

HUNDRED REPORT #035

Experimenting with Wellbeing Innovations

Helsinki Education Division

NOVEMBER 2023

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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.



HundrED gratefully acknowledges the support of our partner Helsinki Education Division.

Foreword from HundrED

HundrED has been working together with the Helsinki Education Division since 2014. We have been facilitating and creating tools together with the Division to boost co-creation, co-agency and culture of experimentation. As education is one of the key pillars for Helsinki city strategy, the aim of our collaboration has been to challenge and support the division to meet their audacious goals.

In 2018-2019 we were looking for education innovations that had been established within the public system in Helsinki. We identified 10 solutions that were creating positive change within their context. These can still be found in our [Forerunner: Improving Education in Helsinki report](#), and the solutions vary from design and invention pedagogy to using the whole city as a learning environment. While we showcased these solutions some of our international education providers said that these innovations would be challenging to implement in their systems because of the different nature of the Finnish education sector.

Our belief at HundrED is that education innovations can be adapted to different contexts. There are some key aspects that allow this to happen. First of all, innovations need to be flexible enough to be matched with different curriculum and policy demands and needs. Secondly, the local education policies need to allow experimenting and testing within a localised context. To walk the talk we wanted to showcase with our long term partner Helsinki Education Division how this kind of implementation is possible.

We started the work by identifying some key target areas and matched those with innovations that could address those needs. Eventually the adaptation began with the enthusiastic teachers who worked together with innovators to co-create an implementation plan for the Helsinki schools. The key of this work was not to identify the differences, but the common ground. When the collaboration was built on opportunities rather than highlighting the differences the environment came more tolerating and inclusive towards “something new.”

The best part of the experiments was to see students using these new solutions and practices at their school. It was encouraging for both innovators and teachers, to see how similar learning results were coming out in completely different contexts. However, this immediate outcome was only a small part of the professional development.



The actual benefit is that everyone involved in adapting these new solutions can now replicate similar thought and working processes toward any new practice.

This co-creation was done by using the HundrED Playbook for adapting education innovations. This is a practice that has gotten its inspiration from the human centered design processes, combined with some teacher training aspects and knowledge about education innovation diffusion.

As we hope to support the implementation of our identified innovations across different systems all HundrED Playbooks will be made available. Practical worksheets that we have designed and tested will be available on the HundrED website.

Finally, I want to thank the Helsinki Education Division, their involved teachers and specialists, and our innovators for starting this journey with us. As always when developing and creating something new you are stepping into unknown territory. We are grateful that we have been able to share this journey with you. As it was not always easy, and some things took more time than we anticipated in the beginning, it was rewarding to see how well these innovations from totally different contexts were providing hoped-for results in Helsinki too.

Join the journey with us by reading the report!



Lasse Leponiemi

EXECUTIVE DIRECTOR & CO-FOUNDER
HUNDRED

How to Use this Report

Whether you are an education leader, teacher, or innovator you can find interesting insights on how to support education innovation implementation. In this report we explain how education innovation experimentation was done in collaboration with Helsinki Education Division schools and innovations identified by HundrED.

Inside you'll find the documentation of our journey with the Helsinki Education Division piloting one of our first Tailor-Made projects. In this particular project Slam Out Loud and iMoves innovations were adapted and tried out in the Helsinki primary education context. Experimentation was conducted by classroom teachers from Helsinki who collaborated and co-created together with innovators to try out their practices with their learners.

We compiled the stories and learnings from this implementation project into this report in the hopes that by sharing these experiences with you, you can take something away that will help you with your journey in trying and scaling new education innovations.

