

**Networking and collaboration
of
small Finnish
secondary schools**

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President of the Finnish Association of Small Secondary Schools (FASSS)

Små skolor i utveckling i Svenskfinland

Pedagogiska fakulteten, Åbo Akademi

Vasa, 5.2.2014



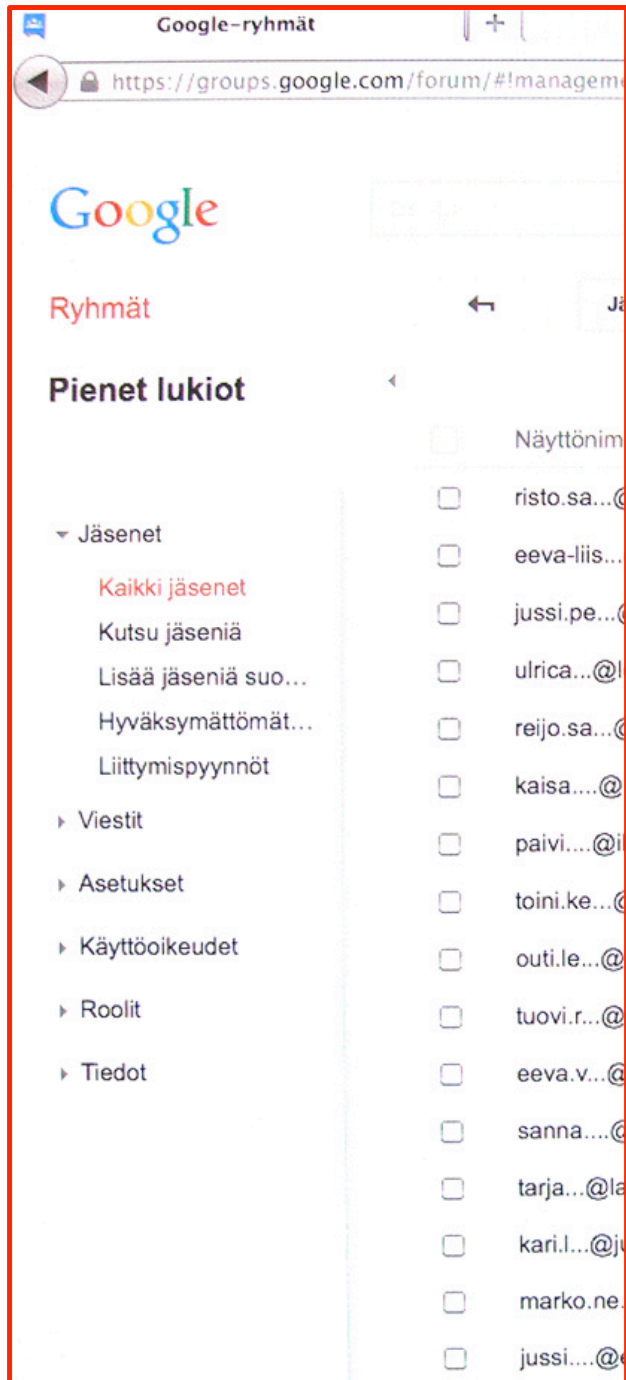
Finnish Association of Small Secondary Schools (FASSS)

- movement started: 1997
- FASSS founded: 2002
- growing membership: 93 (2002) → 102 → 105 → 110 → 119 → 118 → 122 → 127 → 137 → 140 → 144 → 145 (2013)
- 145 member schools in 2013
- including 14 Swedish speaking schools ()
- students aged 17 – 19 years (3 grades)
- most member schools also have junior level, 14 – 16 years (3 grades)
- member of ESHA since 2010

Services

- exclusive online email peer support between the 145 principals
- annual two-day seminar since 1997
- annual Benchmark Guide since 2000
- Quality & efficiency in-service training
- protecting FASSS interests nationwide
- seeking small school partners worldwide

*Aurinkorannikko (Espanja)



Exclusive online email peer support

- 2002 – 2012 under Jyväskylä University Pedanet
- Since 2012 under GoogleGroups
- Free FASSS member service
- 145 principals as members
- Constant confidential professional discussion
 - outsiders cannot read
 - outsiders cannot write
 - no cumulating record (log)

=> 100 % secrecy
- Continuous check and update of addresses
- Only one address per school

