

HUNDRED REPORT #037

Journeys in Vocational Student Wellbeing

Konstsamfundet

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HUNDRED TAILOR-MADE REPORT

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HundrED Tailor-Made Report.
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Conclusions and recommendations from HundrED reports represent the author’s own views. Innovators featured in this report have granted HundrED consent for the use of images and written works.

This is an interactive document.

Foreword from HundrED

We often only look at the education system as a way to provide students with adequate tools and competencies to excel in working life. However, we need to pay attention to students' overall wellbeing and sense of belonging especially in vocational training institutions. When we equip students with the tools to navigate life and develop their professional identity alongside their technical skills, the professional and personal sides of such training must remain closely connected.

This Tailor-Made process together with the Swedish-language vocational institutions in Finland supported by Konstsamfundet started from the urge to look beyond the traditional ways of improving these institutions which are highly ranked in the Finnish context. To broaden the horizon, we embarked on a journey experimenting with a few international education innovations focusing on aspects of wellbeing.

The work did not solve “a lack” of something, but rather challenged the status quo and existing ways of thinking. In fact, in the latest 2022 PISA results, the Finnish education system was ranked as one of the best systems keeping students engaged, bringing a sense of belonging, and fostering overall life satisfaction. The Finnish education system has been proven to be resilient towards different outside forces that can shake the foundations of learning. When looking at the OECD average, only four member countries were above the median - Finland being one of them.

The role of HundrED in this Tailor-Made process was to be a facilitator identifying suitable solutions based on a needs assessment, and aligning the work between education providers and innovative solutions. The real stars of these projects are always the teachers and innovators who are working together with students to adapt, iterate, and experiment new approaches.

In this report, you will find experiences from both sides and you can compare how things went against the planned working model. The crucial part of experimenting with innovation is understanding co-creation and co-agency as a natural part of these processes. Not all outcomes can be predicted in the beginning, and it is vital that participating partners join with an open growth mindset. Trying something completely new is never easy, but you can learn a lot throughout the process.

In fact, the main outcome is not only to trial an innovation in a given context, but also to develop the internal capacity of the participating institutions and innovators to familiarise different working methods for adapting new solutions as a part of their existing practices. The additional [HundrED Playbook](#) that can be accessed on our website provides some of these tools for everyone to try out – if you are interested in diving deeper into the implementation practices, we hope that you can use the Playbook as a guide for your journey.

In closing, we extend our heartfelt thanks to Konstsamfundet for their visionary support and dedication to strengthening Finno-Swedishness in Finland. Together, we have laid the foundation for a future where innovative practices thrive in Swedish-language vocational schools, leaving a lasting impact on students and educators alike.



Lasse Leponiemi

EXECUTIVE DIRECTOR & CO-FOUNDER
HUNDRED



About the Konstsamfundet Project

KONSTSAMFUNDET'S VISION

To encourage new ways of approaching challenges in Swedish-language vocational schools by introducing innovative thinking to teachers and students.

Project Goals:

1. Introduce innovations that may be of interest to Swedish speaking vocational schools.
2. Increase collaboration among teachers from different institutions.
3. Make the great work that is being done in Swedish speaking vocational schools visible.



HundrED's Tailor-Made Approach

1. **Alignment & Aspirations:** HundrED brings together a variety of education stakeholders to the table to explore the hopes and challenges faced by teachers and identify potential focus areas.
2. **Innovation Selection:** HundrED, in collaboration with the working group, finds inspiring, impactful, and scalable education innovations that are feasible and exciting for the teachers involved.
3. **Implementation:** Educators and schools trial and adapt the innovation in their own classes, observing how it integrates into their existing work.
4. **Story Telling:** HundrED captures the learnings from the process and highlights the teachers' experiences of experimenting with new practices.



Partner Organisations

FÖRENINGEN KONSTSAMFUNDET, KONSTSAMFUNDET ASSOCIATION

Konstsamfundet is a foundation that supports visionary work in the field of culture and education. One of the main areas of focus for the foundation is strengthening Finno-Swedishness in Finland to support the Swedish-speaking minority in the country. Within this focus area, one of the main tasks of Konstsamfundet, which the founder, Amos Anderson, listed in his will, has been to support vocational schools.

HUNDRED

HundrED is a mission-driven organisation transforming K12 education through impactful and scalable innovations. One of the pillars of our work is implementation as we are working to build a global platform for facilitating education innovation implementation at scale. The implementation pillar was developed in response to the demand by education stakeholders to accompany and support them in the implementation of innovations within the education system. Education providers have the mandate to drive change within their specific context, direct access to the network of stakeholders such as school principals, teachers and parents, and an understanding of the cultural and contextual power dynamics at play within their system that must be navigated for innovation adoption. However, they lack access to innovations with a proven track record of success and the tools to successfully engage with innovators. On the other hand, while innovators bring an understanding of how their solution has been successful in their local context, they lack the resources and opportunity to scale. Throughout the Tailor-Made process, HundrED works as the facilitator of implementation, bringing together the education providers, implementers (i.e., teachers), and innovators, and documenting key learnings through the production of this playbook.



