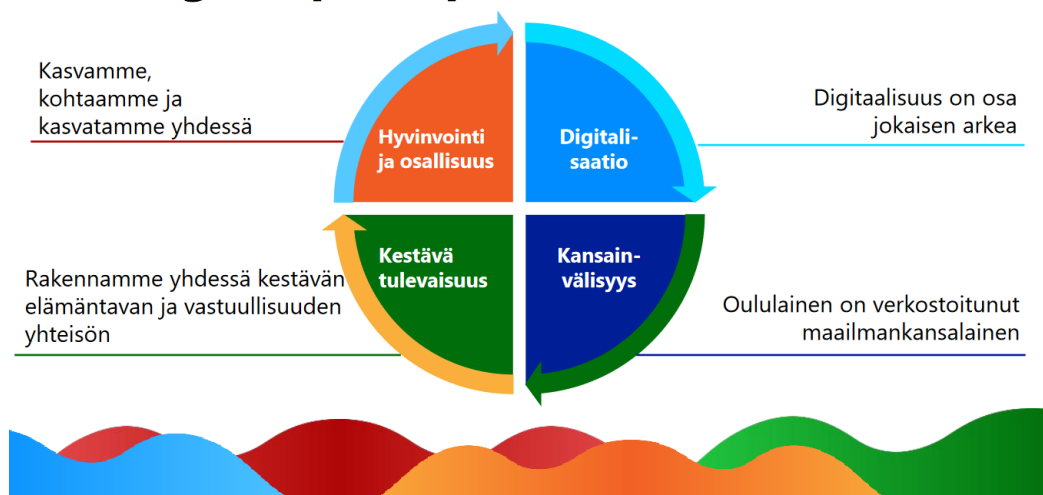
Perustiedot (Nettisivuille)	
Koulun nimi:	Oulun kansainvälinen koulu
Koulun toiminnan kuvausta Koulun vahvuudet ja arvopohja	<p><b>Joy of learning in a diverse and caring environment</b></p> <p>The values of Oulu International School are</p> <ul style="list-style-type: none"><li>• joy of learning</li><li>• community</li><li>• respect</li><li>• responsibility.</li></ul> <p>The aim of Oulu International School is to educate children to become interculturally minded, active, and co-operative citizens, who have good learning skills and knowledge to contribute positively to society. Our students can express themselves in several languages in various ways. They are active learners who learn to take responsibility of their own learning. The diversity within the school community provides a natural environment for learning to respect and appreciate different types of people.</p> <p>In addition to the unique value basis and culturally rich working community, Oulu International School has polished its pedagogical approach for 20 years and is a pioneer school in inquiry-based education, in language rich learning and teaching and in applying versatile assessment methods.</p>
Henkilöstön käsittely	Oulussa 29.9.2023
Rehtorin nimi	Jenni Alaniemi



## STRATEGISET PAINOPISTEALUEET/STRATEGIC GOALS

### Strategiset painopisteemme

Oulu  
oivaltaa



#### OPPIVA YHTEISÖ TOIMINTAKULTTUURIN YTIMENÄ/A LEARNING COMMUNITY AS THE CORE OF THE OPERATING CULTURE

The school functions as a learning community and encourages all its members to learn. Reflection on goals, regular evaluation of one's own work and unhurried environment promote learning in the entire community. Learning is also promoted by the utilization of information obtained from development work, evaluations, and research. The importance of pedagogic and shared management is emphasized, and management is especially focused on taking care of the prerequisites for learning. A learning community creates conditions for learning together and from each other. (Fundamentals of the basic education curriculum 2014.)

#### Vastuun jakautuminen koulussa/Sharing responsibility at the school

##### Johtotiimin tehtävät/Division of tasks within the schools leadership team

The Leadership Team of Oulu International school consists of the Principal, the Deputy Head, PYP and MYP Coordinators. The leadership responsibilities are shared by three administrative assisting teachers together with the leadership team. In addition, the school is developed together with Core Team Leaders.

The PYP and MYP Coordinators focus mostly on IB related issues and coordinate IB meetings and IB evaluation visits. They are also involved in language testing and in developing the school's assessment practices. In addition, the Coordinators run MYPET and PYPET Teams and develop the IB practices together with the other team members.



The three administrative teachers help with ongoing school development tasks. The three core areas of their work are the following:

- Developing strategic goals and pedagogical practices of the school.
- Mentoring homeroom teachers.
- Organizing regular orientation for new teachers.
- Developing the school's Areas of Responsibilities programme.
- Veso planning together with the rest the Leadership Team.
- Staff recreation planning together with other staff members.

The Leadership Team and the administrative assisting teachers and the Core Team leaders meet approximately every third week. The Principal summons the teams and prepares an agenda for the meetings. In the meetings the Core Teams brainstorm together any current topics of the school, try to find solutions to any possible challenges, and report on their tasks. The focus of the team is to take care of the smoothness and meaningfulness of the everyday schoolwork, to meet the goals set in this document, and to promote wellbeing in the school community.

The Principal and the Deputy Head oversee several other areas that are part of their job descriptions outside the work of the leadership team, for example joining the Student Welfare and Core teamleaders' Team (all team chairs) meetings, Crisis and safety team's work, organizing staff meetings and Veso days, internal and external communication and co-operation etc. The Principal and the Deputy Head oversee several other areas that are part of their job descriptions outside the work of the Leadership Team, for example joining the Student Welfare and Core Team leaders' Team (all team chairs) meetings, Crisis and Safety Team's work, organizing staff meetings and Veso days, internal and external communication and cooperation etc. The Deputy Head takes care of organizing the schoolwork in case of acute absences the staff members, is the secretary in the staff meetings, coordinates foreign trainees, language proficiency applicants and their tests. The Deputy Head takes care of arranging teaching in case of acute staff absences, is the secretary of the staff meetings, coordinates foreign trainees, language proficiency applicants and their tests. In addition to this, the Principal handles the administrative tasks of the school and recruitment, and creates, updates and follows the Calendar of Events throughout the school year, is responsible for the safety of the school and the use of the facilities etc.

### **Tiimirakenne ja työnjako koulussa/ School Development Teams and sharing the school development work**

(Oppilashuoltosuunnitelma, turvallisuussuunnitelma, pelastussuunnitelma (4Ks), tasa-arvo ja yhdenvertaisuussuunnitelma, kiusaamisen ehkäisemisen suunnitelma, kriisisuunnitelma, kurinpitokäytänteet, Liikkuva koulu -suunnitelma, viestintäsuunnitelma, irtaimistoluettelo, kestävän kehityksen suunnitelma, väistösuunnitelma, opetussuunnitelma)

The school development work is divided between different teams and individuals responsible for different tasks. The school development teams operating at OIS 2023-2024 are Student welfare team and six different core teams, which are

GR 1-2 TEAM

GR 3-4 TEAM

GR 5-6 TEAM

ART, DESIGN AND

PE TEAM



MATH, SCIENCE AND ICT TEAM  
HUMANITIES AND LANGUAGES TEAM.

The topics of the team meetings follow the strategic goals as well as the flow of the annual calendar and has been drafted by the principal and the administrative teachers during spring 2023. The final agenda for the meetings is compiled together with the team leaders and the principal once every three weeks. Other school development tasks are shared amongst all staff members as equally as possible. These individuals are also in charge of enhancing the school's strategic goals and, when related to their tasks, compiling the different plans mentioned above.

### **Yhteistyö/Cooperation**

Millä käytänteillä voitte tukea yhteisopettajuuden lisääntymistä koulussa?/ With what practices can support the increase of co-teaching in the school?

