



**ALL IN EDUCATION**

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Erasmus+ KA2 | Project n°2024-1-IT02-KA220-SCH-  
000256430





## ALL IN EDUCATION

«Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.»

The first principle of the European Pillar of social rights



## Inclusive education

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**Inclusive education** is not merely about **integrating students with special needs** into mainstream classrooms. It represents a transformative vision that redefines teaching and learning by valuing learner diversity as an asset. It is rooted in **global human rights** mandates and promotes environments where all students—regardless of background—can participate, contribute, and success.





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## Integration $\neq$ Inclusion

While **integration** places students into mainstream settings without altering the structure, **inclusion** involves **rethinking and restructuring** educational systems to meet diverse needs.

This marks a departure from viewing learners as needing to fit into existing models, to reshaping models that fit learners.





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# Inclusion as a Commitment



True inclusion is **not a checklist of strategies** but a fundamental **commitment** to social justice.

It demands educators view **every student as capable and worthy** of full participation. The goal is not only academic achievement but nurture a **sense of belonging, dignity, and empowerment** within the school community.



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# Inclusive Teaching methodologies

**Inclusive teaching methodologies** constitute a foundational pillar of educational equity.

Their successful implementation requires **vision, collaboration, and long-term commitment at all levels of the education system.**

In the context of growing diversity and complexity, inclusion is not a discretionary practice but a fundamental obligation—essential to the realization of a democratic, just, and empowering educational framework for all learners.