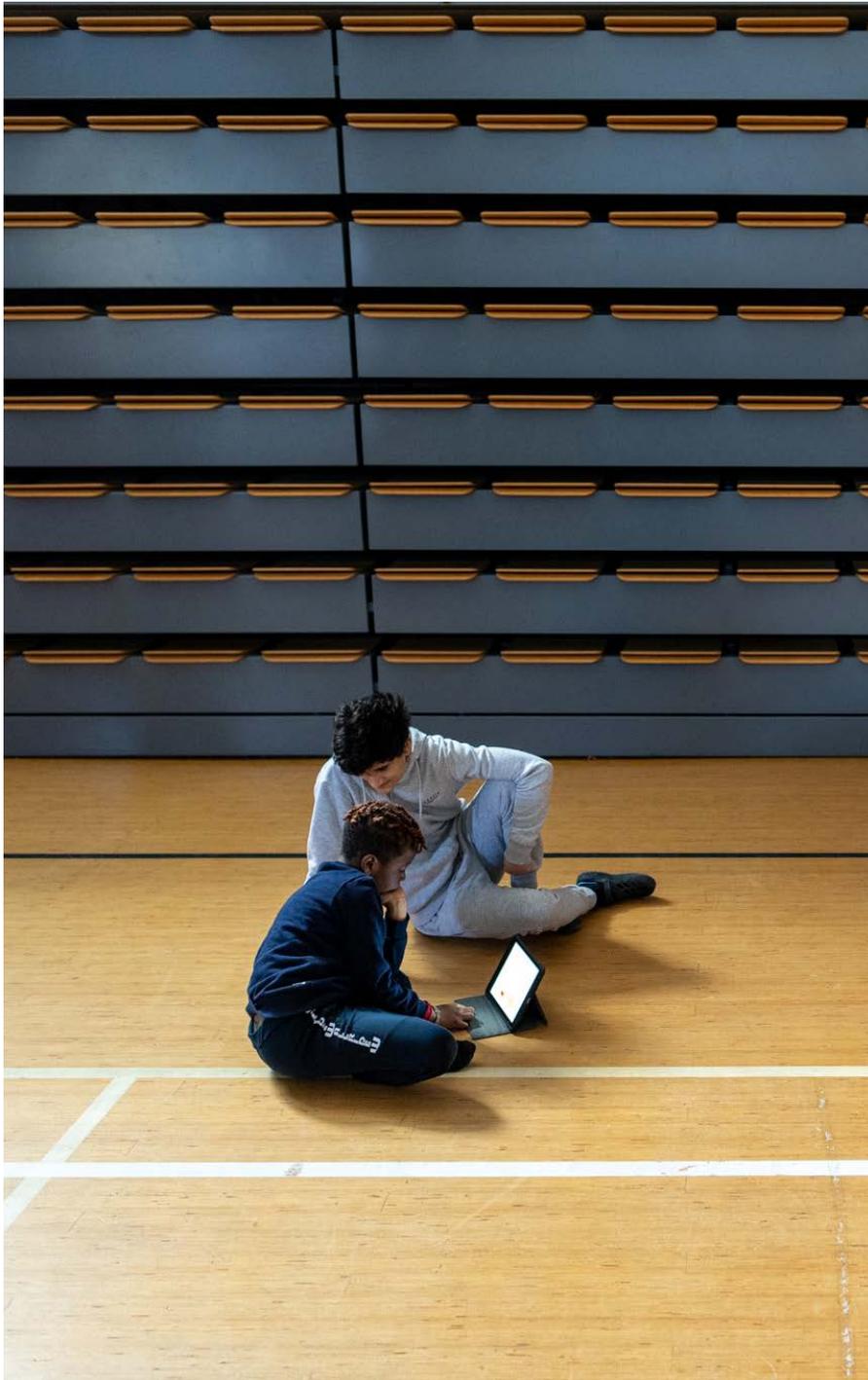
While exploring their journeys, you will encounter learnings from teachers, education leaders, and other education stakeholders that joined along our shared journey of matching and trying new innovations. However, we want to remind you that throughout all of these learnings, we want to keep the child at the centre. After all, the entire purpose of trying new education innovations is to improve the learning experience for the child.

The purpose of co-creation is to develop an understanding of innovation at scale; highlight learnings from the project; showcase how innovations can be implemented through collaboration; and provide guidance for those interested in implementing new education innovations, especially middle-level education leaders. We hope that the report will help to feed learnings up and down as everyone, including education leaders, teachers, students, parents, and innovators, has something to contribute.



FOR EDUCATION LEADERS

If you're interested in encouraging new innovations in individual classrooms throughout an education system, this report will provide insights on what to consider when implementing or supporting the implementation of innovations. You can read about the learnings from the Helsinki Education Division stakeholders from this project. You'll also find concrete workflows



in the journey section of the book that you can use to guide your thinking when building your team and working with teachers.



FOR TEACHERS

Read this report if you are interested in trying new practices in your classroom, or working with other teachers and staff in your school to collaboratively learn about new possibilities. We hope that by learning about the experiences of other teachers you, too, can feel encouraged to try new innovations. We encourage you to explore this learning journey together with your colleagues to support one another in this process of trying new practices. You can read about the learnings from the teachers at Karviaistie School or Daycare Pacius to see what their experience was like with new innovations.



FOR INNOVATORS

We didn't forget about you! We hope that this book can help you give you some things to think about when you're looking to scale. Read about the teachers' perspectives in implementing innovations to reflect on how your innovation is structured and what can be done to make it more conducive to being adapted.

FACILITATION MATERIALS

If you want to try implementing a new practice into your class or school yourself, check out the HundrED implementation materials. In all our implementation projects we work with these playbooks to explore and understand what are the local needs and demands for innovative solutions, and how we can best identify and contextualise new approaches to existing systems.