- Visit other schools to get ideas (job shadowing)
- Leave out other things so that there is more time for collaborative planning.
- Use technology to communicate ideas/plans with each other (e.g., Teams, holistic online planning tool, WhatsApp groups)
- New Core Teams and meeting agenda that emphasizes collaborative planning
- Get to know the team members' strengths and share responsibilities.
- Reflect on resources: e.g. re-directing funds (resource teachers, skip lessons)
- Smaller group sizes by using flexible grouping
- Matching timetables

### **Koulun omat pedagogiset linjaukset ja opetuksen kehittäminen/The school's own pedagogical policies and development of teaching**

- Students' wellbeing and supporting a balanced school life
- Differentiation and developing VSOP practices
- Increasing students' equity and equality
- The role of Finnish language learning and Finnish culture
- Developing a sustainable lifestyle

### **Vastuhenkilöitä/People responsible**

Yrittäjyyskasvatuksen ja työelämäyhteistyön yhteyshenkilö(t): **Anneli Jokelainen**

Esi- ja alkuopetuksen yhteyshenkilö(t): **Anna Soini**

Tunne- ja turvataitokasvatuksen yhteyshenkilö(t): **Riikka Pieniniemi, Sanni Heiskanen**

Tukioppilastoiminnan yhteyshenkilö(t): **Soile Manninen**

Kansainvälisyyden yhteyshenkilö(t): **Marja Peedo, Anneli Jokelainen**

STEAM-yhteyshenkilö(t): **Paula Moisala**

TVT-yhdysopettaja(t): **Pooja Kakkar, Tatu Hakunti**

Kestävän tulevaisuuden yhteyshenkilö(t): **Teija Puutio**

Yhdenvertaisuuden ja tasa-arvon edistämisen yhteyshenkilö: **Tanja Salo**



## **HYVINVOINTI JA OPPILAIDEN OSALLISUUS/WELLBEING AND STUDENT PARTICIPATION (koulun nettisivuille)**

Educational work and the promotion of wellbeing belong to all adults in the school, regardless of their role. When organizing schoolwork, the needs, requirements and strengths of all students are taken into account. Cooperation with guardians and other parties supports success in this. (Fundamentals of the Basic Education Curriculum, 2014)

**From autumn 2023 onwards, pre-school education units, schools and educational institutions will record the goals, measures and monitoring procedures of the student welfare work** in unit-specific annual and work plans. The units will receive their own separate instructions about this new way of working during the spring. However, the current spring semester will proceed in accordance with the current student welfare plans.

### **Social sustainability**

Social sustainability means the transfer of well-being conditions from one generation to the next. Its goal is to reduce inequality in well-being, health, and inclusion. The prerequisites for social sustainability are, among other things, safety, equality and equality, inclusion, and community spirit. The aim is to guarantee a healthy life and well-being for everyone. Aspects of social sustainability in schools can be a safe, healthy, comfortable, and accessible environment for everyone, as well as the school's communal and inclusive operating culture.

### **Yhdenvertaisuus- ja tasa-arvosuunnitelma/School's Equity and Equality Plan**

Our school's Equality and Equity Plan was updated in spring 2022 and it is valid until the end of the spring term 2025. The document has been uploaded onto our school website and can be accessed via the link below:

<https://www.ouka.fi/documents/188470/18149720/Equity+Plan+2022-2025/57da2d50-6a74-4fe6-a7db-6b3f55d9dc92>

In the academic year 2023–2024 we will continue our work on equality and work to eradicate children and young people's inappropriate jokes. The themes related to getting heard will also remain relevant.

### **Actions for the academic year 2023–2024**

- Eradicating inappropriate jokes
  - The teacher responsible for Equality and Equity work will compile material to support teachers on this topic, and the topic will also be addressed collectively, e.g. as part of a theme day (e.g. SWT theme day 15.12.2023)
- Considering the students' need to be heard
  - strengthening and supporting the Student Council's work
  - investing in a safe and unhurried school life
  - reinforcing emotional and safety education (e.g. incorporate the middle school's E&S lessons more specifically in the annual calendar).

### **Hyvinvointitieto ja oppilashuolto/Information on Student Welfare and Student welfare work**

**Promoting wellbeing in the service centers is part of the units' wellbeing work.**



#### Objectives of the regional work

- Utilization of the area's wellbeing information and data
- Building a caring operating culture
- Strengthening participation and effectiveness

#### **Tunne- ja turvataitokasvatus/Emotional and Safety Skills Education**

The school's emotional and safety skills representatives prepare an action plan on the implementation of emotional and safety skills education in cooperation with the school's student welfare team (see appendix 12 of the curriculum for emotional and safety skills education in basic education). Emotional and safety skills lessons for middle school students are scheduled in advance for certain days and lessons. In accordance with the lesson schedule, the subject teachers teaching each grade take responsibility for teaching the topic of the relevant emotional and safety skills lesson. There are a total of ten classes during the academic year. Holding emotional and safety skills classes in elementary school is the responsibility of the class teacher.

Emotional and safety skills representatives participate in trainings and share the content of the trainings with other teachers and student welfare team members. For students, emotional and safety skills education is made visible in the school's everyday life with assemblies, various info and a voluntary media fasting week. Cooperation with the student council and tutor students is carried out during the school year, for example through various activities. More information and materials: [www.turvataitokasvatus.fi](http://www.turvataitokasvatus.fi).

#### **Läsnäolon tukeminen, varhainen puuttuminen ja kohtaaminen -toimintamalli (SKY-hanke)/Attendance Model**

*Toimenpiteet toimintamallin toteuttamiseen/Action to support the implementation of the students' attendance model*

- Attendance model staff training 6.9.
- Informing students and parents about the new attendance model in the parents' evening
- Encountering students with presence and awareness.
- Increase communication between students and teachers daily.

#### **Tavoitteet/Goals**

- Goals determined by the school based on well-being data (e.g., school health survey, well-being survey, unit-specific goals set in the service center)
  1. The quality and accessibility of the encounters between students and adults of the school improves.
  2. Students' perceived state of health improves (substances, nutrition, sleep, amount of physical exercise, mental health, hobbies)

#### **Measures**

- Measures defined by the school based on wellbeing data:
  - Mentor students continue to provide mentoring to newly arriving students, welcome and care for them and help them to familiarise themselves with the school and its facilities.
  - Investing in breaktime activities (updating the breaktime equipment, reducing the use of mobile phones during breaks, further development and promotion of Movees).
  - Introduction of leisure activities, associations and organisations to parents at the parents'



evening.

- Gr 7 TET continues in the school canteen (food, sense of community and appreciation of food).
  - School health survey, experienced wellbeing information and school wellbeing survey related to the IB programme.
  - Facilitating and participating in a Wellbeing Theme Week before Christmas holiday.
- Measures of the school's Communal Student Welfare:
    - lower the threshold to the SW services, increase recognition of SWT members by reaching out more to students, take students to see the location of Student Welfare professionals, reminders of walk-in times, lessons given by SWT members on a regular basis; taking newly arrived students in consideration in the above. Easier access to SWT information for students: posters in primary school lobby (info about helplines, etc.), clearer information on availability and job descriptions of the SWT professionals.
    - Cooperation with the City's Youth Services, especially after gr 7 team building. Re-activation of cooperation with the Youth Services: Snus Agents and "Juteltaisko?" sessions. A contact person from the Youth Services to visit the SWT meeting.
    - SWT professionals to associate regularly with the students during breaktimes, also in the primary years' yard. Sun Stop activities organised by SWT professionals approx. 1/month.
    - Analysis and action plan based on School Health Survey and experienced wellbeing data.
    - Planning and implementation of a wellbeing theme week.