Chapter 1: Context



The Education System of Finland Is Bilingual

Finland is a bilingual country with two official languages, Finnish and Swedish. Finland's constitution states that every Finnish citizen has the right to communicate with authorities in either Swedish or Finnish – including access to education. All Finnish-speaking students are required to learn Swedish from fifth or sixth grade and all Swedish-speaking Finns are required to learn Finnish from first or third grade. Swedish-language education is available from the daycare level up to the university level.¹

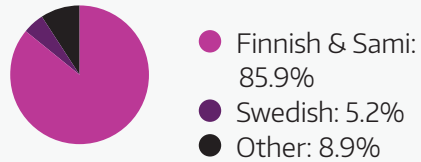
Municipalities are regionally classified with one of four statuses: Finnish-speaking, Swedish-speaking, bilingual with a Finnish-speaking majority, and bilingual with a Swedish-speaking majority.² A municipality can be classified as bilingual when at least 8% of the inhabitants or at least 3000 inhabitants use the minority language as their mother tongue.

This Tailor-Made process focusing on wellbeing innovations was done together with four Swedish-speaking vocational institutions. These institutions are located in bilingual or Swedish-speaking municipalities, and all of them are offering vocational education and training to over 1000 students.

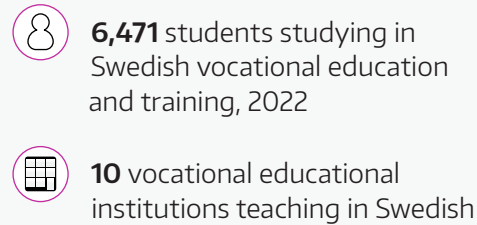
HISTORICAL CONTEXT

