

24.4.2020 (transl. Erika Löfström)

University of Helsinki,
Faculty of Education,
Swedish-language class teacher education

Subject practice 10 ECTS

Task: School as a community, 35 h

During the practice, students take part in activities at school also beyond the direct classroom teaching in order to gain a broader understanding of a school as a community. The activity spans 35 hours of work. This task consists of two parts.

A) Getting acquainted with school

Within this theme, students take part in different activities or become familiar with different aspects of school. The, in total four, different activities may include e.g. teacher meetings, morning openings or similar, excursions, theme days, school projects, organisation of individual/special support, cafeteria routines etc.

B) Specialised task

In the specialised task, students focus on multilingualism, diversity and social justice. This can be done through, for example:

- studying the school's curriculum from the perspective of multilingualism, diversity and/or social justice.
- planning a theme day or other activity for a group of students
- actively participating in a working group in the school and contributing with ideas
- analysing school as multilingual environment
- analysing the school with a focus diversity and/or social justice
- taking part in student services (elevvård..)
- taking part in parents' meetings
- analysing the school from a special education point of view
- analysing the school's digital tools

The student can take initiative to a focus of their own interest, preferably in consultation with the supervisor at school. The specialization task can be done individually or together with other students who practice at the same partner school.

When planning the specialisation task, it is important to think of purpose, aim, target group, implementation, schedule, and possible practical arrangements that need to be taken into account.

Reporting the task

Each student turns in a report of the specialization task in their portfolio. Students who do the task together produce a common report, but each student turns it in. The report should include contents, activities and reflections. The report is turned in at Teams. The student can choose the format(s) of the report. The report can preferably be multimodal.