### **Osallisuus/Student Participation**

How are students involved in the planning and evaluation of the school's activities?

At the whole school level:

- Continue developing and supporting the work of the Student Council Reps and other student teams (ICT agents, ECO team, Movees, Tutor and Mentor students).
- Develop the school culture so that everyone will do their share to take care of the learning environment.

Within the class:

- Plan the use of time together (e.g. for a project) and clearly open up the unit planner with the (older) students and work on it together.
- Choose research topics for projects/essays together with the students (older students).
- Give choices for assessment tasks or (with older students) include them in planning the assessment task as well as the assessment rubric.
- Set personal goals and monitor continuously students' personal learning goals (e.g., visual reminders, reflection lessons).
- Display student work and use the Wonder Wall for student questions (throughout the unit).
- Display student work throughout the unit.
- Compile feedback questionnaires throughout the unit and reflect the unit together with students.
- Class meetings and guided classroom discussions and class meetings.

The school's own goals to strengthen student participation:

1. Involving students in all subjects in planning their learning according to their age and readiness.





2. Authentic daily encountering with the students.

Koulun osallisuuden tai oppilaskunnan vastaava/Teachers responsible for the Student Council work  
**Elina Pulkkinen, Janne Heinonen**

### **Yhtenäinen kasvun ja opin polku sekä 5–8-vuotiaiden pedagogiikan kehittäminen/A unified path of growth and learning and the development of pedagogy for 5-8 year olds**

#### **VISION:**

*The unified pedagogy, operating culture and learning environment of preschool and primary education strengthen the child's early learning of basic skills and enable the child's individual progress through flexible transitions along the path of growth and learning.*

## **Pedagogical plan for 5–8-year-olds**

### **A. Pedagogical vision and value base**

- Core values: courage, fairness, responsibility, community and joy of learning
- More flexibility: this year, the timetables of our school's primary education classes allow more flexibility and close cooperation between teachers. In addition, the Gr.1-2 Core Team will provide new opportunities for collaboration between primary education staff.
- Each child will be offered opportunities to develop according to their own age and developmental level.
- Authentic encounters with children are important; children's experience of being seen and heard.
- Creating a culture of working together

### **B. A unified operating culture**

- Objective: to develop a more coherent culture between pre-primary and primary education
- Scheduling planned in advance each year and added to the annual plan
- Plans are reviewed if necessary as the school year progresses
- TVA allowance for the person responsible for this component (Gr.1-2 Core Team member)
- Liaison with the Gr. 1-2 Core Team as appropriate
- Meet with other stakeholders, activities are planned together and recorded.
- Activities are evaluated together afterwards.

### **C. Pedagogical methods and learning environments**

- Pre-school children have the opportunity to get to know the school during the Welcome Day in May. It would be beneficial to have similar visits already earlier.
- The local parks have already been well used for joint meetings.
- It is also possible to organise a visit for the students to the pre-school premises.
- STEAM working methods to be used in both pre-primary and primary education
- Joint meetings built around a common theme, e.g. road safety
- Often it may be more meaningful to organise activities in small groups rather than as a whole group.
- Lessons in emotional and safety skills in both pre-primary and primary education. These may also provide good common themes: e.g. a mascot that would travel with the children from pre-school



to school, and *me as a preschooler* -information brought to the school with the child.

#### **D. Sharing expertise and know-how**

- Joint meetings and encounters are key to sharing expertise and knowledge.
- Making use of multiprofessional cooperation: involving Student Welfare services, for example when considering repetition of the pre-school year or when it is necessary to start cooperation in the transition phase at the end of the autumn term of pre-school due to support needs.

#### **E. Evaluation**

- The commonly made plan is evaluated in the spring. This is also time to lay the groundwork for the following autumn's action plan.
- In autumn and spring, we also make sure that contact details are up-to-date.

#### **F. Practical ideas and schedule**

##### *August- September*

- Updating contact details with partners.
- Starting cooperation, getting to know the staff
- Primary teachers familiarise themselves with the learning plans (at least for students with intensive and special support)

##### *April*

- Primary teachers draw up a template e. based on strengths, which pre-primary staff fill in with each student. These are submitted to the school by May at the latest. This gives the new teacher the opportunity to take into account the students' strengths and strengthen their self-esteem from the outset.
- The Special Education Teacher visits English Playschool and Little Aino to answer children's questions about school. If necessary, she will visit and observe the children.

##### *May*

- Welcome Day
- Transfer meetings: the primary school teachers draw up guidelines for this, so that the pre-school staff know what information is important to share and what not.

#### **Yhteistyö kodin ja koulun välillä/Home-School co-operation**

How are guardians involved in the planning and evaluation of the school's activities?

##### **Events**

- Parents evening in August together with the third sector stakeholders (associations, hobbies etc.)
- Special parents' evenings for new families
- Parents invited to tell about their jobs/life or study path, both in Finnish and international systems
- Make it possible for more parents to attend students' exhibitions, e.g., Gr 6 exhibition at 14-16 and personal project fair.
- Parents' evenings with more collaborative discussion activities (e.g., peer support on getting kids to school, setting phone rules, Lions Quest parents' evenings)
- Open house events scheduled to show student work.



- Culture theme days > invite parents to help with organizing.
- Parents invited to schools' celebrations (odd and even class parents separately)
- Invite PTA parent(s) to the Student Welfare Team meeting.

#### Cooperation

- Focus on positive atmosphere and co-operation.
- Invite parents into classes to help as reading assistants or to act as living encyclopedias.
- Advertise the opportunity to join PTA in the parents' evening.
- Persons responsible: ClassSurvey about the schools' work to the parents.
- Inform parents about the unit of inquiry theme and ask their interest to be involved and ask feedback from them about the unit related signs of student agency at home.
- Development and assessment discussions together with the parents.
- Informing parents monthly about relevant school issues in Wilma.
- Updating the school's homepage on a regular basis.
- and homeroom teachers, IB Coordinators, Leadership Team and Student Welfare Team members are responsible for organizing the events and co-operation possibilities.

#### How are the goals of the wellbeing and participation themes evaluated during the academic year?

The goals are evaluated through the wellbeing and health related surveys, as well through the customer survey. The student teams will also assess their own work in relation to the annual goals, initiated by the teachers in charge of each team. Also, the level of participation to the above-mentioned events can be used as a tool for measurement.

#### OPPIMISEN TUKI/SUPPORT FOR LEARNING

Kasvatustyö ja hyvinvoinnin edistäminen kuuluu koulun kaikille aikuisille tehtävästä riippumatta. Koulutyön järjestämisessä otetaan huomioon kaikkien oppilaiden tarpeet, edellytykset ja vahvuudet. (Perusopetuksen opetussuunnitelman perusteet, 2014)

Lapsen tuen tarve arvioidaan ja toteutus suunnitellaan yhdessä lapsen, nuoren ja perheen kanssa. Lapsen ja perheen kohtaaminen sekä positiivinen ja vahvuusperusteinen pedagogiikka ja ratkaisukeskeisyys ovat tärkeitä. (Tuen strategia)

Educational work and the promotion of wellbeing belong to all adults in the school, regardless of their role. When organizing schoolwork, the needs, requirements and strengths of all students are taken into account. (Fundamentals of the Basic Education Curriculum, 2014)

The child's need for support is assessed and the implementation is planned together with the child and family. The meeting between the child and the family, as well as positive and strengths-based pedagogy and a focus on solutions are important. (Support strategy)

#### Tavoitteet

- The means of general support are regularly implemented by all teachers at the school.
- School's own goal:  
Focus on the strengths of the students and enforce them both with students and in co-operation with parents. In addition, focus on the individual needs and strengthening students' basic learning skills (reading, calculation skills, fine and gross motor skills and working skills).