Finland maintains Swedish as a national language due to it being part of the Kingdom of Sweden for 600 years, until 1809, when it became part of the Russian empire. During this time, Swedish was still used as the leading language in education and administration. In spite of the Swedish rule, the majority of Finns still considered Finnish as their first language and spoke it outside of official institutions. Eventually, Emperor Alexander II of Russia made Finnish the co-official language with Swedish in 1863. Finland became independent in 1917, and during the era of urbanisation in the 1900s, Finnish spread to all major cities and Swedish became a minority language.³

Languages Spoken in Finland



Swedish Vocational Education in Finland



Optima (Total Students Enrolled 2022: 1,362)

Optima is a vocational upper secondary education and training school mainly operating in the Jakobstad region. One of Optima's missions is to support lifelong learning and professional growth in students' development so they can become harmonious people and members of society. They value flexibility in studies by providing different training modules, and provide opportunities for proof of professional competency regardless of how it was acquired.⁴

Folkhälsan Norrvalla (Total Students Enrolled 2022: 114)

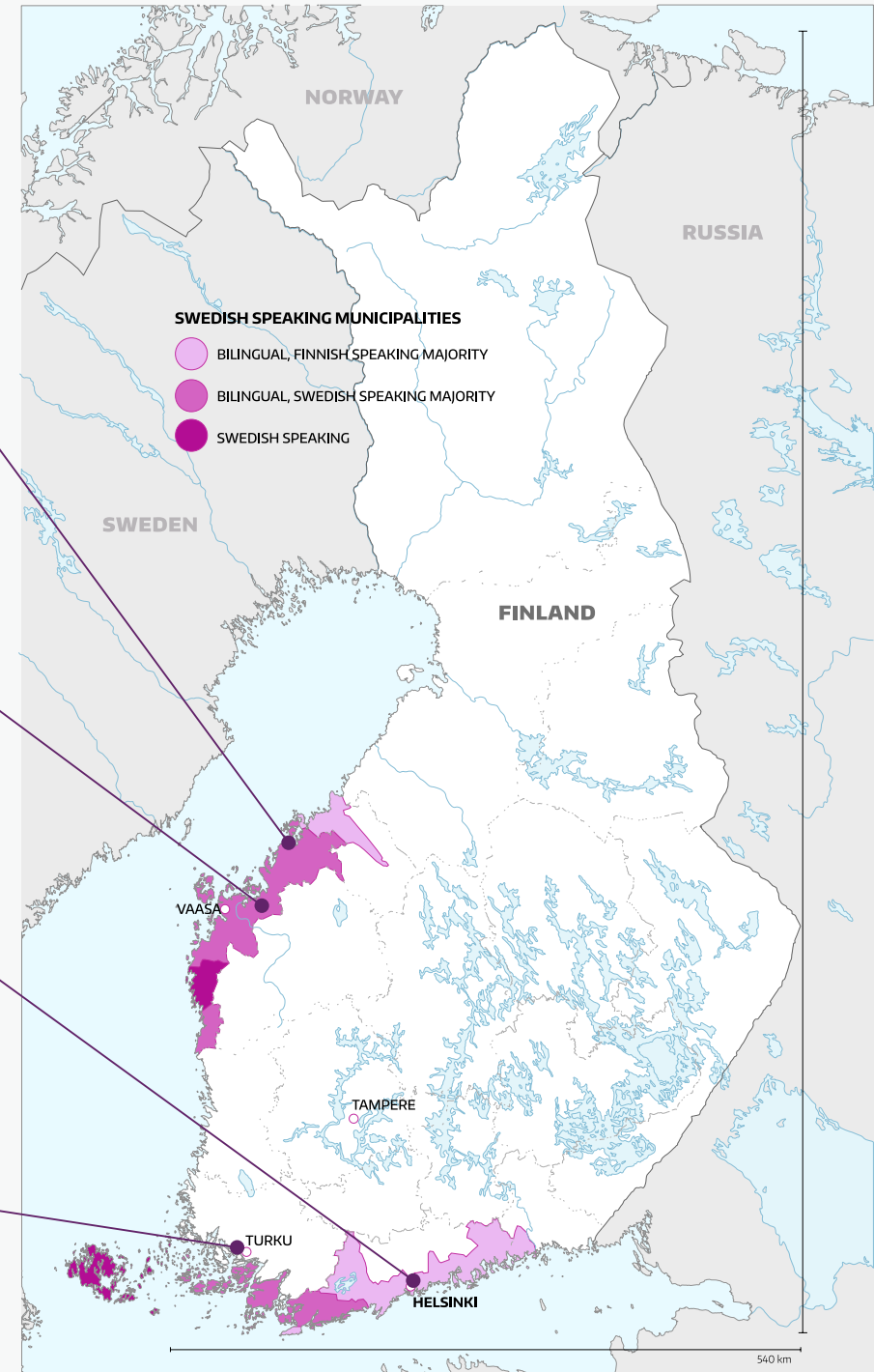
Folkhälsan Norrvalla is a course and camp centre that offers training opportunities in sports, hotel and restaurant management. The campus is highly equipped with a modern, full-length sports hall, indoor and outdoor gyms for fitness and strength training, swimming hall, therapy pool, obstacle course, mini golf, full-length artificial turf field and dome.⁵