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# Mentors program

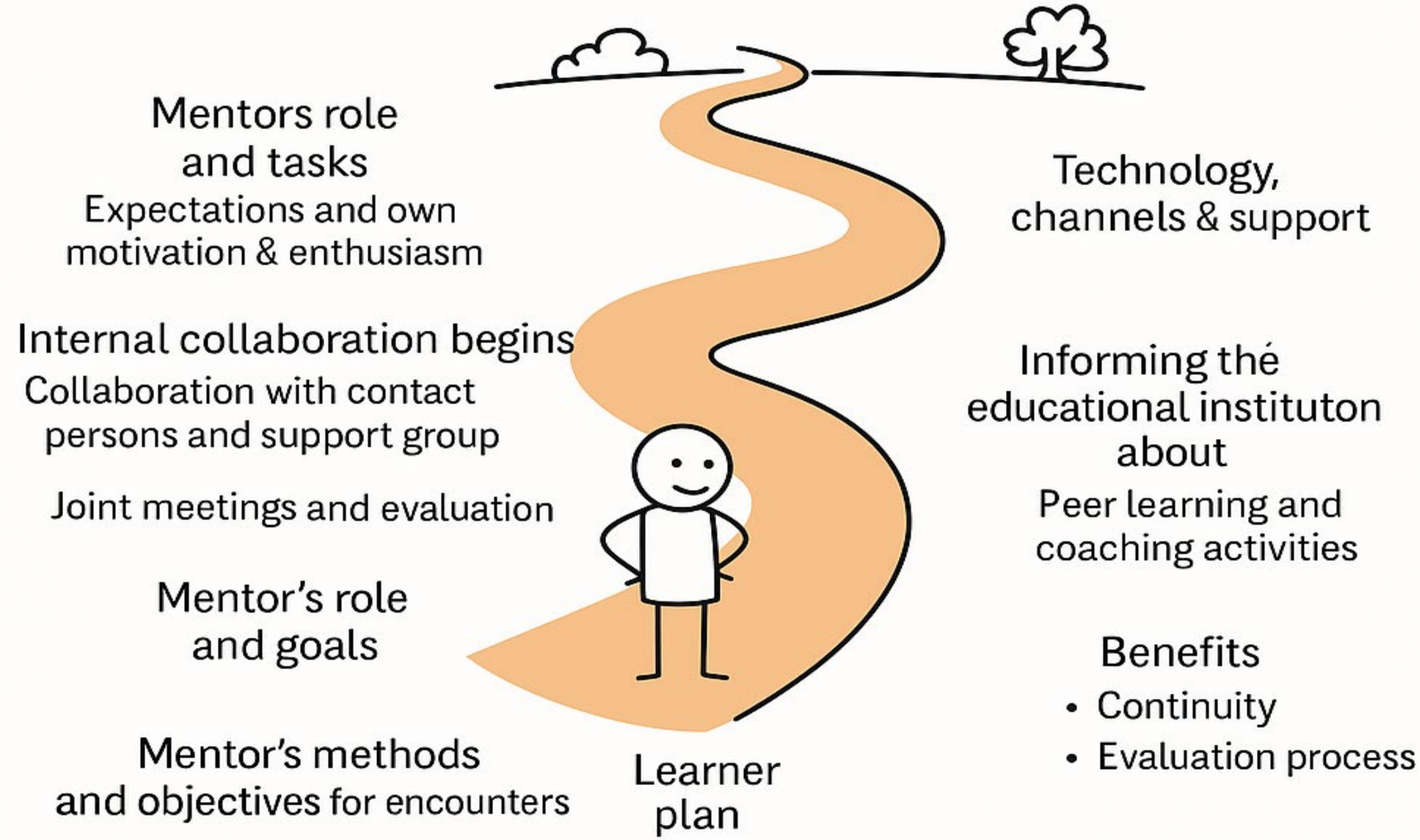




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# Together for the Best

## Developing Personalization and Peer Learning





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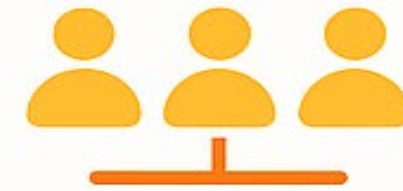
# Goals

Implementation of operating models and materials produced in the All in Education program