Koulun rakenteet tuen toteuttamisessa:

- The expertise of the staff members
- Materials (digital and concrete)
- Learning environment
- Student welfare team and other professionals

**Toimenpiteet**

- Staff training and including learning support topics in the team meetings.
- Increasing the possibility of co-teaching by matching schedules.
- Unhurried atmosphere and decreasing stimuli and interruptions.
- Clear structures and shared common practices.
- Mapping students' individual needs in learning Finnish and planning their learning goals.
- Motivating students to read and providing enough opportunities to practice reading and handwriting at school.
- Piloting occupational group therapy.

**Miten oppimisen tuki -teeman toimenpiteiden toteutumista arvioidaan lukuvuoden aikana?**

- Formative assessment and Parent-teacher-student conferences
- Developing practices



## KOULUKOHTAISET KEHITTÄMISEN PAINOPISTEET JA TOIMENPITEET/SCHOOL'S AREAS OF DEVELOPMENT AND STRATEGIC FOCUS POINTS

### The strategic focus areas of the educational program in the city of Oulu

- Wellbeing and participation
- Digitalisation
- Sustainable future
- Internationality

### Stream of Learning for Sustainable Future

The three central themes of *the stream of the sustainable future* are relationship with nature, circular economy and climate competence. Through these themes, the doctrinal *stream* tells us about eco-social civilization. Ecosocial Civilization is living responsibly within the boundaries of one planet while respecting other people, species, and nature. The central and sometimes difficult themes of the *stream* touch us all. But instead of losing hope, we can take an active role and act. The activity starts from interest and empathy towards nature and its diversity because what you value, you want to take care of. And that is the goal of the school of thought: to take care of the future of Oulu and the entire planet, and to raise experts in sustainability. Check out the sustainable future *stream* here [www.ouka.fi/opinvirta](http://www.ouka.fi/opinvirta) and think about what themes you could plan and implement. If necessary, the Opinvirta team will help you.

In UNICEF's Child-friendly municipality action plan, the target indicator chosen by children and young people is: "The municipality systematically reduces its greenhouse gas emissions and prepares for a changing climate and takes children into account in its climate work". In the academic year 2023–2024, the Child-Friendly Municipality goal of elementary schools is related to a sustainable future.

**Kirjaa tähän koulukohtaiset kehittämisen painopisteet, niiden toimenpiteet ja toteutumisen arviointi. School specific development areas, their measures, and the evaluation of their implementation:**

### *Wellbeing and student participation*

*Goals related to wellbeing:*

1. Improve the quality and accessibility of encountering students.
2. Improve students' holistic wellbeing and supporting a balanced school life
  - including school lunch education
  - increase social interaction (less mobile phone's usage during the school days)
  - versatile breaktime activities
3. Increasing students' equity and equality

*Goals related to student participation:*

The goal is to involve students in planning their learning and developing the school culture according to their age and readiness.

- Open up the unit planner with the older students and work on it together
- Give choices for assessment tasks or (with older students) include them in planning the assessment task as well as the rubric
- Setting personal goals



- Planning the use of time together (e.g. for a project)
- Display student work and use the Wonder Wall for student questions (throughout the unit)
- Feedback questionnaires throughout the unit
- Reflection with students at the end of each unit
- Class meetings and guided classroom discussions
- Continuous monitoring of students' personal learning goals (e.g. visual reminders, reflection lessons)
- Student Council Reps and other students teams
- Develop the school culture so that everyone will do their share to take care of the learning environment

### **Sustainability**

In basic education, we consider the contradictions in consumption and production methods in relation to a sustainable future and look for and implement collaborative and long-term solutions to correct our way of life. Students are also guided to know the social structures and solutions that affect development and to influence them. (Fundamentals of the Basic Education Curriculum, 2014)

Sustainable lifestyle at Oulu International School will be developed in the following ways:

- Grades 1-6: Sharing the planet Units on each of these grade level.
- Grade 9: Long unit about sustainable development in geography. 9th graders teach environmental problems to smaller students after teaching them for other 9th graders. The students make 40 different eco actions during this unit: at home, at school and with their friends.
- Biowaste Campaign – students compete between classes to reduce their biowaste output during lunch.
- EcoTeam (gr 5-9 students: recycling, organizing student driven sustainability events).
- Secondhand pop-up shops for staff could be expanded to the whole school.
- Waste reduction - Students will visit the Lost and Found regularly in order to reduce waste of items.
- Recycling bins made by the students in the lobby – emptied by students' Ecoteam
- Social Sustainability / Energy-use reduction: During Media Awareness week - Reduction of screentime, leads to less energy consumption and more sustainable activities during breaks (ie: games, books, sports).
- Earth Day Theme Day in the spring.
- Cleaning the surrounding environment theme day in the spring.
- Gr 8 forest biology in Autumn is mainly taught outdoors in different forest types.
- Nature school visit every year gr 1-6 and gr 8 mushroom trip.
- Gr 8 Into the wild optional studies: a weekend hike to Rokua national park and nearby nature destinations including fishing, ice fishing, ice swimming, birdwatching and geocaching.
- Gr 9 optional physical education hike to Rokua national park.
- Many kinds of hands-on education in Ainola park always when it's suitable to the curriculum.

How are the strategic focus areas reflected in the school's operating culture?

The strategic themes are implemented in both in the schools' curriculum and in the work of different teacher teams. Staff training and students' theme days are planned based on the strategic goals. In



In addition to that there are several practices on a school level, which support the implementation of these goals. For example:

- Children's rights training; children are heard and interests are protected
- Transformers training
- Student teams
- Sun Stops
- Quiet room and relaxation breaks
- Emotional and safety skill lessons
- Hyvinvoiva opettaja (Mentoring programme and wellbeing activities)

#### **Miten koulukohtaisten toimenpiteiden toteutumista arvioidaan lukuvuoden aikana?**

##### **Wellbeing**

The goals are evaluated through the wellbeing and health related surveys, as well through the customer survey. The student teams will also assess their own work in relation to the annual goals, initiated by the teachers in charge of each team. Also, the level of participation to the above-mentioned events can be used as a tool for measurement.

##### **Sustainability**

The results of the Bio waste campaign.

The level of activity of the Eco Team.

The results and number of participants of the media awareness week (the reduction of screen time usage)

Unit planner feedback (from IDU's and Sharing the planet units) and reflections of teachers and students.



## OSAAMISEN KEHITTÄMINEN/PROFESSIONAL DEVELOPMENT PLAN

We promote versatile learning in our organization according to the 70-20-10 model. According to the model, 70% of learning takes place in one's own work, by developing work and working in a new way, 20% of learning takes place with the support of colleagues in the work community, by sharing know-how and 10% in training. In addition to the work community, we make use of regional, national and international networks for learning. We take responsibility for maintaining our own expertise and acquiring the necessary expertise. We bring out and share our expertise with others with the support of a supervisor. (The personnel program of the city of Oulu, 2022–2025.) It is good to mirror the skills development plan in relation to the set goals.