→ [Take a look at the HundrED implementation materials](#)

Helsinki Education Division is aiming to achieve Holistic Student Wellbeing

VISION

The Helsinki Education Division (HED) strives to make Helsinki the world's best and most equal place to learn. To work toward accomplishing this mission, HundrED partnered with HED to look for international innovations from the education sector that could serve as benchmarks for them and with whom they could co-develop their practices.

HED was particularly interested in the topic of holistic education and wellbeing. They wanted to look for innovations that would modify the education environment to promote student agency and thus lead to better student wellbeing. HED and HundrED co-developed this spiral framework for understanding how holistic education, the educational environment, and student agency trickle down to support student wellbeing. This framework was used to guide the project goals.

PROJECT GOALS

- Co-develop, with an international partner, a learning process to strengthen student agency and thus well-being
- Co-create an environment conducive to experimentation and innovation

Since the start of the project, the City of Helsinki has created the Helsinki City Strategy: *A place for growth 2021-2025*, that includes concrete steps that will be taken until 2030. This strategy focuses on centering the learner - child, youth, or adult - and their wellbeing.

HOLISTIC EDUCATION & WELLBEING FRAMEWORK

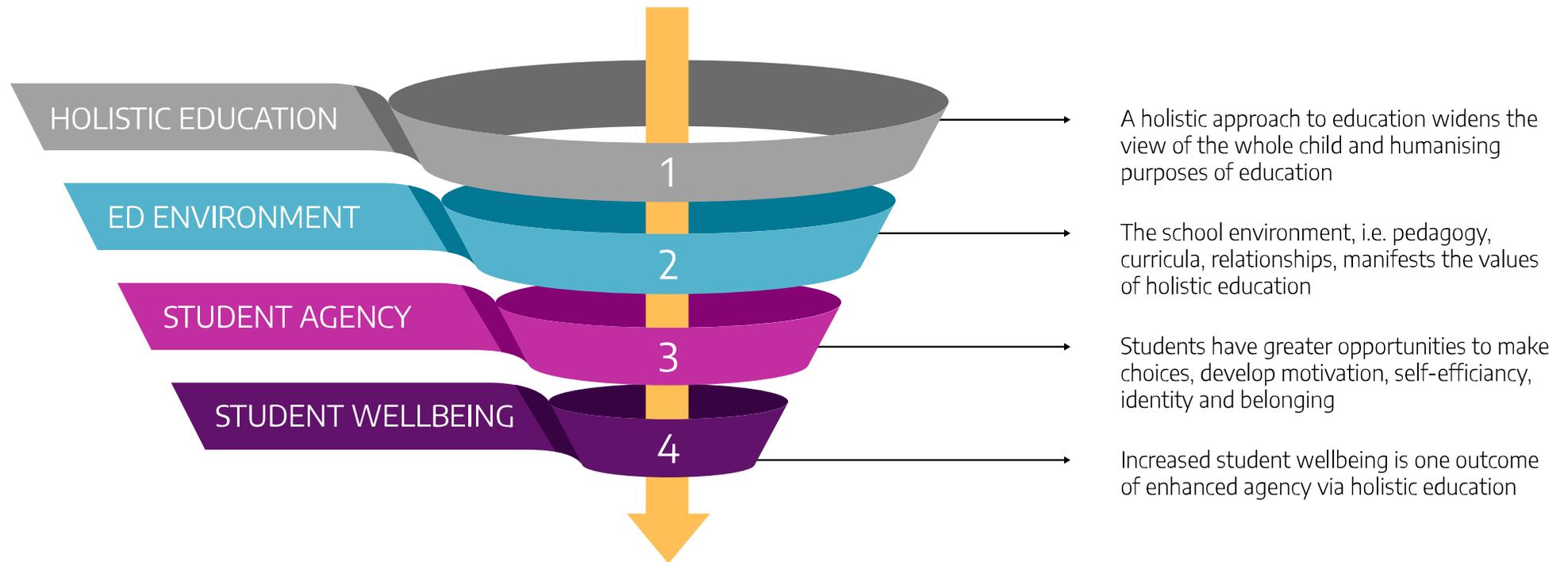
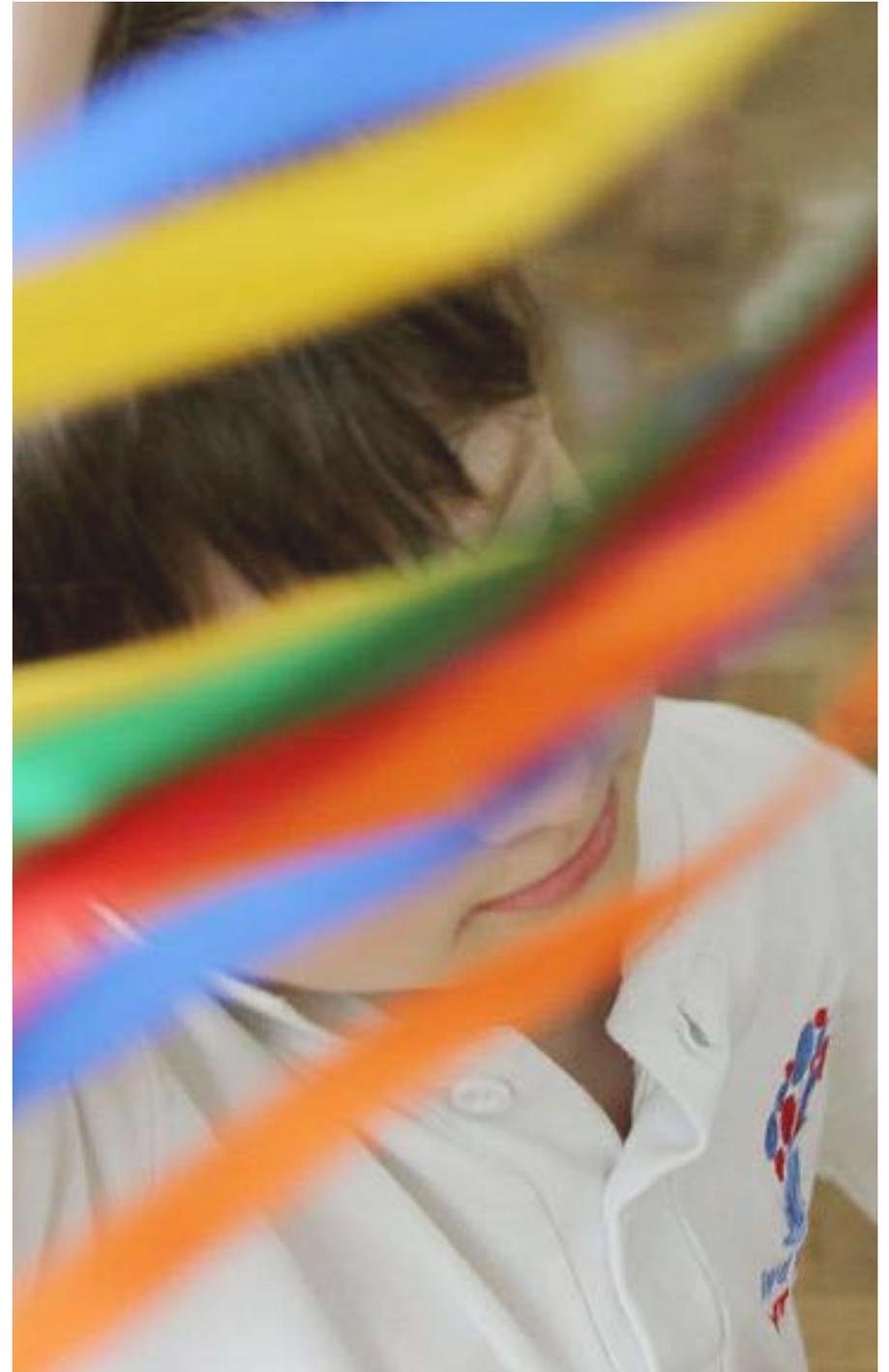