Annual two-day seminar since 1997

Pienten lukioiden kehittämisseminaarit 1997-2014



		osanottajat:		lukioita	henk.
I	Parainen	1997	(strategia)	24	43
II	Sysmä	1998	(talous, etäopetus)	19	32
III	Lievestuore	1999	(arviointi, oppilaanohj.)	15	23
IV	Parainen	2000	(laatu)	26	48
V	Padasjoki	2001	(esikuva-analyysi)	26	51
VI	Konnevesi	2002	(verkottuminen)	44	101
VII	Karttula	2003	(etäopiskelu)	46	105
VIII	Utajärvi	2004	(hallinto)	33	75
IX	Tikkakoski	2005	(uusi ops ja tuntijako)	40	95
X	Jurva	2006	(opiskelijahuolto)	30	84
XI	Ristiina	2007	(hallinto, verkostoit.)	35	85
XII	Korpilahti	2008	(alueellisuus)	32	70
XIII	Paltamo	2009	(keskinäinen yhteistyö)	29	63
XIV	Lammi	2010	(hyvät käytännöt)	29	57
XV	Harjav / Nakkila	2011	(uudistuva lukio)	33	64
XVI	Loppi	2012	(sisäinen uudistuminen)	36	69
XVII	Nilsia	2013	(arjen käytännöt)	40	80
XVIII	Toijala	30.-31.1.2014			



Characteristics of the FASSS annual two-day seminars

Seminar booklet:

- every lecture written down since 1997 for an annual 40–50 page seminar booklet which is
 - a) printed and delivered free to the seminar participants
 - b) sold to those not present

Continuous improving:

- no lecturer has ever been paid anything BUT
- everything is evaluated and graded 4 ... 10
- detailed check list for running the seminars

=> no mistakes made twice!

Torstai 17.1.2013



Kauppinen: Ajankohtaista lukiokoulutuksesta

$x = 8,55$
 $sd = 0,92$
 $n = 56$

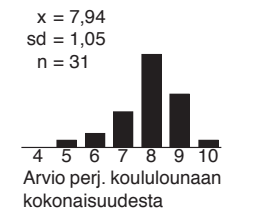
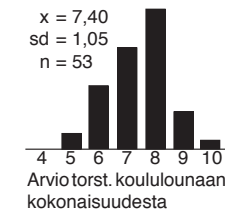
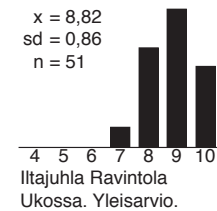
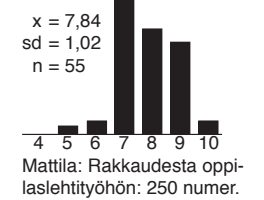
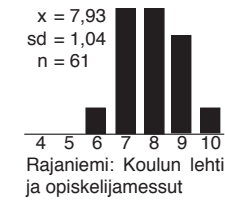
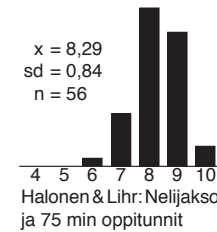
Vihervaara: Oppivasta.org. innovaatioyhteisöksi

$x = 8,35$
 $sd = 0,92$
 $n = 55$



Lehtola: Kuntakentän muutosten vaik. Itä-Suomessa

$x = 8,59$
 $sd = 1,11$
 $n = 56$

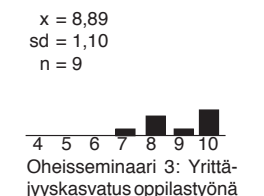
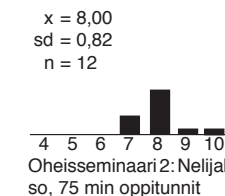
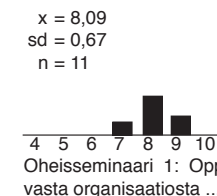
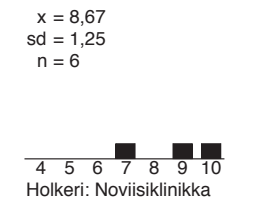
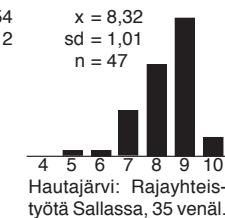


Perjantai 18.1.2013



Tolppanen: Miksi Nilsia valitsi kuntaliitoksen

$x = 8,54$
 $sd = 1,12$
 $n = 46$



Annual Benchmark Guide since 2000

Björneborgs svenska samskola, gymn., rektor Ulrika Hollsten
02 6348 800 / 820 / 0400 597 033 ulrika.hollsten@bjss.fi www.bjss.fi