- What competence needs emerge from the school's strategic goals and needs? (What competence needs in relation to recruitment and personal training plans)

Several staff members will take part in sustainable development related trainings. Trainings related to supporting resilience and understanding students' neuropsychological symptoms are needed. Many of our staff members will also join different IB trainings and trainings related to the development and evaluation of FSL students' linguistic skills. Also several ICT skills will be improved both through training outside the school and within the school.

- How does the school carry out knowledge sharing within the work community or between schools?

Following the 70-20-10 model, new teachers in the school will receive induction and mentoring, which will continue throughout their first year of employment. Mentoring provides new teachers with planned support for their work and helps them learn from more experienced teachers and from each other. New teachers meet with the mentors twice a month. The mentoring topics include the IB programme, school and city practices such as the annual clock of assessment, and the organisation of learning support. The aim of mentoring is to support the new teachers in the day-to-day running of the school and to help them familiarise themselves with the City of Oulu guidelines on teaching and student welfare and the planning and implementation of the IB programme.

### Within our school

- Opportunities to visit each other's lessons
- Sharing training knowledge in meetings (reserving time for this)
- Sharing tips and materials from training through e-mail, in Core teams
- Could we have a training hint wall/poster?

### With other schools

- Job shadowing
- Collaborating with other international schools (symposium!)
- Erasmus project – sharing ideas from other schools.





## **MONIALAISET OPPIMISKOKONAISUUDET/INTERDISCIPLINARY STUDY UNITS (koulun nettisivuille)**

In Oulu, the main principles of implementing interdisciplinary units are recorded in the school-specific curriculum. The curriculum records describe the selection model of interdisciplinary units, scope, school-specific arrangements (e.g. cooperation of students of different ages), student participation in planning, and evaluation principles. Schools can use Oulu's paths in the planning and other integration of multidisciplinary learning units. Students participate in the planning of interdisciplinary units in their school. Working in multidisciplinary learning units is evaluated as part of the subjects. (Curriculum of the city of Oulu.)

### **The school's interdisciplinary study units**

- **The goals, contents, methods of implementation and evaluation of the units are recorded.**
- **The subjects and partners included in each unit are recorded.**



## Grades 1-6 Programme of Inquiry

Age / Grade	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Where We Are in Time and Place An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.	How The World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing The Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
12-13 PYP 6	<p><b>Title: 3 Winter and Yrityskylä Shelf management Weeks 33-37</b></p> <p><b>Focus:</b> FMT (Puhe, vaikuttava puhe, persuasive speech, oikeinkirjoitus)</p> <p>English (Fantasy book)</p> <p>Env.Studies (Self-management skills, PYP ATL)</p> <p><b>Stand alone:</b> History (Middle Ages)</p> <p><b>Central Idea:</b> By studying our self-management skills and habits, we can promote our own growth.</p> <p><b>An Inquiry Into:</b></p> <p><b>Key concepts:</b> Change Responsibility Self management chart link: <a href="http://Woodleigh School">Woodleigh School</a></p>	<p><b>Title: 5 Hear me, here me Weeks: 15-20</b></p> <p><b>Focus:</b> English (debate) History (explorations) Env.Studies (Geography)</p> <p><b>Central Idea:</b> There are multiple perspectives and experiences around the world that lead to controversy and debate.</p> <p><b>An Inquiry Into:</b> Loco to globo</p> <p><b>Key concepts:</b> Perspective Causation</p> <p>Debate intro videos for English: <a href="https://www.youtube.com/watch?v=A6zuLlji2iQ">https://www.youtube.com/watch?v=A6zuLlji2iQ</a> <a href="https://www.youtube.com/watch?v=LesGw274Kio">https://www.youtube.com/watch?v=LesGw274Kio</a></p>	<p><b>Title: 2 Weeks: 40-47</b></p> <p><b>Focus:</b> Env.Studies(Diseases, puberty, emotional management, healthy habits, Tunne ja turvataidot) English (expression through poetry, rap, rhythm and rhyme) FMT (Rambo, henkilöanalyysi) History (Vikings – scurvy, dress-up runes, symbolism) Ethics(values)</p> <p><b>Central Idea:</b></p> <p><b>An Inquiry Into:</b> Kindness Values Respecting yourself and others</p> <p>*Laser cutter connection to math and history STEAM!!! Key concepts: Causation, Change</p>	<p><b>Title: 1 Swamp Management Weeks 33-37</b></p> <p><b>Focus:</b> Env.Studies (making an investigation: plants, earth, weather, bedrock, Finnish swamps) English (The Hobitt) History (The Middle Ages, social structures, power) Ethics(Ethical Principles as a control of</p> <p><b>Central Idea:</b> Exploring the shifting forces of change and power across cultures the ages and ecosystems.</p> <p><b>An Inquiry Into:</b> - influencing plant growth (scientific experiments) - writing expressively - forms of power in the middle ages - the imaginarium about the middle ages through <i>The Hobitt</i> &amp; through the <i>Middle Kingdoms</i> project</p> <p><b>Key concepts:</b> Change, Responsibility</p>	<p><b>Title: 4 Information highway Weeks: Weeks 8-12</b></p> <p><b>Focus:</b> History (Finnish history, primary sources) English (Informative texts, register, history of English language) (Yrityskylä) Environmental studies: Sex ed (Function and change)</p> <p><b>Stand alone:</b> FMT</p> <p><b>Central Idea:</b> Keeping informed is the best way to stay on the path.</p> <p><b>An Inquiry Into:</b> Language as a liberating freedom On the high way you encounter and learn different things Information, education and language as a force of change Highway in history Key concepts: Causation, change</p>	<p><b>Exhibition 6? Weeks: 38-39, 48-49, 5, EnvSt lessons wk 13-14, E-day 14.4</b></p> <p><b>Focus:</b></p> <p><b>Central Idea:</b></p> <p><b>An Inquiry Into:</b></p> <p><b>Key Concepts:</b> Responsibility Change</p>



Age / Grade	<b>Who We Are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	<b>Where We Are in Time and Place</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How We Express Ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.	<b>How The World Works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<b>How We Organize Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>Sharing The Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
11-12 PY P 5	<p><b>Title: 3</b> Wheel of Body</p> <p><b>Focus:</b> English Civics, Env. St. (human body), FMT</p> <p><b>Central Idea:</b> Every body is similar, but different for everybody.</p> <p><b>An Inquiry Into:</b> Body systems Reading novels Money and spending habits (Civics + math) Writing informational texts (FMT)</p> <p><b>Concepts:</b> Responsibility Function</p>	<p><b>Title: 2</b> History detectives</p> <p><b>Focus:</b> Finnish, History, Civics</p> <p><b>Central Idea:</b> By connecting different pieces of history, we can get closer to the whole story.</p> <p><b>An Inquiry Into:</b> Local history (Referencing sources) "Kirjastoreitti" - gathering information Family histories and professions Biographies Emotional and safety skills</p> <p><b>Concepts:</b> Connection Perspective</p>	<p><b>Title: 6</b> Science rules</p> <p><b>Focus:</b> English (Biographies of Scientists) Civics, Env. St.</p> <p><b>Central Idea:</b> Scientific innovations and developments are used to improve our way of life</p> <p><b>An Inquiry Into:</b> Forces Entrepreneurship Referencing sources</p> <p><b>Concepts:</b> Causation Function</p>	<p><b>Title: 5</b> Sounds good</p> <p><b>Focus:</b> Music, Crafts, Env. St. (English)</p> <p><b>Central Idea:</b> Through innovation of forms, we can change sounds.</p> <p><b>An Inquiry Into:</b> Sound as scientific phenomena Instruments</p> <p><b>Concepts:</b> Form Change</p>	<p><b>Title: 4</b> My news</p> <p><b>Focus:</b> Environmental studies Civics</p> <p><b>Central Idea:</b> We are investigating how media literacy can help us understand the wider world from many points of view.</p> <p><b>An Inquiry Into:</b> Media literacy Critical thinking Newspaper article writing Perspective writing Reading novel</p> <p><b>Concepts:</b> Perspective Connection  (Geography in SSS)</p>	<p><b>Title: 1</b> A walk in the forest</p> <p><b>Focus:</b> Languages SSS, Civics, PE (orientteering)</p> <p><b>Central Idea:</b> Interactions within the different environments affect the world around us.</p> <p><b>An Inquiry Into:</b> Communities Rights and responsibilities Forest habitats Local habitats</p> <p><b>Concepts:</b> Connection Responsibility</p>