Deepening the process

Operating models that are customer-oriented and consistent

Launching and establishing mentor activities

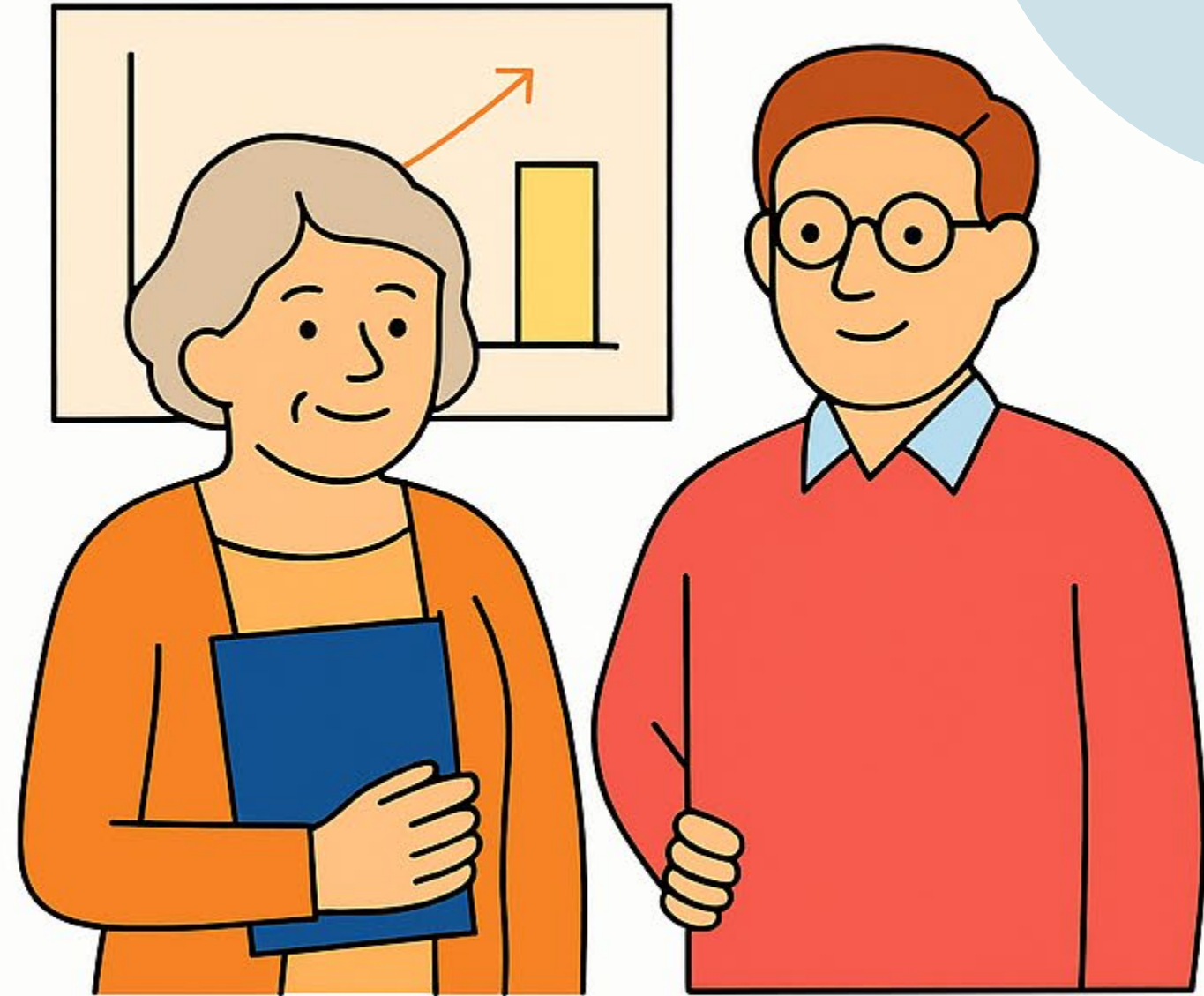




# Peer Mentoring

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Experienced teachers support new ones through observation, feedback, and reflection





# INDUCTION PROGRAMS

For new teachers, Finland offers structured induction programs that last for a period of time –often one or two years- after begin teaching

- **Workshops:** Practical topics such as classroom management, curriculum design, and how to work with diverse learners
- **Mentorship:** Paired with an experienced teacher or educational leader for regular support and guidance
- **Professional Development:** Engage in continuous learning through workshops or conferences





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# COLLABORATIVE LEARNING COMMUNITIES



- Teachers in schools and professional networks work together to solve problems
- Team teaching provides feedback and shares lesson responsibility
- Focus on well-being



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# SUPPORT FROM EDUCATIONAL LEADERS

**School principals**  
in Finland  
regularly meet  
with teachers  
to offer guidance  
and advice.



- Provide ongoing professional development
  - Facilitate problem-solving and reflection
  - Encourage teacher autonomy and self-directed learning
- 
- Provide ongoing professional development
  - Facilitate problem-solving and reflection



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# FOCUS ON WELL-BEING

Mentoring programs in Finland consider teachers' mental and emotional health, helping to prevent burnout

- Support network of colleagues and mentors
- Balanced workload





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# HIGHER EDUCATION INSTITUTIONS

Universities and teacher training colleges in Finland are involved in teacher mentoring