Prakticum (Total Students Enrolled 2022: 1,122)

Prakticum is a Swedish-language vocational training institution that educates both young people and adults. They currently have approximately 1,200 students between their two campuses in Helsinki and Borgå. Their four strategic pillars are individual study paths and continuous learning, applicability to the workplace, sustainability, and community, and wellbeing.⁶

Axxell (Total Students Enrolled 2022: 1,632)

Axxell is currently the largest Swedish-speaking vocational training school in Finland. This project took place on Axxell's Turku campus where they focus on shipping, tourism, and business studies.⁷ Students from tourism studies participated in this project.



Further Reading



SPOTLIGHT: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

This Spotlight was conducted by HundrED in collaboration with Technology Industries of Finland and the strategy network of Finnish Vocational Institutes. The report investigates Technical and Vocational Education and Training (TVET) on an international scale, and highlights three innovations that would best meet the needs of Finnish TVET students.

→ [Read the Spotlight report here](#)



SPOTLIGHT: BILINGUAL EDUCATION

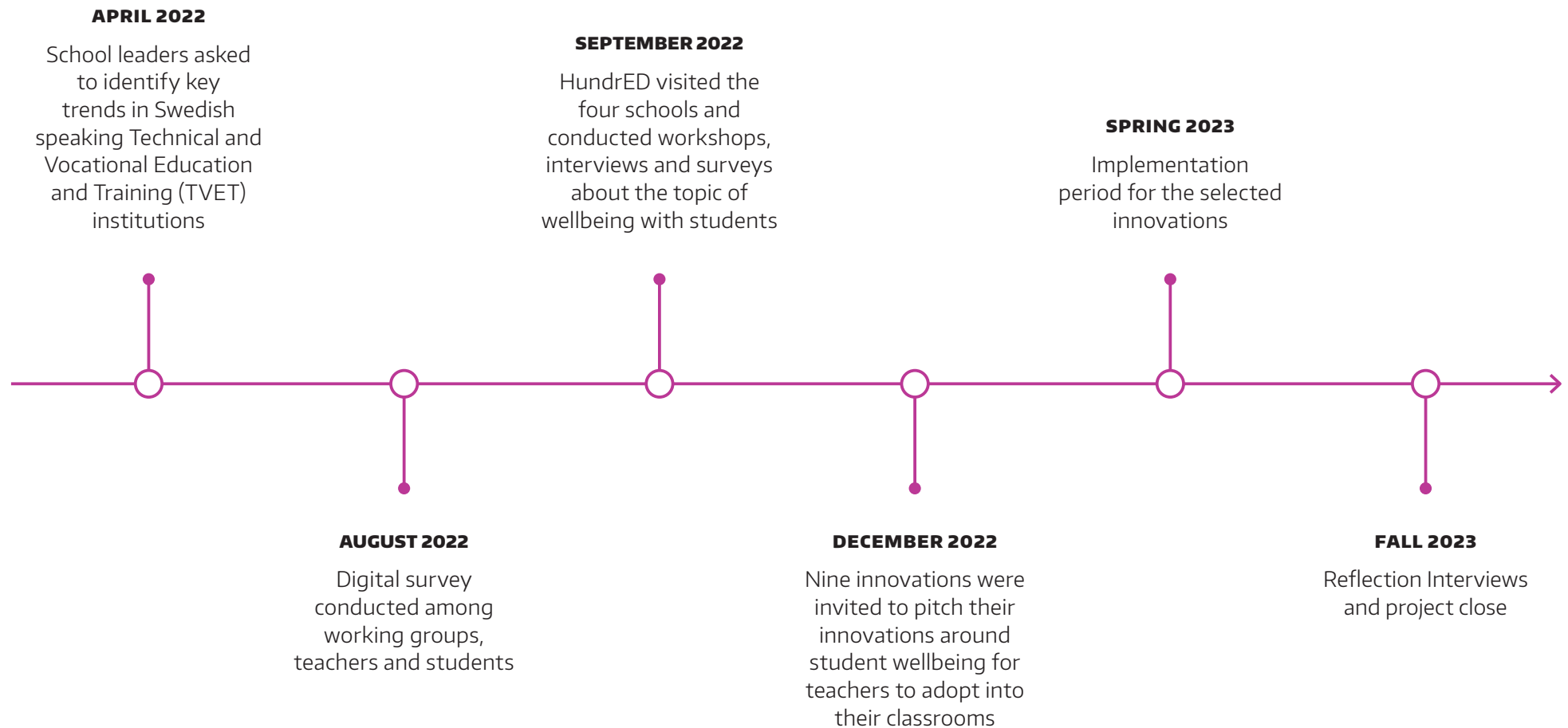
This Spotlight was conducted by HundrED in collaboration with the Swedish Cultural Foundation, whose purpose is to promote Swedish language education. The purpose of the report was to investigate successful pedagogical methods for educating bi- and multilingual children and youths. The report dives into case studies of bilingual education around the world, and highlights ten impactful and scalable innovations that work on bilingual education.

→ [Read the Spotlight report here](#)

Chapter 2: Journey



Timeline



1.

Alignment & Aspirations

The purpose of this phase is to gather all of the stakeholders in the project to build a team that will be responsible for implementing the innovation. It is important to bring together a variety of education stakeholders to highlight different perspectives, including teachers, and school leaders. Once the team is established, it is time to dive into exploring the hopes and challenges faced by the various stakeholders in order to identify potential focus areas.



THINGS TO CONSIDER

At the start of this implementation project, only the school leaders and administrators were involved in discussing their goals and aspirations. The teachers were invited to the meetings, but had difficulty finding the time to participate because they also had to teach lessons. For example, some teachers felt that the planning process could have been simplified if they were involved in the process earlier on, since they were the ones trialling the innovation. While this initial planning phase of the project took a prolonged period of time, once the task was handed over to the teachers, they found it much easier to coordinate how they would like to utilise the innovation just between the two of them.

The feedback reflects HundrED's belief in the importance of involving all relevant education stakeholders, and especially those on the ground, from the beginning.



PHASE OUTCOMES

At the end of the phase, the aim is to have a general vision for what kind of innovations you might be looking for. It is helpful to have some criteria to guide your decision making process as you begin looking for potential innovations in the next phase.