Age / Grade	<p><b>Who We Are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p><b>Where We Are in Time and Place</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>How We Express Ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>How The World Works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How We Organize Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing The Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
10-11 PY P 4	<p><b>Title 6: (ongoing)</b> <b>Weeks 32-34 + 48-51 + 21</b> Healthy Mind in a Healthy Body</p> <p><b>Focus:</b> Science, English, Finnish, Art, P.E., Music</p> <p><b>Central Idea:</b> Well-being affects our growth, development and relationships.</p> <p><b>An Inquiry Into:</b> mental and physical well-being affect my growth (Causation) changes we go through as we grow up (Change) Caring for our well-being and that of others (Responsibility)</p> <p><b>Concepts:</b> Connection Change Responsibility</p> <p>Week 21 swimming week Emotional and safety lessons</p>	<p><b>Title 2:</b> <b>Weeks 41-42 + 44-47</b> Destination Nordic</p> <p><b>Focus:</b> Social Studies, English, Finnish, Art, Ethics, Music</p> <p><b>Central Idea:</b> Geographic location and shared seas impact the nature and cultures of the Nordic region.</p> <p><b>An Inquiry Into:</b> How climate and geography affect nature and people's lives &amp; culture (Function, causation) Common characteristics of the Nordic and Baltic countries (Connection) Things that unite the Nordic countries (Connection)</p> <p><b>Concepts:</b> Connection Function Causation</p>	<p><b>Title 4:</b> <b>Weeks 8-9 + 11-14</b> Making a difference</p> <p><b>Focus:</b> Civics, Ethics, Religion, Art</p> <p><b>Central Idea:</b> Everyone has rights and responsibilities and can influence their society.</p> <p><b>An Inquiry Into:</b> The function, purpose, and values of Finnish society (Function, perspective) Understanding the basics of democratic decision-making (Function) Different ways of influencing and using media sensibly (Perspective, responsibility) Earning and using money, being responsible consumers (Responsibility)</p> <p><b>Concepts:</b> Perspective Function Responsibility</p> <p>Collab: Member of Parliament + their assistant City Council members</p>	<p><b>Title 1:</b> <b>Weeks 35-40</b> Green Sleeves</p> <p><b>Focus:</b> Science, English, Finnish, Art Social Studies, Ethics</p> <p><b>Central Idea:</b> We can learn about our surroundings by researching living things and various ecosystems.</p> <p><b>An Inquiry Into:</b> Ecosystems of meadows, roadsides, and forests (Causation, connection) Identifying and classifying flora and fauna (Form) Interaction of living things with each other and their environment (Connection)</p> <p><b>Concepts:</b> Form Causation Connection</p> <p>Oulu Castle in September Nature school in September</p>	<p><b>Title 3:</b> <b>Weeks 2-7</b> Heureka!</p> <p><b>Focus:</b> Science, Crafts, Art, Music</p> <p><b>Central Idea:</b> Understanding scientific laws, simple machines, and how they can help us solve daily problems.</p> <p><b>An Inquiry Into:</b> Familiarizing with scientific laws of the world &amp; simple machines (Form, function) Using knowledge of these to solve everyday practical problems (Function) Using knowledge of these to observe and understand the built environment around us and how the technologies work (Causation)</p> <p><b>Concepts:</b> Function Form Causation</p>	<p><b>Title 5:</b> <b>Weeks 15-20</b> Sustainable Communities</p> <p><b>Focus:</b> Ethics, Religion Social Studies. English, Finnish, Art</p> <p><b>Central Idea:</b> We can take action to build a sustainable future by learning about where our food come from.</p> <p><b>An Inquiry Into:</b> Sustainable use of natural resources and food (Perspective) Learning about the consequences of our actions: smart consumerism and seasonal food (Responsibility, causation) Local food: How is it produced and where does it come from (Function)</p> <p><b>Concepts:</b> Perspective Responsibility Causation</p>



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9-10 PY P 3	<b>Title 2:</b> Be Safe, Be Happy!  <b>Focus:</b> Social Studies, PE, Crafts, Music  <b>Central Idea:</b> We can keep ourselves and others safe by acting in a responsible manner.  <b>An Inquiry Into:</b> Safety at home and elsewhere Being responsible for our own and others' safety Acting and helping in a serious situation.  <b>Concepts:</b> Responsibility Function Connection  Learner profiles:  Week 41-47	<b>Title 3:</b> The Land of a Thousand Lakes  <b>Focus:</b> Science, Visual Arts, Mathematics (scale), Finnish  <b>Central Idea:</b> Maps and other geomeedia help us to understand Finland. Geomeedia and informative texts help us to understand Finland.  <b>An Inquiry Into:</b> Maps and map symbols -> green gold unit! Geomeedia Natural environment and action of humans in relation to nature in Finland map of Finland geomeedia (diagrams, maps and digital maps, pictures, video, statistics) Special characteristics of Finland  Week 48-51, and week 3-4 27.11-  <b>Concepts:</b> Function Perspective Causation  Learner profiles:	<b>Ongoing unit</b> Know Yourself  <b>Focus:</b> Finnish and English, Visual Arts, Religion/Ethics, Social Studies  <b>Central Idea:</b> We can make better choices when we understand our feelings.  <b>An Inquiry Into:</b> Recognizing and expressing feelings Messages of body and mind (thoughts, needs, attitudes, values) What supports my own learning and wellbeing as an individual  <b>Concepts:</b> Responsibility Perspective  Learner profiles: Open-minded Balanced  Weeks: 33-34 Week 2, 8.1-12.1 Week 18-20, 29.4-17.5 Week 21 Swimming week	<b>Title 4:</b> Rain or Shine?  <b>Focus:</b> Science, Crafts, Finnish and English  <b>Central Idea:</b> Water and air work together to produce weather.  <b>An Inquiry Into:</b> Water cycle and preservation of substance (water) attributes of air and measuring temperature Qualities of air Measuring temperature  <b>Concepts:</b> Function Change  Learner profiles:  Week 5-11 (week 10) 29.1-15.3	<b>Title 1:</b> Be Beside the Riverside  <b>Focus:</b> Science, Mathematics (measurement), Visual Arts  <b>Central Idea:</b> We can research into animals and plants found in water. Changed -> We can study animals and plants found in and around water.  <b>An Inquiry Into:</b> Life forms found in and around river estuary Investigating water and coastal systems (animals and plants) Making a herbarium together  <b>Concepts:</b> Form Causation  Learner profiles: Knowledgeable communicator  Weeks 35-40	<b>Title 5:</b> Green Gold  <b>Focus:</b> Science, Finnish and English, Social Studies, Ethics/Religion  <b>Central Idea:</b> We have rights and responsibilities in our use of nature.  <b>An Inquiry Into:</b> The impact of local environments on our well-being Our impact on the local environment Enjoying the local environment From land of thous. Unit Maps and map symbols, points of the compass, cardinal directions  <b>Concepts:</b> Connection Responsibility Change  Learner profiles:  Week 12-17 18.3-26.4