- Supervised teaching practice for students
- Workshops and seminars



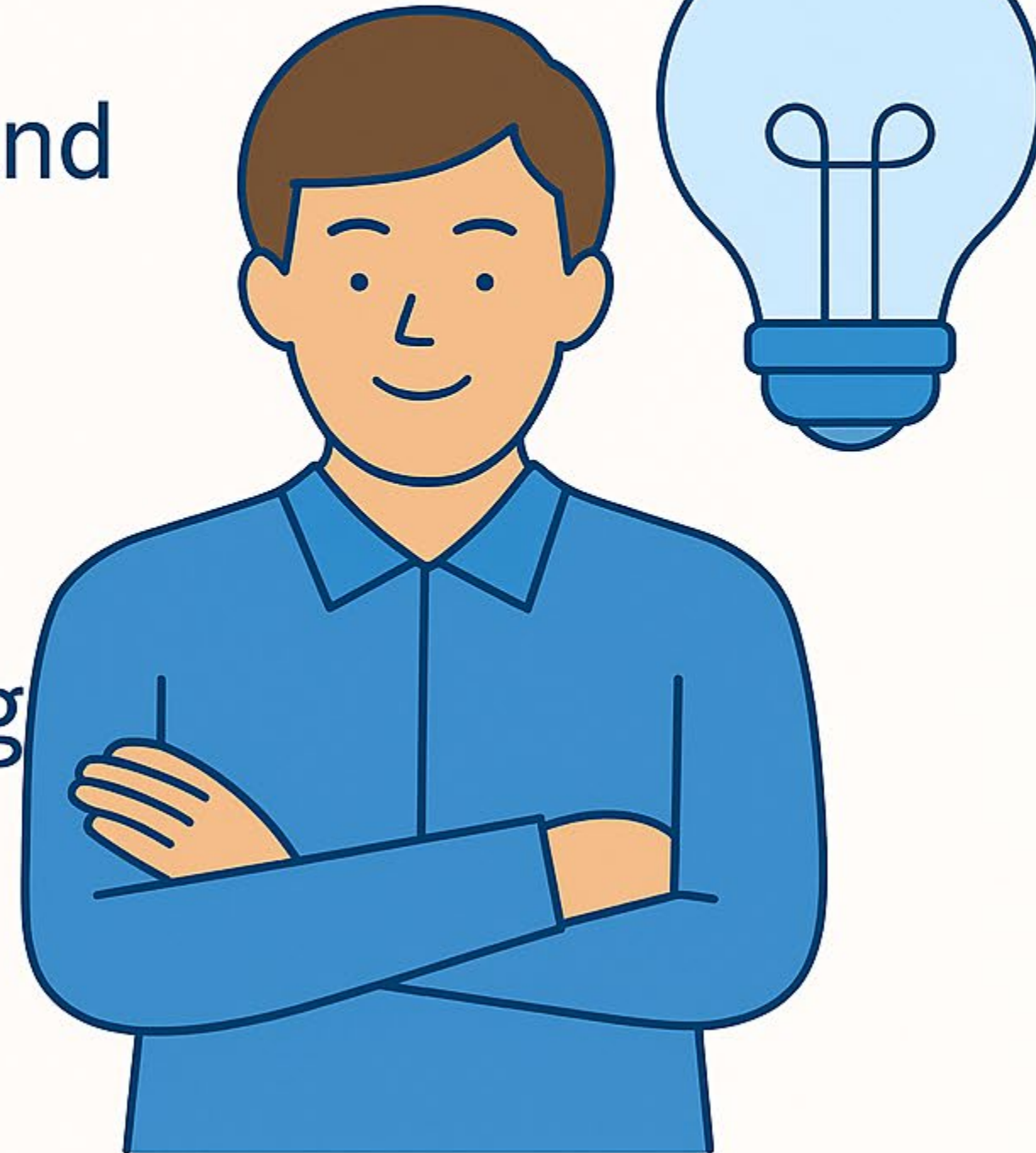


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# PROFESSIONAL AUTONOMY

Universities and Finland supports teachers' autonomy in making classroom decisions

- Supervised-making based on expertise
- Workshops and feedback provided





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# TEACHER MENTORING IN FINLAND

