Well-Being at School – supporting attendance in Oulu

Presentation Slides

OULU

6/2024

Supporting school attachment in Oulu's schools

An attendance support model has been developed for the city of Oulu's schools which includes instructions **to support school attachment of students and prevent absences.**

The model is called **Well-being at Schools - supporting attendance in Oulu**.

A student's school attachment is supported in cooperation with the student, guardians, teachers, student welfare services and networks.

The school can support a student's school attachment in three ways:

- Pedagogically

- Influencing community activities and structures

- Student welfare services

Supporting school attachment on the community level

Developing school working culture

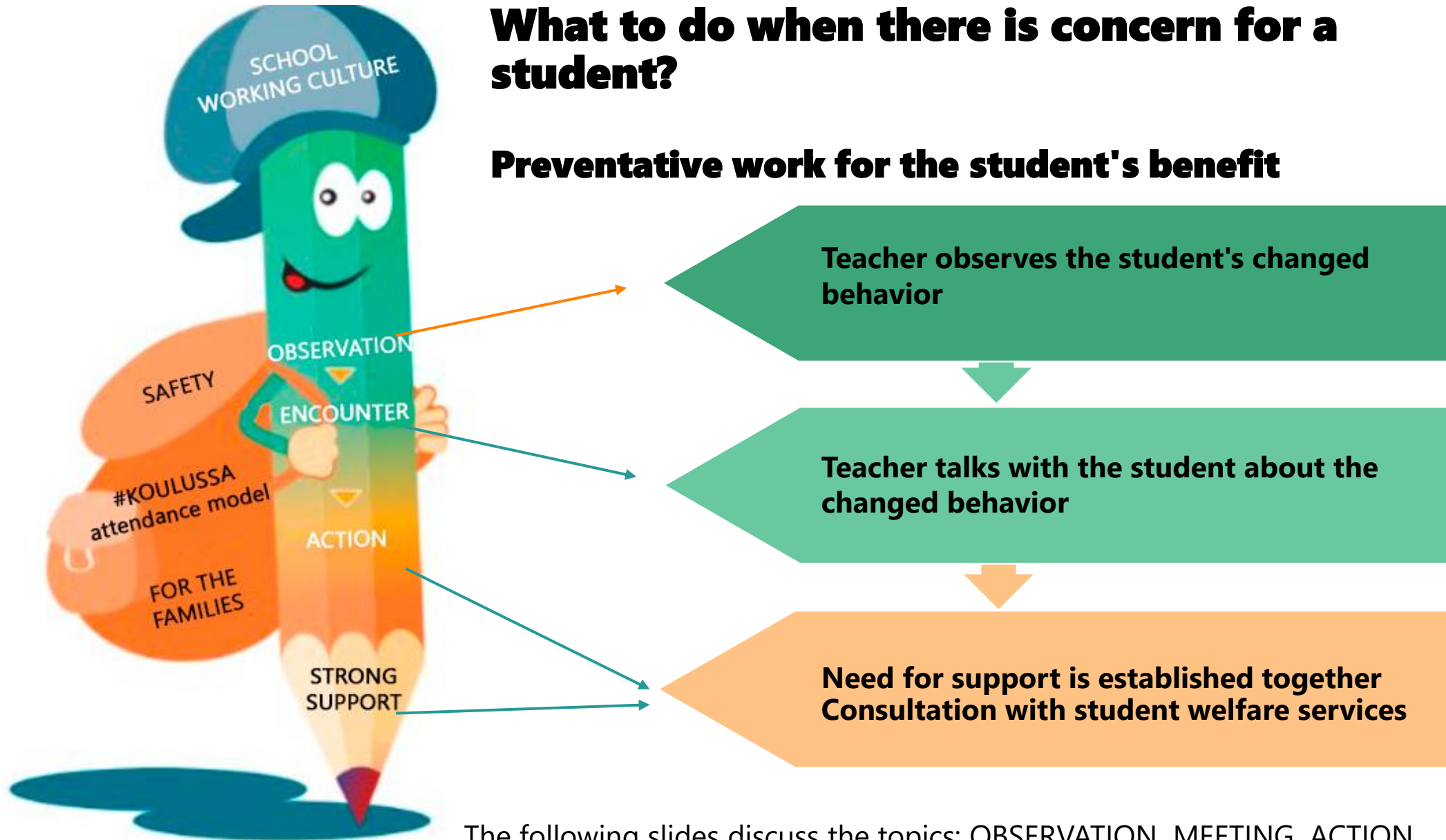| Encounter	Experience of participation, feeling of belonging in a community Caring adults Cooperation between school and home
Joy of learning	Relaxed atmosphere Pedagogical solutions that support well-being Recognition of successes and strengths
Structures support well-being and safety	Leadership with knowledge and skill Shared practices and structures in communities Functioning cooperation with student welfare services

What to do when there is concern for a student?