Age / Grade	<b>Who We Are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	<b>Where We Are in Time and Place</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How We Express Ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend, and enjoy our creativity; our appreciation of the aesthetic.	<b>How The World Works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<b>How We Organize Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>Sharing The Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
8-9 PY P 2	<b>Title 4:</b> Me as a Human  <b>Focus:</b> Social studies, Science, PE, Visual Art, Music, Languages  <b>Central Idea:</b> The human body is an amazing machine.  <b>An inquiry into:</b> how my organs work general growth of a Grade 2 child how this compares to younger and to older children Nutrition & healthy habits  <b>Concepts:</b> Function Form  <b>Action:</b> <b>Participation (group research)</b>	<b>Title 3:</b> Human Habitats  <b>Focus:</b> Social studies, Science (sources of energy, heat, electricity), Visual Art, Craft, Mathematics (shape and measurement)  <b>Central Idea:</b> Humans design homes according to their needs and environment.  <b>An inquiry into:</b> Homes in the host country and around the world. The historical changes human habitats have gone through making houses strong and safe based on location, environment and resources available Yard map skills  <b>Concepts:</b> Causation Form Change  <b>Action:</b> <b>Social Justice</b>	<b>Title 1:</b> Sense Perception  <b>Focus:</b> Science, Visual Art, Music, Languages, PE  <b>Central Idea:</b> We use our senses to experience, explain, and appreciate the world around us.  <b>An Inquiry Into:</b> The senses and knowing How people manage with the loss of a sense How the community supports people with the loss of a sense humans' interactions with each other  <b>Concepts:</b> Function Perspective  <b>Action:</b> <b>Social Justice (sense impairments)</b>	<b>Ongoing unit</b> Cycles in Nature  <b>Focus:</b> Science, Visual Art, Mathematics, Languages  <b>Central Idea:</b> Seasonal changes affect our way of life  <b>Inquiry into:</b> Nature changes over time Seasons affect living things in different ways Weather patterns over time form climate  <b>Concepts:</b> Change Causation Connection  <b>Action</b> <b>Lifestyle Choices (dressing for seasons)</b>	<b>Title 5:</b> ECO Agents!  <b>Focus:</b> Science, Languages, Religion/Ethics, Arts & Crafts, Music  <b>Central idea:</b> We can care for the environment by recycling and managing our waste.  <b>Inquiry into:</b> organizing waste reducing waste and consumption consequences of not taking action  <b>Concepts:</b> Responsibility Perspective Connection  <b>Action:</b> <b>Advocacy</b>	<b>Title 2:</b> The Journey of Food  <b>Focus:</b> Science, Visual Art, Craft, Languages, Religion/Ethics  <b>Central idea:</b> Food cycles supports living things in different ways  <b>Inquiry into:</b> plant reproduction Food production and distribution food trails local food nutrition  <b>Concepts:</b> Function Connection  <b>Action:</b> <b>Social Entrepreneurship (bake sale, recipe book)</b>



Age / Grade	Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
7-8  1 <sup>st</sup>	<p><b>Title 3:</b> My BIG feelings</p> <p><b>Focus:</b> Social Studies, Language, PE, Art &amp; Crafts, Music, Religion/Ethics</p> <p><b>Central idea:</b> I can choose how to act when I have big feelings.</p> <p><b>An Inquiry into:</b> - Taking care of our mind and body while respecting others' - Identifying feelings and thinking how to act - Making mistakes and practising a growth mindset</p> <p><b>Concepts:</b> Change Perspective</p> <p><b>Learner Profile:</b> Caring Balanced</p> <p><b>Note:</b> 4 E&amp;S Skills lessons</p> <p><b>Weeks:</b> 48-50,2-5</p>	<p><b>Title 2:</b> The history of me</p> <p><b>Focus:</b> Social Studies, Language, Visual Art, Mathematics (number line)</p> <p><b>Central Idea:</b> Our personal history affects who we are today.</p> <p><b>An Inquiry Into:</b> - our family tree and cultural heritage - personal histories of people close to us - how have things changed over time and how are they the same</p> <p><b>Concepts:</b> Connection Perspective</p> <p><b>Learner Profile:</b> Inquirer Open-minded</p> <p><b>Note:</b> 1 E&amp;S Skills lesson <b>Note:</b> 1 E&amp;S Skills lesson <b>Weeks:</b> 41-42,44-47</p>	<p><b>Title 1:</b> Stop and live in the moment</p> <p><b>Focus:</b> Science, Visual Art, Music, Language</p> <p><b>Central Idea:</b> We use our senses to experience, explain, and appreciate the world around us.</p> <p><b>An Inquiry Into:</b> -the senses and sense organs -How people manage with the loss of a sense -How senses impact human interaction</p> <p><b>Concepts:</b> Function Perspective</p> <p><b>Learner Profile:</b> Communicator Reflective</p> <p>Weeks 34-36, 38-40</p>	<p><b>Title 5:</b> Living Things</p> <p><b>Focus:</b> Science, Language, Mathematics, Visual Art, Religion/Ethics</p> <p><b>Central Idea:</b> We can learn about living things by comparing their similarities and differences.</p> <p><b>An Inquiry Into:</b> - most common local species of plants, mushrooms and animals - characteristics of different animal groups - what is needed for growth (sun, air, water)</p> <p><b>Concepts:</b> Function Form</p> <p><b>Learner Profile:</b> Knowledgeable Communicator</p> <p><b>Weeks:</b> 14-19</p>	<p><b>Ongoing Unit:</b> Safety First!</p> <p><b>Focus:</b> Social Studies, Language, Religion/Ethics, P.E.</p> <p><b>Central idea:</b> I can take care of myself and others by making safe choices.</p> <p><b>An Inquiry into:</b> - safety at school and at home - traffic safety - getting along with others (including physical touch) -emergency situations (evacuation drill)</p> <p><b>Concepts:</b> Causation Responsibility</p> <p><b>Learner Profile:</b> Thinker Principled</p> <p><b>Note:</b> 4 E&amp;S Skills lessons</p> <p><b>Weeks:</b> 32-33, 37(traffic safety week), 6 (media skills week), 20, 21 (swimming week)</p>	<p><b>Title 4:</b> Stronger together</p> <p><b>Focus:</b> Social Studies, Language, Art &amp; Crafts, PE, Re/Ethics</p> <p><b>Central idea:</b> Everyone has a role to play in a community.</p> <p><b>An Inquiry into:</b> -developing school habits for personal and communal well-being -different roles and jobs in the community</p> <p><b>Concepts:</b> Responsibility Function</p> <p><b>Learner Profile:</b> Risk-taker Caring</p> <p><b>Weeks:</b> 7-9,11-13</p>



## Grades 7 – 9 Interdisciplinary Units at OIS 2023-24

Grade level	Topic	Content/Goals or Statement of Inquiry	Disciplines involved	Month/ Duration	Teachers involved	Evaluation
7	Herbs	Growing herbs from seeds. Learning the best growing circumstances for the herbs to grow. Learning how to use different herbs in cooking and baking.	Biology & Home Economics	3 months	Riikka P. Teija	IB MYP IDU criteria
8	Finnish democracy in a crisis	Changes in international relations can lead to serious conflicts that affect identities and relationships in societies. Webpage design (ICT)	History and ICT	Weeks 7-14	Riikka A. Pooja	IB MYP IDU criteria
9	Word art and picture art through poetry	An inquiry into how art can be expressed through different visual representations using words and images	Language and literature: English and Visual arts	October - November (2 months)	Marja Nina	IB MYP IDU criteria

### **TEACHING GIVEN OUTSIDE THE SCHOOL AND OTHER ACTIVITIES TO BE ORGANIZED IN CONNECTION WITH THE TEACHING (In its entirety on the website)**

**Working hours approved by the director of the education and culture department are followed.**

Cultural education, study tours, camp schools and other extracurricular activities

Every school in the city of Oulu has recorded a school-specific Cultural Education plan, which is a mandatory appendix to the school's curriculum. The plan serves as the basis for the school's annual, more detailed cultural education planning. In the school year plan, teaching/activities related to cultural education outside school are recorded, e.g. visits related to Luuppireitti and Kirjastoreitti, concert visits, etc. (may change annually).