High Teacher  
Retention



Improved  
Teaching  
Quality

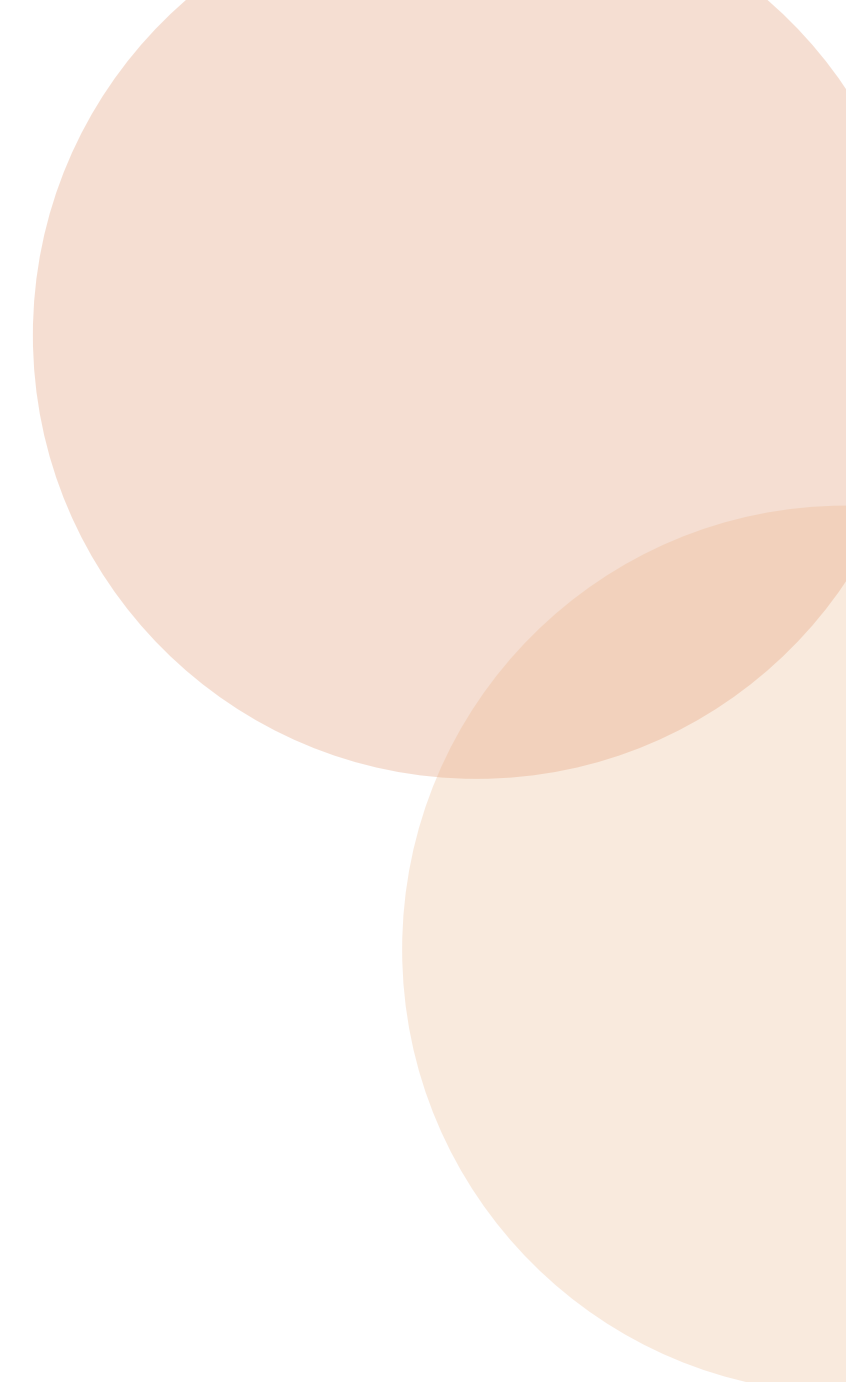


Collaboration and  
Community

Support for Diverse  
Learners



Launching and  
establishing  
mentor activities





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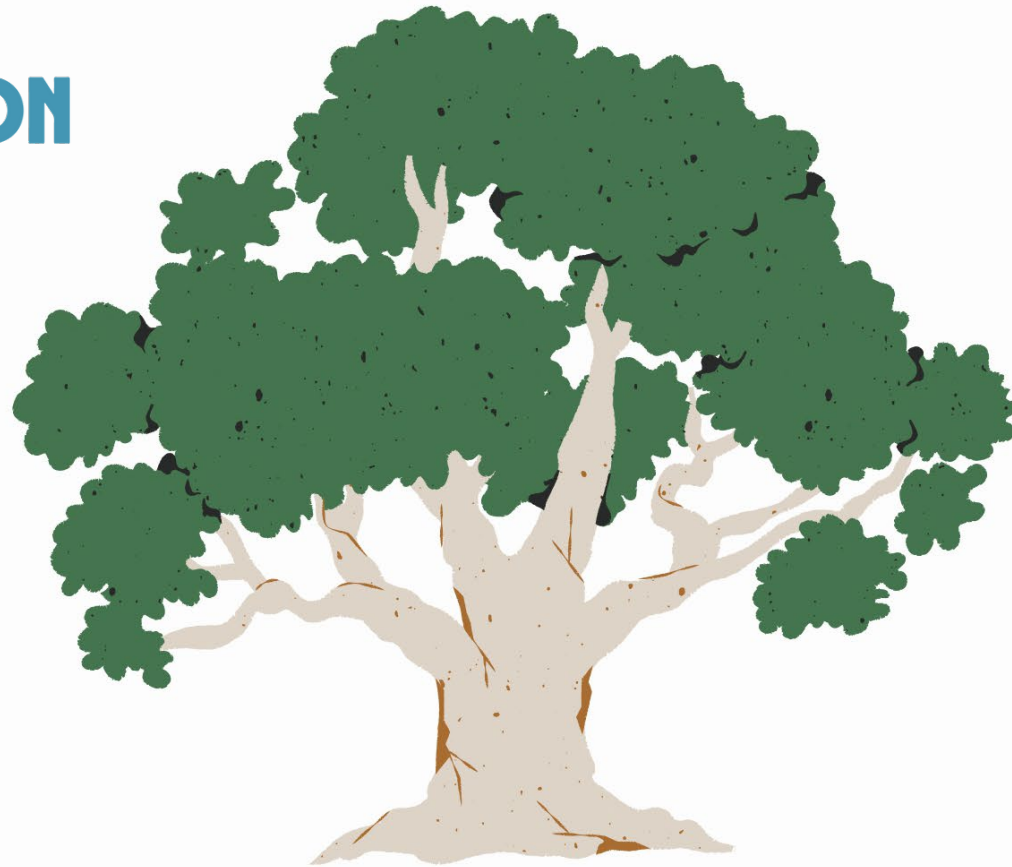