STEPS

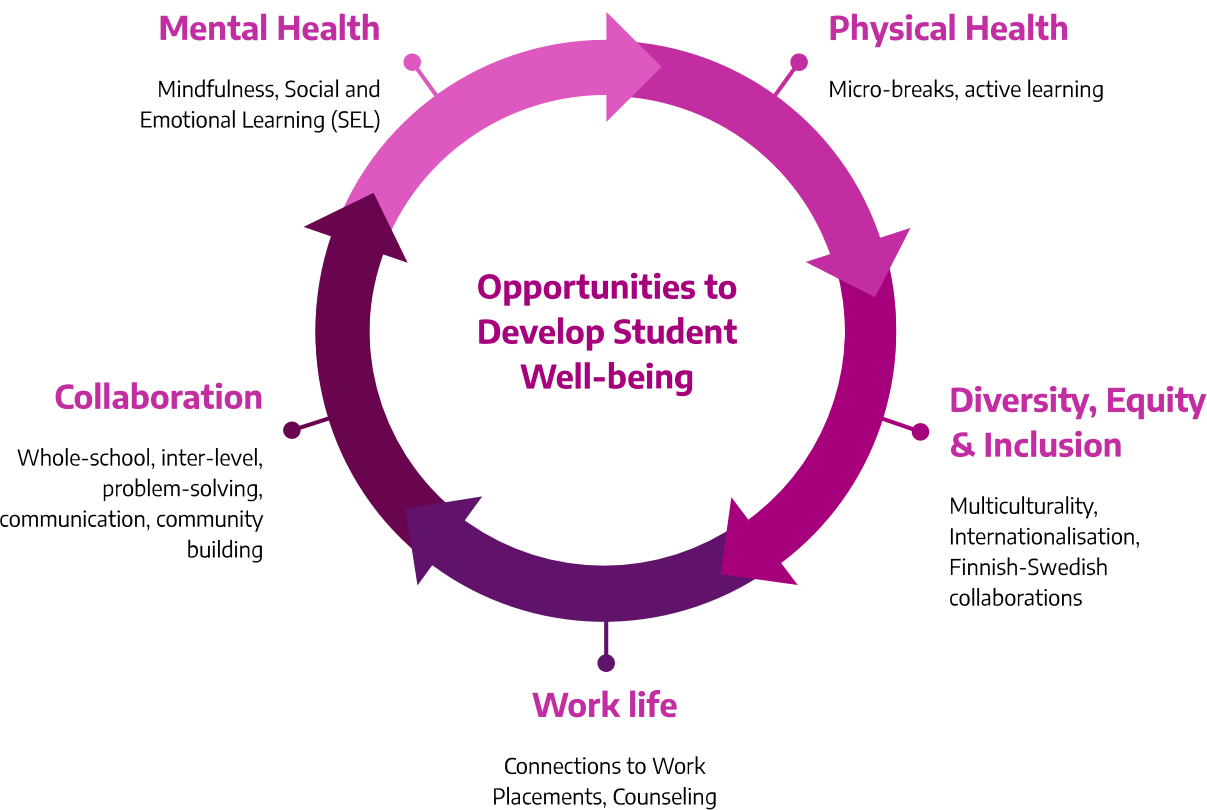


IN ACTION

1

HundrED organises meetings with the funder, district leaders and pedagogical experts to align on goals and the focus on the project.

School leaders from Swedish-language vocational schools around Finland were invited to participate in a hybrid workshop hosted by the HundrED team to discuss key trends in Swedish-speaking vocational schools. Together, they identified three priority challenges that they wanted to focus on: resilience, wellbeing and mental health, and critical thinking.



This diagram outlines the key learnings identified during the workshop conducted with school leaders. The group identified several dimensions that affect student well-being that could be potential areas of focus.

STEPS



IN ACTION

2

District/school leaders publish a call for teachers and staff to apply to participate in an innovation trialling project.

After the workshop, the schools decided whether or not they would be interested in joining the project. From the seven schools that participated in the workshop, four of them decided to take part. The school leaders in each school looked for teachers that were motivated to participate.

3

Empathy Interviews are conducted to better understand the needs and aspirations of all the stakeholders involved.

HundrED team members visited each school to run focus group workshops with students and teachers and conduct student surveys, to better understand the state of student wellbeing in each school.

4

HundrED facilitates a reflection session for the project working group.

HundrED conducted a reflection session to share the findings from the focus group workshops and surveys with the school working groups.



2. Innovation Selection

The purpose of this phase is to find a suitable innovation - one that is exciting but also feasible. During this phase, HundrED shortlists suitable innovations and connects chosen innovators with the teachers.



PHASE OUTCOMES

By the end of this phase, you should pick an innovation that your team is excited to try out.



THINGS TO CONSIDER

While it is important to use these criteria as a guide to selecting innovations, they should not be the sole indicators of suitability of innovations. In the Konstsamfundet project, teachers used the criteria to rate innovations to help decide which one to try. However, the data collected from ratings was not sufficient to make the best decision for each school. For example, the teachers at Prakticum rated Street Racket highly on many criteria, however, in the end it was very difficult for them to implement this innovation because they did not have any space at the school to play the racket games and were unable to find time to try it.

Another factor to consider in selecting innovations is how motivated the team is to try the innovation. Street Racket was highly rated by the school project team based on Rogers selection criteria (see next page). However, once Street Racket was chosen, one of the teachers who was initially highly involved in the project did not feel that they were a suitable teacher for implementing this innovation because they were not as interested in sports. As a result, the responsibility of the project was passed off to another teacher who was more interested in these types of activities.



WHY ARE THESE STEPS IMPORTANT?

In order to find a suitable innovation based on the interests of the teachers and school leaders, while ensuring that the appropriate support is provided to implement the innovation, a rigorous and dialogue-driven selection process must take place.

HundrED draws on Everett Rogers' book, *Diffusion of Innovations*, to suggest criteria that could be used to evaluate the suitability of innovations for implementation. Rogers suggests evaluating innovations based on relative advantage, compatibility, complexity, trialability, and observability.⁸

- **Relative advantage** - the degree to which an innovation is perceived as better than the practice that was being practised before
- **Compatibility** - the degree to which an innovation is perceived as consistent with existing values, past experiences, and needs of people using it
- **Complexity** - the degree to which an innovation is perceived as difficult to understand and/or use
- **Trialability** - the degree to which an innovation can be experimented with on a limited basis
- **Observability** - the degree to which the results of an innovation are visible to others

However, most importantly, the project team needs to engage in a conversation about what it is that they are looking for, how they imagine the innovation(s) will be implemented in the classroom, and what excites them.