Tervetuloa tutustumaan näihin

- TRIVSEL, TRYGGHET, TRADITION: små grupper - STORA möjligheter, personlig handledning, flexibla lösningar
- SAMARBETE med Satakunta Sports Academy och Arcada
- INTERNATIONELLA projekt: Tyskland och Frankrike, St. Petersburg, CERN, München

Näitä haluaisimme kehittää

NY TEKNOLOGI i närundervisningen

Helsinge gymnasium, rektor Johanna Blomstedt
050 314 6266 / 040 749 2532 johanna.blomstedt@vantaa.fi
www.helsingegymnasium.fi

Tervetuloa tutustumaan näihin

- Gymnaskurser med LÄNGRE LEKTIONS-BLOCK
- CONSCIENTIA-PEDAGOGIK: redskap för motivation och arbetsro i skolan
- Samarbete med Practicum (yrkesutbildning)

Näitä haluaisimme kehittää

SKOLANS PROFILERING
VIRTUELLUNDERSVNING I REALTID i samarbete med Mattlidens gymnasium (Esbo)

Kotka svenska samskola, gymnasiet, rektor Ove Lindström
05 2190 800 / 810 / 050 560 8316 rektor@kotkasamskola.com www.kotkasamskola.com

Tervetuloa tutustumaan näihin

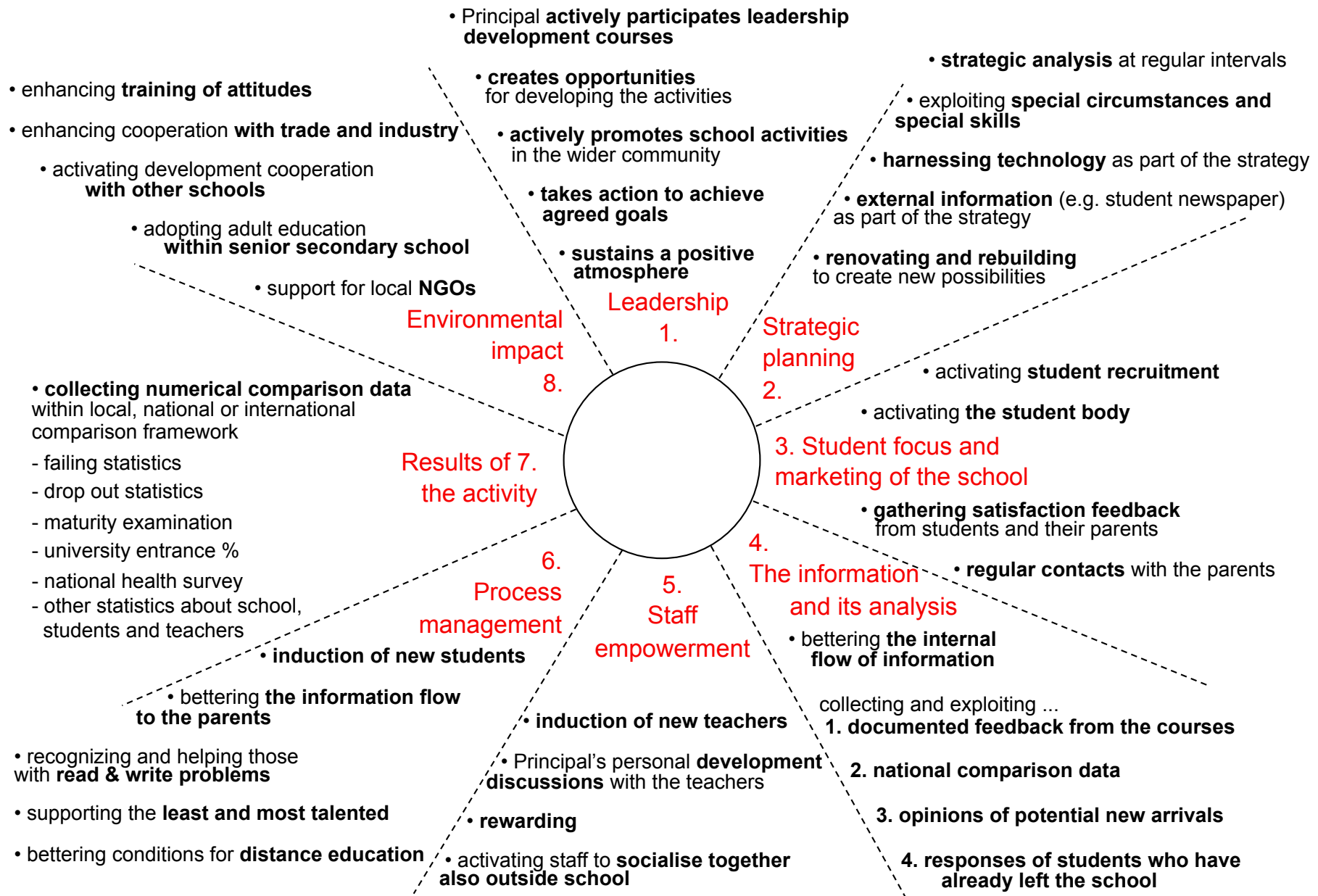
- GYNSAM: Gymnasie- och yrkesnätverk i samarbete: gymnaskurser och yrkesexamina
- Idrottsgymnasieprogram via EKA: Et.-Kymenl. urh.akat. (Södra Kymmenedalens Idr.akademi)
- NÄTTEAM ÖST med gymnasier i Sibbo, Borgå, Lovisa, Kotka samt B-borg och T-fors
- Ingen provvecka