# Mentoring Process - part II





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To be like a tree.  
To keep your roots deep  
in what truly carries you.  
To stand firm despite the winds,  
and to hold on and endure.  
To be like a tree.  
To remind, through your trunk,  
that growth is always possible.  
To be flexible and yielding,  
yet strong and clear.  
To be like a tree.  
To create new branches  
and grow new shoots toward the future.  
To be like a tree.  
To be excited each year  
to grow your leaves again,  
even if only for a while.  
And to know how to let them go  
when their time has passed.

Maarika Piispanen



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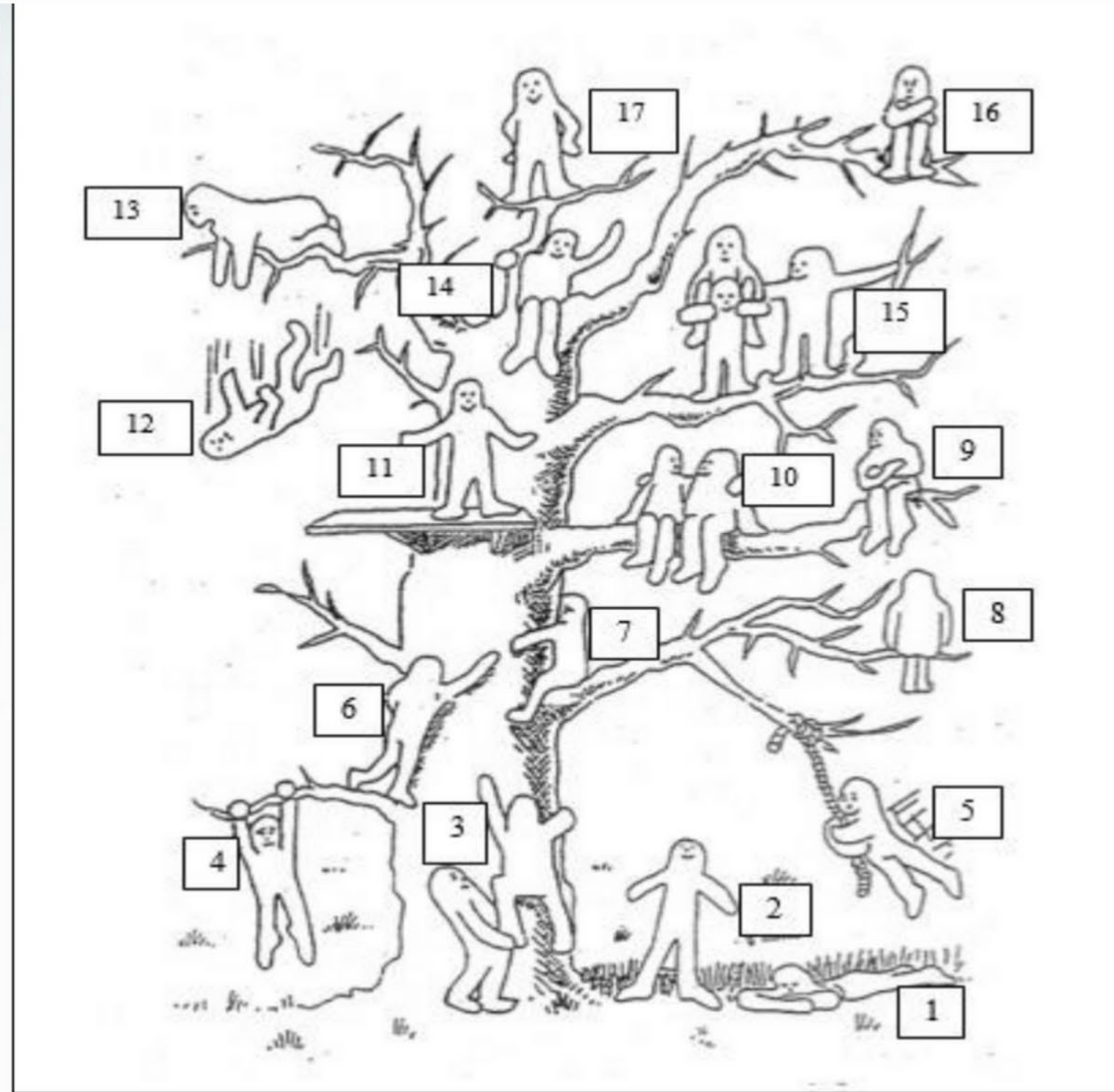
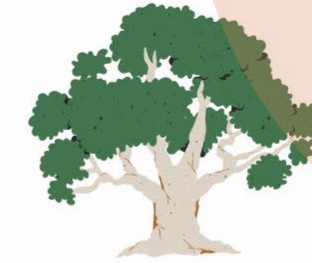