School level culture plans can be found as an appendix to our school level curriculum:

### [OIS Culture Plan 2023 - 2024](#)

All study trips, camp schools and extracurricular teaching/activities carried out by the school are recorded in the academic year plan. From an insurance point of view, every trip that takes place outside the school must be recorded in the plan. As a special consideration, e.g. accident-prone activities, traveling on wheels. If necessary, additions can be made during the year with an amendment proposal to Loota. Before approving the school year plan, the trips must be approved separately by a separate decision. In Akkuna:

<https://oulunkaupunki.sharepoint.com/sites/Sivistys-jakulttuuripalvelut/SitePages/Toimintaohjeet.aspx>

#### *Grade level, time and destination*

- *2AB-luokat Turkansaari 1.9.2023 (kulttuuripolku)*
- *2AB-luokat Taidemuseo 7.9.2023 (vierailu koulupäivän aikana)*
- *2AB-luokat matematiikan tunnin vierailu läheiseen K-marketiin (ei vielä päivää)*
- *2AB-luokat vierailuja Ainolan puistoon ja mahdollisesti taidemuseoon vuoden aikana*
- *Gr 1-5 Finnish groups visiting Oulu City Library week 36*
- *3AB-luokat vierailuja Ainolan puistoon ja mahdollisesti taidemuseoon vuoden aikana*
- *3A-luokka 28.9. Timosenkosken luontokoulu*
- *3B-luokka 26.9. Timosenkosken luontokoulu*
- *4A-luokka 6.9.2023 Oulun Linna (kulttuuripolku)*
- *4B-luokka 5.9.2023 Oulun Linna (kulttuuripolku)*
- *4AB Timosenkosken luontokoulu 14.9. (Unit of Inquiry: Green Sleeves)*
- *G5 visit to Kierikkikeskus 7.9.23*
- *Gr 5 classtrip 17.5.2024*
- *Gr 6 Yrityskylä-trip February 2024*
- *Gr 7 Team Building 18.9. in Loisto in Haukipudas*
- *Gr. 7–9 Finnish groups taking part in Lumotut sanat word art festival in May 2024 (exact timing of the workshops TBA)*
- *Gr. 7–9 Finnish groups visiting Oulu City Library several times during the academic year*
- *Gr 8 Entrepreneurship visiting Businessasema and perhaps some other businesses*
- *7-9<sup>th</sup>.art visits art museum and other exhibitions*
- *luokan käsityön (tekstiilin tekniikat) valinnaisten aineiden ryhmän (OIS+Myllytulli) vierailu Oulun kaupunginteatteriin, Kierrätyskeskus Likkeen tai Oulun kaupungin Businessasema FabLabiin lukuvuoden 2023–24 aikana.*
- *8 students from grade 9 participate in a student exchange to Stirling, Scotland 23.9 - 1.10 2023*
- *Into the wild –valinnaiskurssin retki Rokualle 22.-24.9.2023*
- *Into the wild –valinnaiskurssin retki Liminganlahdelle 6.5.2024*
- *Into the wild -valinnaisryhmän pyöräretki 13.5.2024*
- *8AB sieniretki 14.9.2023*
- *9A opintoretki, 20.5.2024 - 24.5.2024, Helsinki*
- *9B opintoretki 20.-22.5.2024, paikka tarkentuu myöhemmin*



Physical education lessons are organized mostly at the school campus. However, some of the PE lessons take place outside the school area:

Oulu Swimming Pool

Pikkukankaantie 3, 90100 Oulu

044 703 8100

Raatti Swimming Pool

Raatintie 2, 90100 Oulu

050 316 6825

Oulu Hall (Ouluhalli)

Ouluhallintie 20, 90100 Oulu

Raatti Sports Centre

Raatintie 2, 90100 Oulu

Track and Field (Gr 1-9) / Skating for younger grade levels (Gr 1 – 6)

Baseball Stadium

Ouluhallintie 20, 90100 Oulu

Sports: Finnish baseball, cross-country skiing and ice skating (Usually grades 7-9 skate here, sometimes in Raatti if there is not available space.)



## Työelämään tutustumisjaksot

- **Gr 9:** 25-29.9.2023
- **Gr 8:** 5.-9.2.2024
- **Gr 7:** TET in the school canteen, one student at a time on Mondays and Fridays

## Other special and unusual teaching arrangements, theme days, group-specific recordings of teaching not tied to year classes, and possible distance teaching

### Distance teaching

*At schools that organize distance education, the distance education arrangements are recorded in the school year plan. Entries are made by the schools coordinating the distance learning groups. In the distance teaching of languages, the instructions on the organization of distance teaching written in the language program are taken into account.*

### Teaching that is given in another school

*In the annual plan, the lessons that the school's students participate in at another school are recorded on a general level (not on a student-by-student basis). Name at least the subject (e.g. A2 language studies, supplementary teaching i.e. native languages, Romani, Northern Sami and/or own religion) and the school where the teaching takes place, as well as other information if necessary.*

- A2-Spanish, Gr 4, Myllytulli
- A2-French, Gr 4, Myllytulli
- A2-Spanish, Gr 5, Myllytulli
- A2-French, Gr 5, Myllytulli
- A2-Spanish, Gr 6, Myllytulli
- A2-French, Gr 6, Teuvo Pakkala
- A2-German, Gr 6, Teuvo Pakkala
- A2-German, Gr 7, Myllytulli
- A2-French, Gr 7, Merikoski
- A2-German, Gr 8, Pohjankartano
- A2-French, Gr 8, Myllytulli
- A2-French, Gr 9, Myllytulli
- A2-German, Gr 9, Merikoski

### School club activities

The school organizes clubs both with Harrastamisen aarrearkku and from its own club resources. In club activities, wishes from both students and parents are taken into account. School teachers, parents, other actors and, with the support of an adult, also the school's own older students work as club instructors.

*Educational and cultural services annually apply for a state subsidy for club activities. The size of the school-specific resource depends on the state grant received. Schools are instructed to use the state grant in*



*connection with the distribution of resources. In addition, the school can apply for club activities from Harrastamisen aarrearkku.*

Clubs implemented at the school:

With school's own budget

- Chess club G3-6
- Football club G2
- News club G4-6
- Boom, snap, clap club G1-2
- Chemistry club G5-6

With the help of Harrastamisen aarrearkku

- Taidekaruselli (tanssi, käsityö, kuvataide, teatteri) G4-6
- Cooking club G3-4 and G5-6
- Gaming club G3-4 and G5-6

Clubs held by older students

- Hobby Horse club G4-6
- Basketball club (?)