Näitä haluaisimme kehittää

NÄTBASERADE LÄRSTIGAR och lärobject
Samarbete med HÖGSKOLOR
NÄTBASERAD UNDERVISNING I REALTID

- All 145 member schools presented
- Thematic index included
- Published annually: 14th ed. 2014
- Contents reviewed annually

Quality & efficiency in-service training



Goals of the quality and efficiency in-service training

School year is full of repeating routines

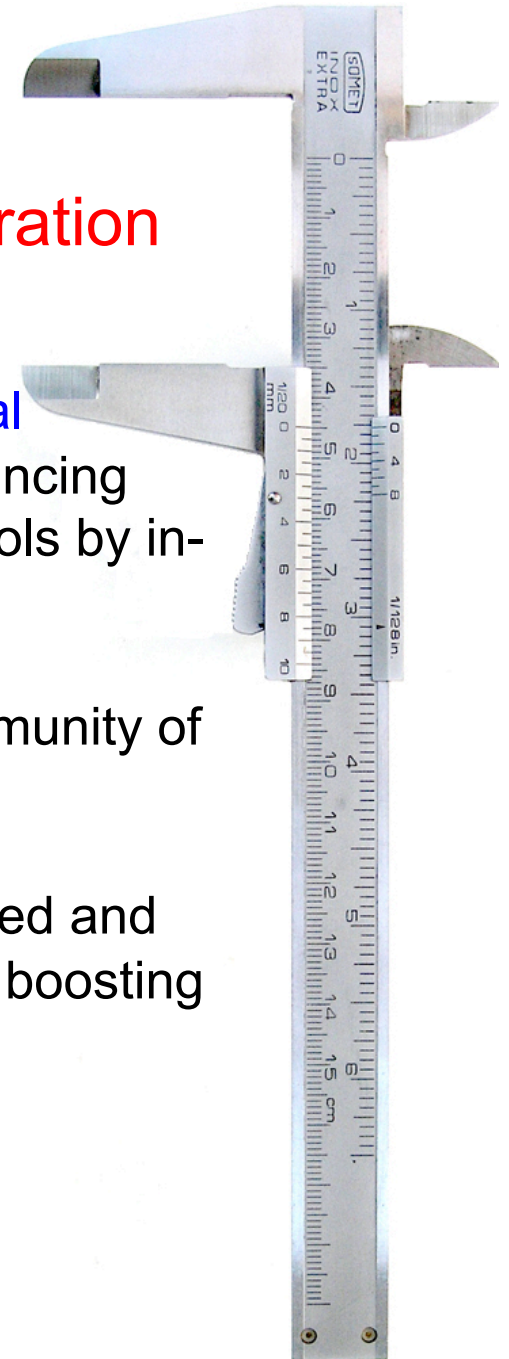
Systematic and documented control of routines saves time for more productive activities

Implications:

- Increasing attraction and competitiveness
- Less conflicts, teachers and students more satisfied
- Functionally better work routines
- Better results and better reputation as a school

Quality-based objectives of FASSS collaboration

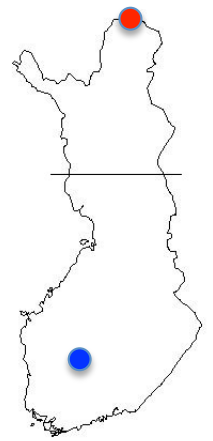
1. Connecting **high quality service and care of individual students to the public image of small schools**, and enhancing the general standard of quality of FASSS member schools by in-service training and continuous mutual collaboration.
2. Seeking and spreading **good practice** within the community of FASSS schools.
3. Emphasizing mutual togetherness among the scattered and (in many cases) isolated FASSS member schools, thus boosting their **positive national identity**.