Figure 7: BLOB Tree (Pip Wilson and Ian Long, 2018)

Me and “Support for learning”

Which character represents your thoughts about support for learning?



Mentimeter





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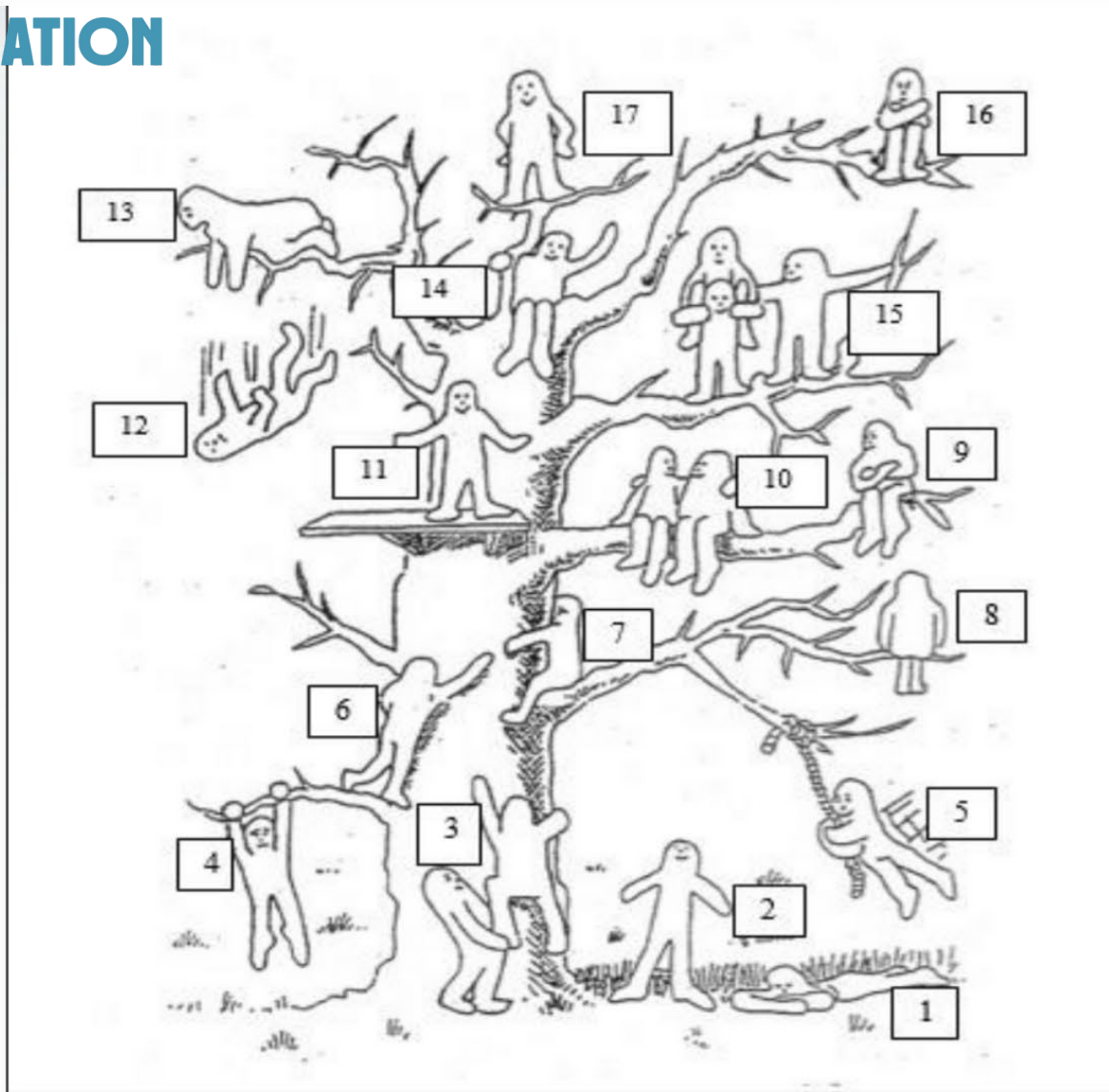