During this process, the team can focus on getting to know the innovations, and as they learn more about them, hopefully they will be convinced to try one out. Once they choose one, an important exercise for each team member is to write a summary of what they understand is the core of the innovation. The team might find that for each person, a different aspect of the innovation is appealing.

STEPS



IN ACTION

1

The team comes together to create a list of criteria to help guide the innovation selection process based on the results of the alignment and aspirations phase.

Based on the needs and aspirations observed through the focus groups and surveys, the HundrED team created a longlist of innovations that were a good fit to address the opportunities for development identified.

2

HundrED organises a Pitch Day to allow interested innovators to present their innovation to the teachers participating in the project.

HundrED hosted a virtual Pitch Day and invited innovations to pitch their innovation to the working groups. Innovations that were interested in participating and were available attended or sent a video recording of their pitch.

3

The project team chooses a suitable innovation based on their aspirations with the help of evaluation criteria. HundrED recommends choosing innovations based on their relative advantage, compatibility, complexity, trialability, and observability.

Following the Pitch Day, teachers were sent a list of all the innovations that were presented and were asked to fill out a survey to evaluate their interest in trialling them. They were asked to indicate which innovations they were interested in trying, to describe what made them excited about the innovation(s), and to evaluate each of the innovations on a 5-point scale for relative advantage, compatibility, complexity, trialability, and observability. HundrED gathered these responses and evaluated the data to make a decision about which innovation each school should trial. HundrED paired Axxell with 100cameras and Optima, Folkhälsan, and Prakticum with Street Racket.





Equipping youth to process
and tell their stories through photography.

[→ VISIT WEBSITE](#)

SELECTED INNOVATIONS

100cameras

United States

100cameras is a nonprofit organization that works with youth around the world, and teaches them how to process and tell their stories through photography in a way that impacts how they view themselves and their role in their community.

Innovator



JP Pullos

DIRECTOR OF
PROGRAMS
100CAMERAS

Teachers



Anna-Karin

TEACHER
AXXELL



Regina

TEACHER
AXXELL



Learning through movement
with racket and ball.

[→ VISIT WEBSITE](#)

SELECTED INNOVATIONS

Street Racket

Switzerland

Street Racket is a unique and versatile Swiss concept providing sports, education and empowerment for all. We focus on active, crosscurricular learning and on a barrier free and sustainable access for anyone, anywhere. Kids benefit from social and fun learning in a low-threshold concept framework that intersects with the main school curricula and promotes all of the 21st century skills. Street Racket supports the SDGs and supports a safe and healthy lifestyle.

Innovator



Marcel Straub

FOUNDER
STREET RACKET

Teachers



Nina

TEACHER
OPTIMA

3.

Implementations

During this phase, the innovations are trialled in the classroom. One way we found helpful to figure out how the innovation can be incorporated into the daily schedule is by looking at the calendar of the school year alongside the weekly schedule and look for gaps of opportunity where the innovation could be added to already existing activities.



PHASE OUTCOMES

By the end of this phase, you should have had a chance to try out the innovation a few times in your classroom along with check-in meetings.



WHY ARE THESE STEPS IMPORTANT?

Regular check-ins and reflections are critical to the implementation phase because it is a chance for all team members to witness the reality of what it is like to try a new innovation in the classroom, day-to-day. The check-ins also provide the opportunity for team members to support one another throughout the process and gather information about how the trial is going. The implementation phase is a co-learning process between everyone involved, including teachers, students, innovators, and education leaders. Documenting these learnings is a great practice to draw out learnings from different perspectives.



THINGS TO CONSIDER

It is good practice to plan the check-in meetings in advance to keep the project on track. Planning last-minute meetings on the go becomes more difficult as the school year gets busy. It is also important to have a clear idea of who the core team is and the role that each person serves so that expectations are clear from the outset.

STEPS



1

Kick-off

When it is time to start trialling the innovation, HundrED starts off the trial by organising a kick-off meeting. During the kick-off meeting, HundrED and the project team meet to ensure that everyone understands the implementation trial plan and schedule and HundrED is available to answer any questions about the logistics of implementing the innovation. Ideally, it is also beneficial to have the innovator present at the kick-off meeting.

In Action:**Axxell**

The trial process kicked off in January through an online meeting with the Axxell project team and members from the HundrED team.

The teachers on this project, Anna-Karin and Regina, have a lot of freedom in how they design their classes since tourism is a very wide subject, allowing for many opportunities to embed different types of lessons. Photography is a skill that is quite relevant to tourism and the teachers felt that it would be a great opportunity for the students to learn not only how to take good photos but also to think about how they can capture feelings with a picture. Furthermore, some of the 100cameras lessons require learners to focus on thinking about who they are as individuals, and what their plans for the future are, both of which were relevant topics for the students.