Figure 1

HundrED's Tailor-Made Approach

HUNDRED'S TAILOR-MADE APPROACH:

1. **Alignment & Aspirations:**
Bring together a variety of education stakeholders to the table to explore the hopes and pain points faced by teachers and identify potential focus areas.
2. **Innovation Selection:**
Find inspiring education innovations that have already been shown to be impactful and scalable that are realistic, feasible and exciting for the teachers involved.
3. **Implementation:**
Teachers and schools trial and adapt the innovation in their own classes, seeing how it integrates into their existing work.
4. **Story Telling:**
Capture the learnings from the process and highlight the teachers' experiences of experimenting new practices.



Partner Organisations

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 (e.g. teachers), and innovators, and documenting key learnings through the production of this report.

HELSINKI EDUCATION DIVISION

Helsinki Education Division played the role of the education provider in this project. They provided the core commitment to this project by approaching HundrED with an interest to explore implementing innovations into their context, allowing us to co-develop innovation implementation as a Tailor-Made service. This partnership developed between HundrED and HED given our long standing relationship with the Division as collaborators on previous projects such as the Helsinki Education Week. Given the strength of the relationship, HED was willing to take a chance with us and try out this pilot implementation project.

HED convened a group of pedagogical experts with specialities such as learning environments, language learning and bilingual education, art and design education, and learner participation. HED enabled HundrED to work closely with this group of pedagogical experts, by creating a space to convene and discuss their goals and aspirations in this innovation implementation process. These pedagogical experts from HED also selected the innovations to be implemented in schools, and contacted potential schools that would be interested in participating in the trial.