Figure 7: BLOB Tree (Pip Wilson and Ian Long, 2018)

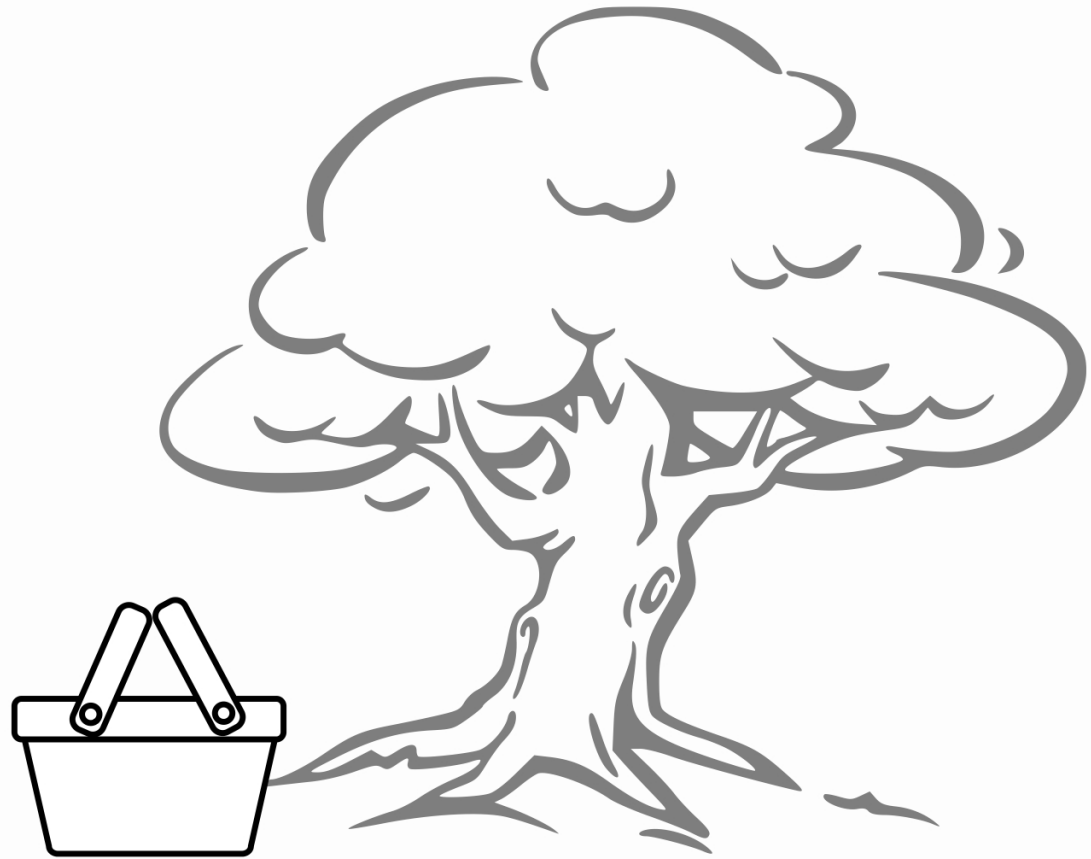
A short conversation:

What influenced the place you chose?  
Is there another place  
where you would rather be?  
What is going well right now?  
What would need to change?





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Write on post-it notes the elements you identify as:

- A. "Roots" – timeless and lasting elements in the field of student support. Things that should be preserved.
- B. Good practices – things that are currently working well (the trunk).
- C. Things you hope will happen or be tried in the future (the crown/leaves).
- D. Falling leaves – things that could be let go of (the basket).

➡ Place your notes in the appropriate spot. If someone else has already written the same thing, stack your note on top of theirs.



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### SUMMARY:



Hopes and Expectations (Top of the Tree):

Timeless and Essential (Roots):

Effective Current Practices (Trunk):

Things to Let Go Of (Basket):



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Co-funded by  
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