Therefore, Anna-Karin and Regina were excited to take part in this project and try 100cameras. Anna-Karin's objectives for the trial were to try new pedagogical tools with students and learn more about digital tools. Regina wanted to learn how to use photography in education in a new way.

In Action:**Folkhälsan, Optima, Prakticum**

HundrED hosted a 1-hour kick-off meeting online with Street Racket and the three schools, where Marcel from Street Racket gave an overview of how the innovation works and what kind of activities teachers can do with this material. Teachers seemed excited about it, especially teachers from Folkhälsan who saw a lot of potential in this project and even discussed arranging a school visit for the Street Racket team in Folkhälsan. To start off the project, Street Racket mailed a package of materials to each school including rackets and balls and gave the teachers access to the online curriculum.

STEPS



2

Check-ins

Once the implementation process starts, HundrED schedules regular check-in sessions with the project team to track progress and reflect on lessons learned. During these meetings, the team can discuss what is going well and whether adaptations need to be made. It is important to document these learnings throughout the process so that the team can reflect on them after the trial is completed.

In Action:**Axxell**

After looking at the 100cameras platform, Anna-Karin and Regina decided that they had time to do four lessons guided by the 100cameras lesson plans. They picked chapters 1-4 of the Where You Are Workshop that covered the following topics:

- Chapter 1: Framing my Story
- Chapter 2: Photography has Feelings
- Chapter 3: My Current Journey
- Chapter 4: Who I Am

They decided that they would do these lessons with a group of six first-year tourism students. It was easier for them to implement the trial with first-year students because their schedule is more flexible. Anna-Karin and Regina thought that the first-year students could additionally benefit from the opportunity to begin thinking about their futures.

They started each lesson by playing the videos provided by 100cameras. Then, students were free to go anywhere to take pictures for their assigned tasks. The teachers tried to vary the environments for each lesson so that students would have different things to take photos of. For example, if they spent one lesson taking pictures indoors, the next time they were encouraged to take pictures outdoors. Some of the students continued the assignments after school by taking photos at home.

In Action:**Folkhälsan, Optima, Prakticum**

Once the schools received the Street Racket packages, they had to plan when to add Street Racket to their daily routine.

At **Folkhälsan**, after receiving the Street Racket equipment, they brainstormed and collaborated on what to do. With the help of their skilled physical education teachers, they started experimenting with how to fit it into the curriculum. It was simple for them to fit it into their routine, as they were able to find time to play Street Racket during their physical education classes and evening activities for the boarding school residents. Students could easily pick up Street Racket because they were familiar with racket games. They were excited that the game could be played everywhere on different surfaces, including asphalt, stone floors, gravel pitches, artificial grass, and in gyms. Students played different game variations suggested in the online curriculum.

At **Optima**, Nina needed to incorporate Street Racket into one of her collaborative projects because the students found it challenging to start playing spontaneously. They could only play it indoors because going outside quickly led to discontent amongst the students. Nina tried to introduce it as a break-time activity, but the students preferred sticking to their usual routines. Nonetheless, a few tried Street Racket during breaks, but eventually reverted to familiar break-time activities like volleyball or to their own interests.

Once Nina incorporated Street Racket into her classes, things went more smoothly. Nina was even able to integrate the curriculum into the games. For instance, they practised the names of Finnish cities after each hit with the racket. Nina also found that it was important to use Street Racket as a physical activity break throughout the day for the students to help them maintain a good work rhythm.

At **Prakticum**, the staff found it much more difficult to fit Street Racket into their daily schedule. They did not have open space indoors where students could play so the only option would be to play outdoors. However, outdoor play was weather dependent. The team decided that it would be best to have the school counsellors play Street Racket with the students, but they were often occupied with other student issues. The staff at Prakticum also felt that it would be challenging to get their students aged 16-19 to play this kind of game.