Chapter 1: Context



Welcome to Helsinki!

Helsinki, Finland's capital, is a growing city that strives to be a home to a variety of community cultures that bring spirit, wonder and new appeal.*¹ It is currently home to over 650,000 inhabitants, making it the largest city in Finland with its population comprising almost 12% of the entire population of Finland.

One of the key foundations of the Helsinki City Strategy is that it strives to be the most equitable and effective place to learn. Helsinki aims to ensure that every child has the right to a safe childhood and good education because they believe that quality education is the foundation of a smoothly functioning city and good life.

* (City of Helsinki, 2021)



Education in Helsinki



Population:
- Helsinki: **664,028**
- Finland: **5,594,384**



Population increase in Helsinki City in 5 years: **+3.2%**



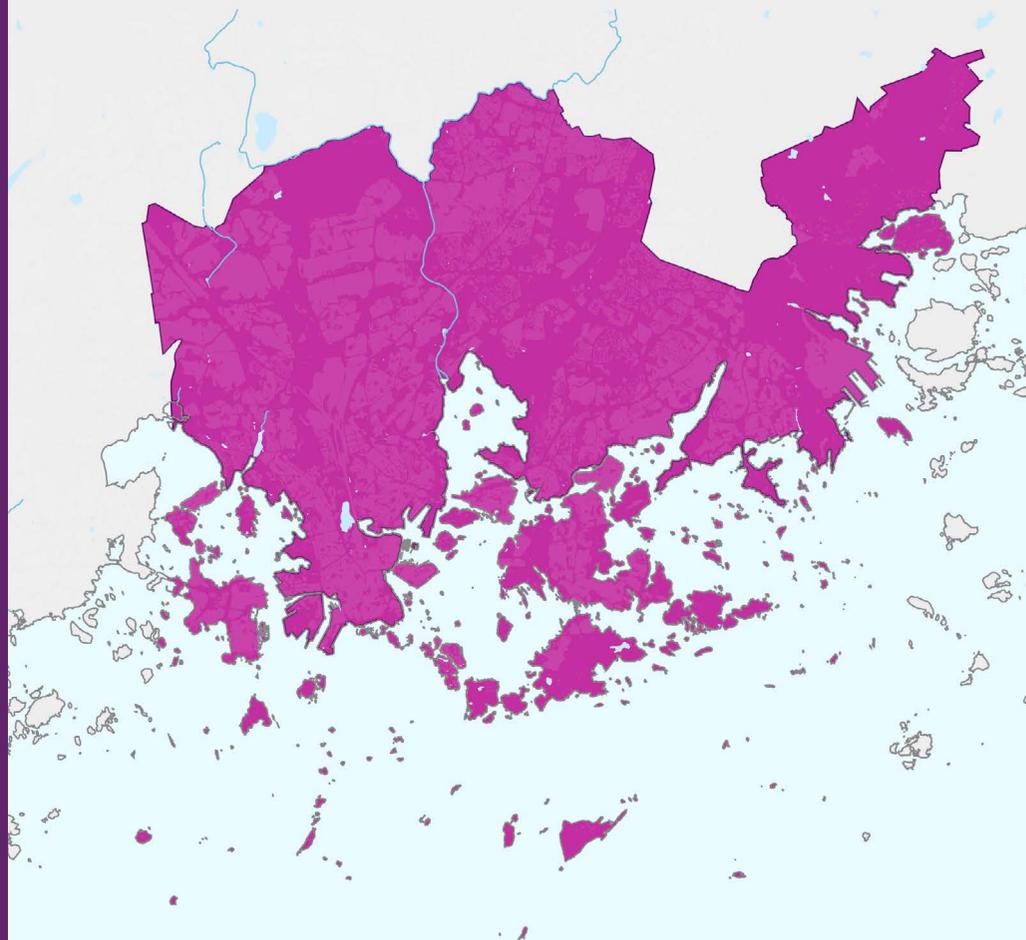
Median of total earnings, €/month:
- Helsinki Region: **3,775**
- Finland: **3,411**



Expenditures per school student/year:
- Early childhood education: **€6,674**
- Comprehensive education: **€9,405**
- Upper secondary education: **€7,703**
- Vocational education: **€7,764**
- University of applied sciences education: **€6,985**
- University education and research: **€15,649**