What is needed to create a community?

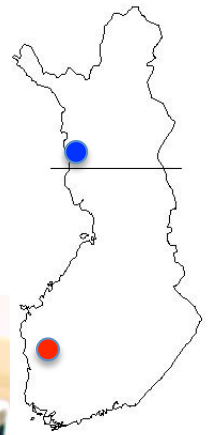
1. “Value added” content
2. Joint interest
3. Social coherence
4. Daily meeting place for sharing and peer support
5. Fluent and proven routines to maximise efficiency
6. Passionate human resource, or money, or both, to run the activity in practice

Ohcejoga sámelogahat (Utsjoki Sami SHS) has 18 students total in three grades. They receive guitar and piano lessons from **Pirkanmaa Vocational Institute** in Tampere, 1100 km (700 miles) away.

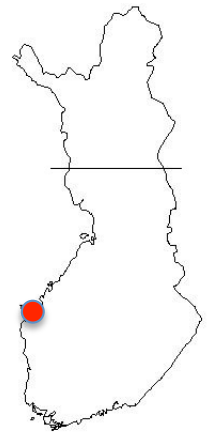


Remote learning

Ikaalinen SHS's group of two students attending 12th year physics lesson together with students at another FASSS member school, [Pello SHS](#), 700 km (430 miles) away.



Teachers exploring Internet platforms and video conference programs at Vasa Faculty of Education at a project for collaboration and development in small schools





What is a “small” school?

A school is “small” if its **existence or working conditions** are affected or even threatened because of its small size.

Typically the small schools are **located** in remote mountainous regions, on islands or far away in the rural countryside.

However, smallness is a **relative concept**, depending on the surrounding circumstances. A “small” school may have 12 or 1000 pupils.



Challenges for small school collaboration

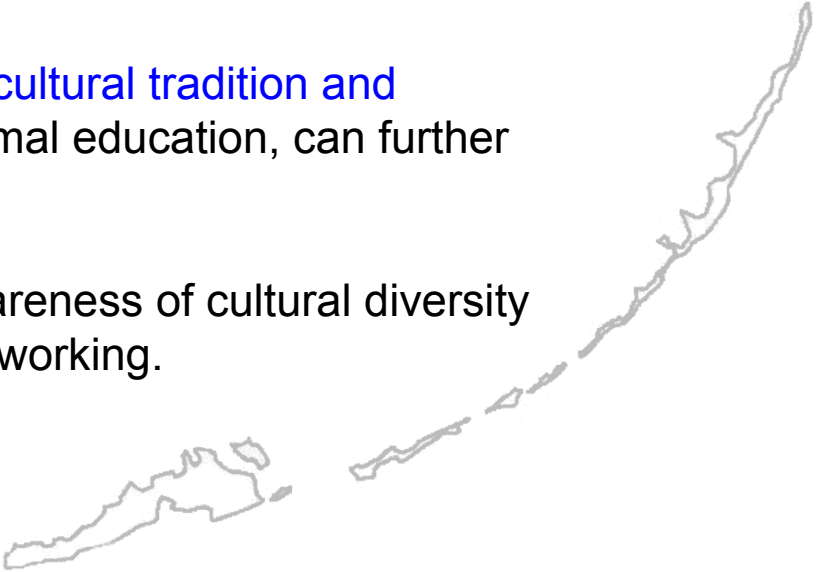
1. For the participating **schools**

To share experiences with other small schools, to **strengthen the self esteem of the students and staff of the school**, and their faith in the future. Modern information technology bridges the schools together.

2. For the participating **students**

To make the youths aware of their **valuable local cultural tradition and background** so that they, after having finished formal education, can further contribute to their native heritage.

To create connections with students, develop awareness of cultural diversity and build concrete capacities for international networking.



How to make a difference in a wider circle:

Why wouldn't we empower small schools to recognize their social and cultural impact upon the local environment:

1. Developing small schools into **community school hubs**: the school serving the local community, and vice versa, the community supporting the school as the hub.
2. By civic learning, service learning, and sustainable development learning to help the small school **integrate into the surrounding society**.
3. **Network small schools** to provide joint peer support on all levels: evaluation, pedagogy, management, leadership.
4. Temporarily **exchange teachers and principals** to learn to benchmark methods and conditions in another school.
5. Let small schools act as **part of university teacher training** for teachers to recognize the special features and strengths of small schools.
6. See the small schools as **part of a solution** and not as part of a problem.

A small school that bridges people and generations is a great school



Thank you very much!

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