STEPS



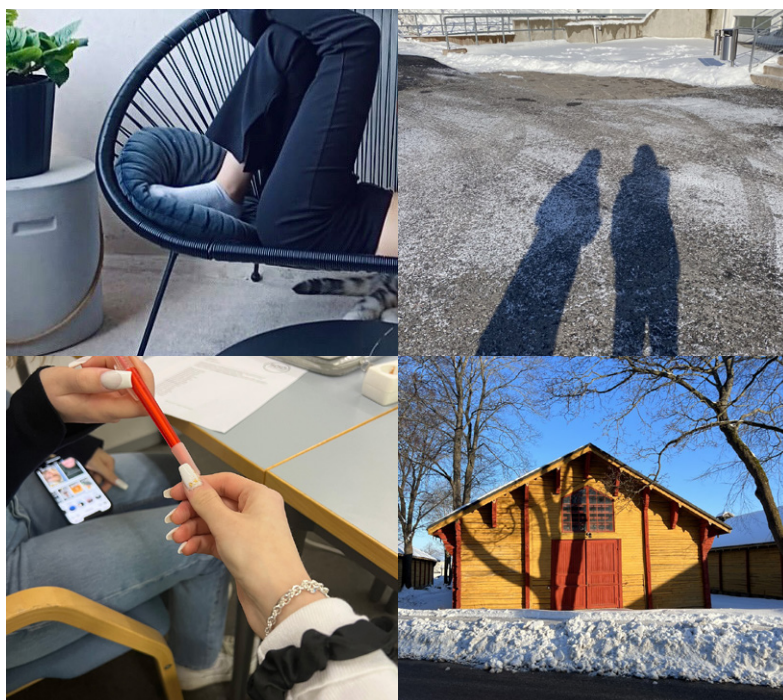
3

Reflections

Finally, HundrED gathers the team together once more to reflect on overall learnings. During this time, the team can also discuss their plans for the future, for example, how they would like to continue using this innovation, what elements they would continue using from the innovation, and perhaps whether they would like to try another one.

In Action:
Axxell

Overall, Anna-Karin and Regina were happy with the 100cameras innovation trial. They found the lessons easy and clear to follow, so they did not need to do much planning or adjusting to bring this innovation into their classroom. The students also enjoyed trying 100cameras, and although they were not excited to do photography activities every day, overall, they found the lessons enjoyable. They were able to learn a lot from the process because they had to be thoughtful in order to complete the tasks given, as well as reflect on how they would like to express themselves with photos. While they only had time to do four of the lessons, Anna-Karin and Regina would have liked to implement more of them.

**In Action:**
Folkhälsan, Optima, Prakticum

At **Optima**, it was a challenge to find the right group for the innovation at the right time and place. Break activities were not the right setting because the students already had their own interests. For example, the boys preferred to repair their Volvos or mopeds. On the other hand, Nina explained that if she had the students play Street Racket during Finnish class, she thinks everyone would have been happy.

Nina also believes that she can use Street Racket in the future by incorporating it into her classes. Now that they have rackets and balls in their gymnasium, the students can pick them up and play anytime they want.





LOOKING TO THE FUTURE

Once the trial process was completed, Anna-Karin and Regina asked if they could continue to use the 100cameras platform to access the other lessons they did not get a chance to try. We see this as a clear indication that the implementation phase was successful as the teachers wanted to continue using the innovation they trialed.

Furthermore, when asked whether they would be interested in trying out other new innovations in the classroom, they shared that they are always open to and enjoy trying new things. This open attitude is also reflected in their approach to teaching. Anna-Karin and Regina commented that they do not believe in just talking endlessly to their students. Rather, they want their students to actively participate and engage in class. Therefore, they are always interested in finding ways to help improve their students' independent work and collaboration skills. For example, one new thing that they are currently trying is "Office Fridays." On "Office Fridays," students get to select an alternate study location outside of school. During these "Office Fridays," students have gone on trips to IKEA, other students' homes, or toured the city to practise giving city tours.

Chapter 3: Key Learnings



1. Align individual aspirations with organisational goals

When commencing the project, it is important to identify how personal aspirations, which keeps individual team members excited and motivated, align with organisational goals. Use the curriculum and school values as a guiding compass to decide what is being done and why. Each team member should think about their personal aspirations, and work as a team to define team level goals and how they align with one another. These aspirations and goals should be realistic and take into consideration available resources, such as time and space.

2. Set a goal that can be reached

In order to improve the way our students learn and teachers teach, we need to be very systematic about how we work within our existing structures. We cannot change everything at once, which is why it is important to set attainable goals. Testing innovations is a way to experiment with moving the needle slightly towards the goals we have set. When we decide to do an experiment, we should always set a tangible and realistic goal that the experiment can affect, and we should define it in a way that makes the results visible.

3. Embark in shared meaning making through co-creation and co-agency

Innovation implementation is challenging work and is better supported when it is a team effort. In our experience, having multiple minds and perspectives at the table makes the process richer when the team has gone through a process of alignment of their shared goals. When the team is aligned, there is a shared sense of community that the team is working towards something that is far beyond what one could accomplish alone. However, co-creation and co-agency do not just happen without the support of intermediation. The intermediation process ensures that the appropriate stakeholders are at the table and accounted for in the collaboration.

4. Allocate resources in advance

When testing a new concept, it takes extra planning and consideration to embed it into the regular school day. Planning and collaboration take resources, but when the work is facilitated well, it provides insights that help to avoid wrong choices at an early stage, to build consensus and commitment to the chosen solutions. We recommend scheduling all steps and setting deadlines and check-ins to keep the project on track. Check-in meetings are important opportunities for reflecting on how the process is going and making adjustments as needed.

5. Communicate your progress

Innovation should not happen in isolation. As we experiment with different ways of implementing innovations into our practice, we can also learn a lot from others doing similar work. Share your learnings with your learning community - other teachers, school leaders, parents, students - and hear what they have to say.

6. Plan for the future

Regardless of whether the implementation went as planned or not, it is critical that the project team thinks about what to do next. Keep the momentum going and make plans for how to expand the use of the innovation, or how to make the process better for the next trial. Reflect on the implications of your learnings and take charge of your next move.



Endnotes

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