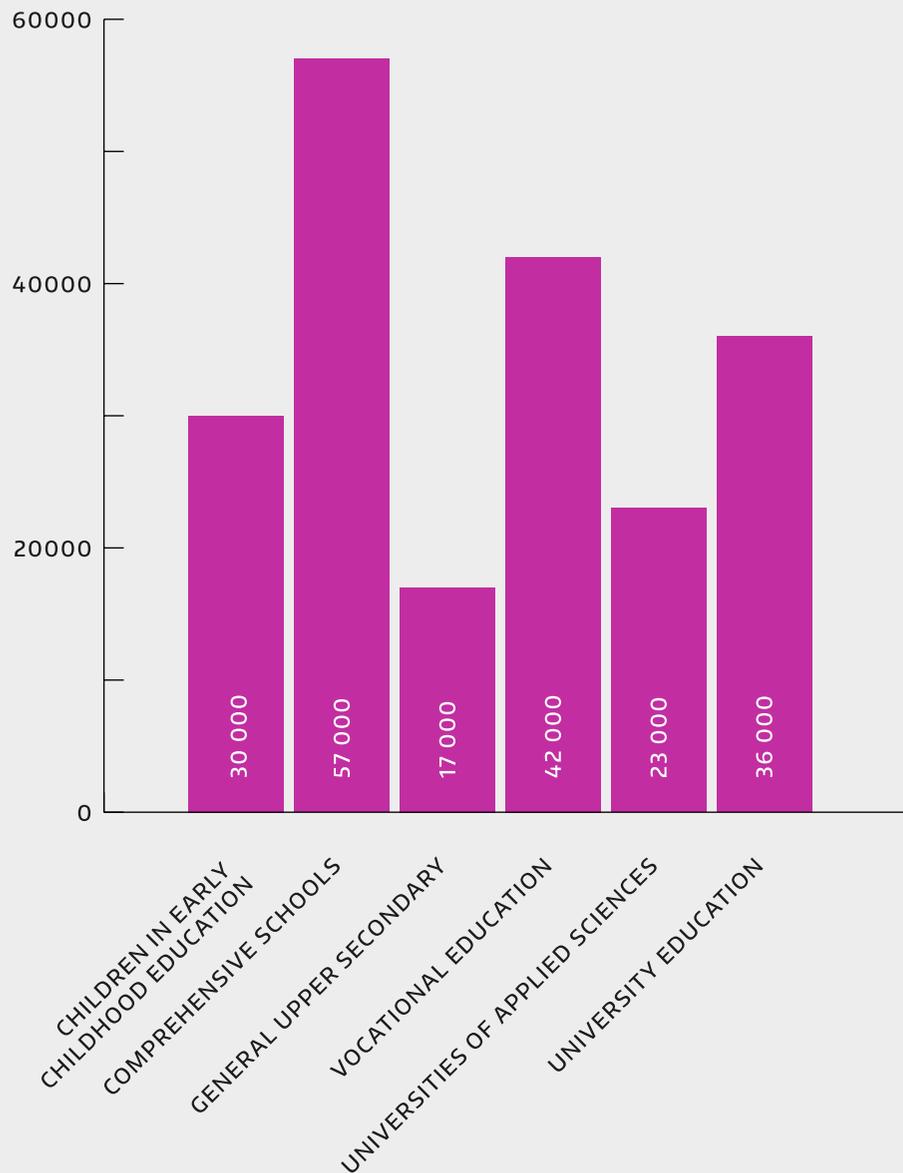
Unemployment Rate in Finland:
- Basic Education: **12%**
- Upper Secondary School: **7.3%**
- Vocational School: **7.9%**
- Applied Sciences Degree: **5.2%**
- University Degree: **6.9%**