Preventative work for the student's benefit

Teacher observes the student's changed behavior

Teacher talks with the student about the changed behavior

Need for support is established together Consultation with student welfare services

The following slides discuss the topics: OBSERVATION, MEETING, ACTION

OBSERVATION
Teacher observes the student's changed behavior

If examples are observed, the observation must be discussed with the student

SCHOOL WORKING CULTURE

OBSERVATION
ENCOUNTER
ACTION

SAFETY

#KOULUSSA attendance model

FOR THE FAMILIES

STRONG SUPPORT

PREDICTIVE EXAMPLES OF ABSENCES

- Repetitive difficulties in departing for school
- Difficulties in returning to school after a vacation or sickness leave
- Increased contact home during a school day

- Increase in tardiness
- Individual absences from classes
- Repetitive individual absences
- Discontinued school days
- Unauthorized absences

- Repetitively forgetting to do homework
- Student is present but does not participate
- Changes in grades
- Difficulties in transferring from one class to another
- Repetitive will to leave the class
- Difficulties with friends
- Loneliness or withdrawal
- Increased psychosomatic symptoms (stomach or head pain)
- Changes in behavior and mood

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ENCOUNTER
Teacher talks with the student about the observation

Teacher talks with the student about the changed behavior

- to hear the student's own opinion
- to understand the reasons behind the change in behavior
- to offer support.

Considering how the student could be supported

- pedagogically
- by influencing the community's activities or structures
- with student welfare services

The goal is supporting the student's well-being and school attachment.

Did some initiative come up based on the discussion?

ACTION
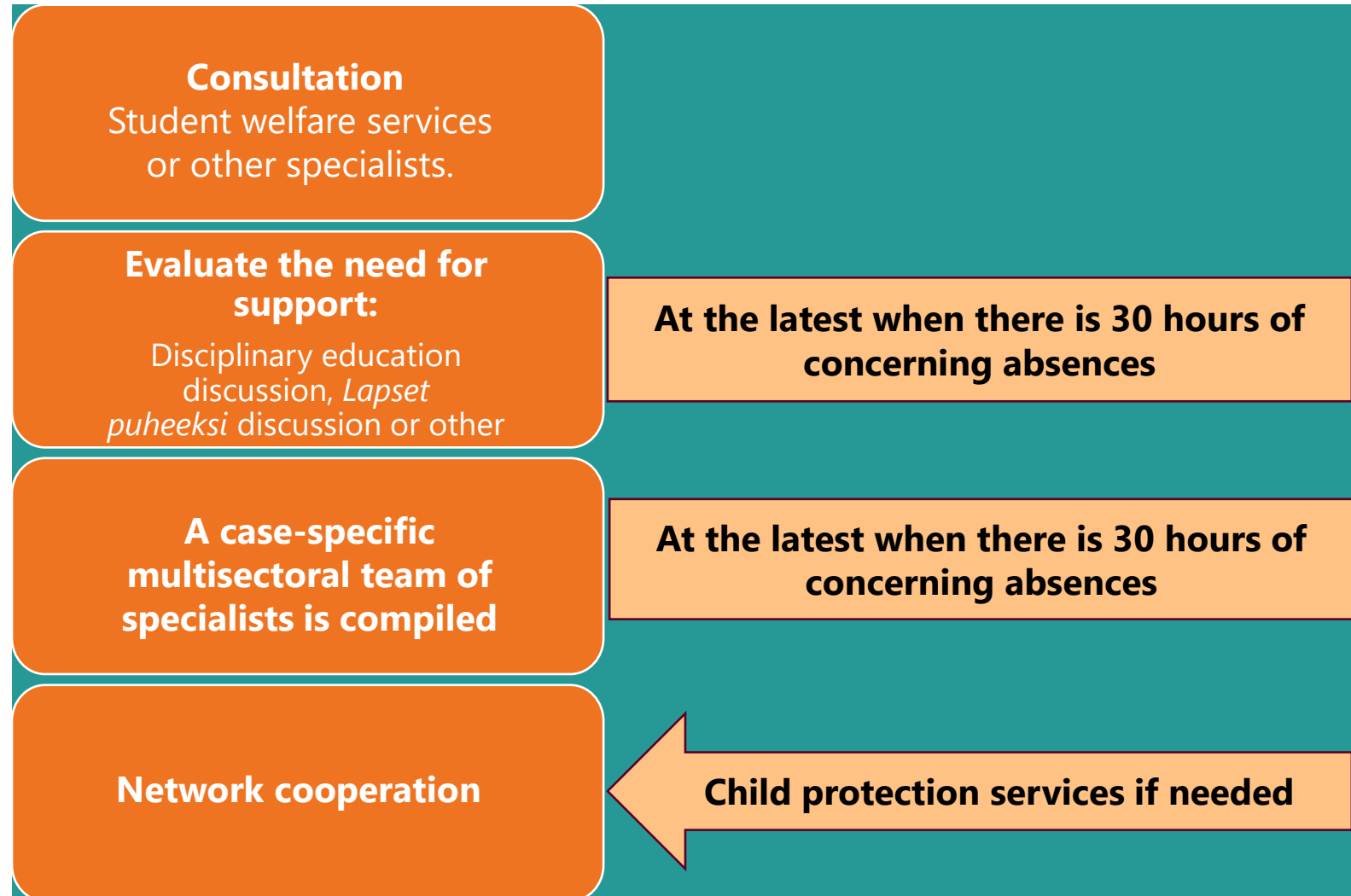## Multi-faceted mapping of the situation and an action plan