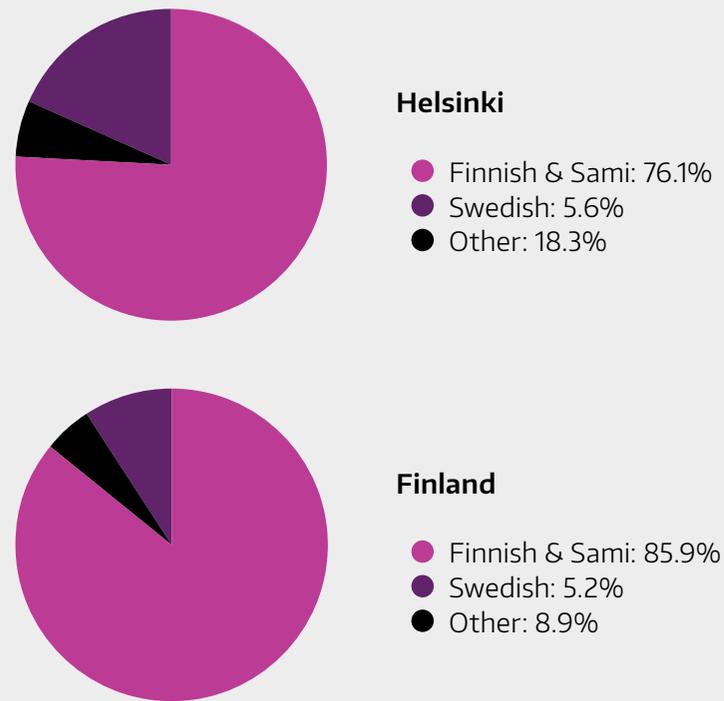
23.5 km

HELSINKI

8 Students per educational sector in Helsinki (2021)



8 Population by mother tongue (2022)



Given the increasing diversity of the city's population, with 18.3% of the population in Helsinki speaking a mother tongue other than Finnish, Sami or Swedish compared to 8.9% of the population of Finland, the city plans to invest in Finnish and Swedish learning in early childhood education to better prepare children to begin their school journey. Students who speak a foreign language as their mother tongue especially need support in continuing their basic education. Helsinki therefore aims to support these students to access a range of study options from general upper secondary school to apprenticeship training and/or vocational education and training programmes.

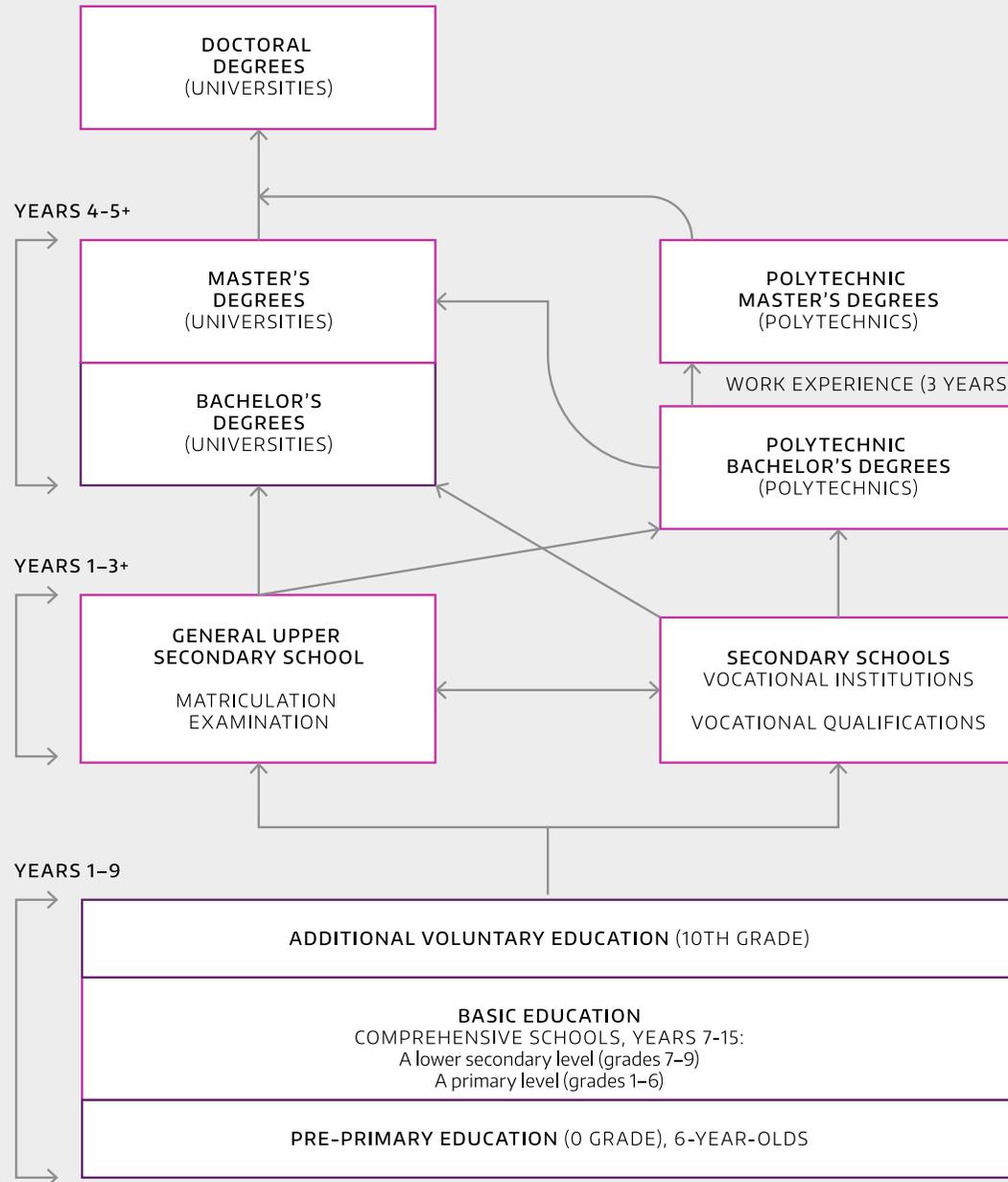
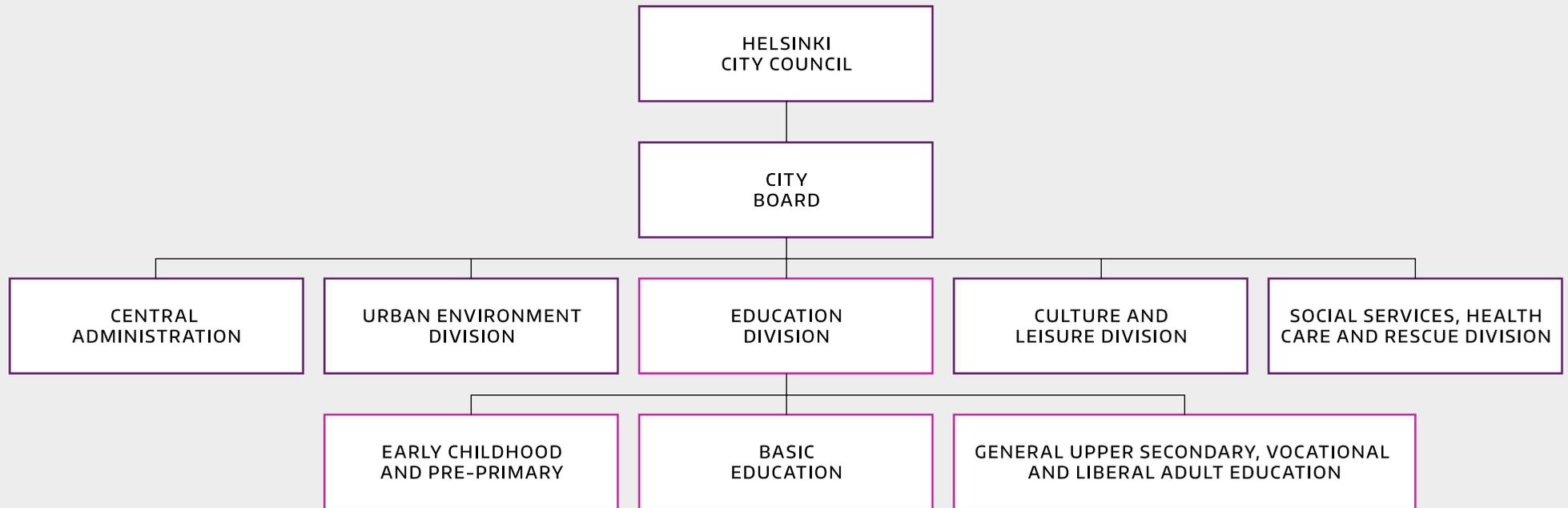