When an observation or absence has been brought up and there has been cooperation with the guardians, but

- the concern continues

- the reasons of the absences are uncertain or worrisome

- the continuation of studies is under question due to the absences

- unauthorized absences have not been cleared

- unauthorized absences continue

What to do?

SCHOOL WORKING CULTURE

SAFETY

OBSERVATION

ENCOUNTER

#KOULUSSA attendance model

ACTION

FOR THE FAMILIES

STRONG SUPPORT

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Alternative Actions
A suitable multisectoral course of action is chosen for the situation

Consultation
Student welfare services or other specialists.

Evaluate the need for support:
Disciplinary education discussion, *Lapset puheeksi* discussion or other

At the latest when there is 30 hours of concerning absences

A case-specific multisectoral team of specialists is compiled

At the latest when there is 30 hours of concerning absences

Network cooperation

Child protection services if needed

Action Plan

- **Finding the cause** of the change in behavior or absences

- **Compiling an action plan** to support the child or young person.

- **Evaluating how we could support the student**
  - pedagogically
  - by influencing community practices or structures
  - with student welfare services

- **Recording the courses of action in student welfare and pedagogical documents**

STRONG SUPPORT
Action plan to support school attachment

Student welfare support to meet the needs	
The school's case-specific multisectoral team of specialists	Network meetings

Updating pedagogical support to meet the needs

- **We update the pedagogical support and pedagogical structures**
- **We appoint contact and responsible persons to be liable for the overall picture of learning**

- **We plan educational progression**
  - Education content and goals: What do we study?
  - Realization of education: How are tasks done? How is teaching realized?
  - Physical location of education: Classroom and distance education?
  - Evaluation of education: What criteria? What evaluation methods?
- **Recording to pedagogical documents**

Community support to meet the needs

Steps towards school

Regular contact

- **Contact to school activities and teachers**
- Contact to guardians and caring parties
- **We agree on who is responsible for contact**
- **Encourage the student** to contact the school

Supporting school attachment

- **Lowering the barrier for coming to school and school attachment**
- **Cooperation** with the child or young person and their guardians
- Considering the **opinions of different specialists**
- **Considering the school community's preparation and structures**

More information about learning and school support

[Read more on the topic on the Support in Learning and Attendance webpage (ouka.fi)](ouka.fi)

Thank you!

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