Figure 2. The educational system in Finland.

FINNISH EDUCATION SYSTEM BRIEFLY

The Finnish education system comprises: early childhood education and care; pre-primary education; primary and lower secondary education; upper secondary education (general upper secondary education/vocational education and training); higher education (universities/universities of applied sciences); adult education; and non-formal education. Education is compulsory for all 6-18 year olds in Finland, starting from pre-primary education up to upper secondary education. An important characteristic of the Finnish education system is that there are no dead ends. Regardless of the path chosen, students can always continue their studies as long as they meet the admission requirements. For example, students that chose to attend vocational schools for upper secondary education still have the opportunity to advance to university studies if they wish.²

In Finland, the Finnish National Board of Education sets broad aims and content guidelines for teaching different subjects outlined in the National Core Curriculum for comprehensive and upper secondary schools.³ Municipalities then have the freedom to plan their own curricula based on the national core curriculum. Local curricula are created taking into consideration schools' operating environments, local value choices, and special resources. Teachers also have a large amount of professional autonomy to interpret the local curricula and plan their own lessons as they see fit.⁴



HELSINKI EDUCATION DIVISION

The City of Helsinki is governed by the City Council elected through local elections every four years. The City Council sets the long-term objectives for the City of Helsinki’s operations and finances by preparing the City Strategy and decides on the annual City budget. The City Board, chaired by the Mayor of Helsinki, operates under the City Council and manages the City’s operations, administration and finances. The City of Helsinki is divided into the Central Administration and four divisions: Education Division, Urban Environment Division, Culture and Leisure Division, and Social Services, Health Care and Rescue Division. Each division committee is chaired by the Deputy Mayor and has its own division committee and sub-committees.

Helsinki Education Division is a division of city operations that is responsible for early childhood education; basic education; general upper secondary education; vocational education, apprenticeship training, preparatory training for secondary education and different workshop activities for young people; and liberal adult education services.

In this project HundrED collaborated with the Helsinki Education Division in the early childhood and pre-primary and basic education.

SCHOOLS

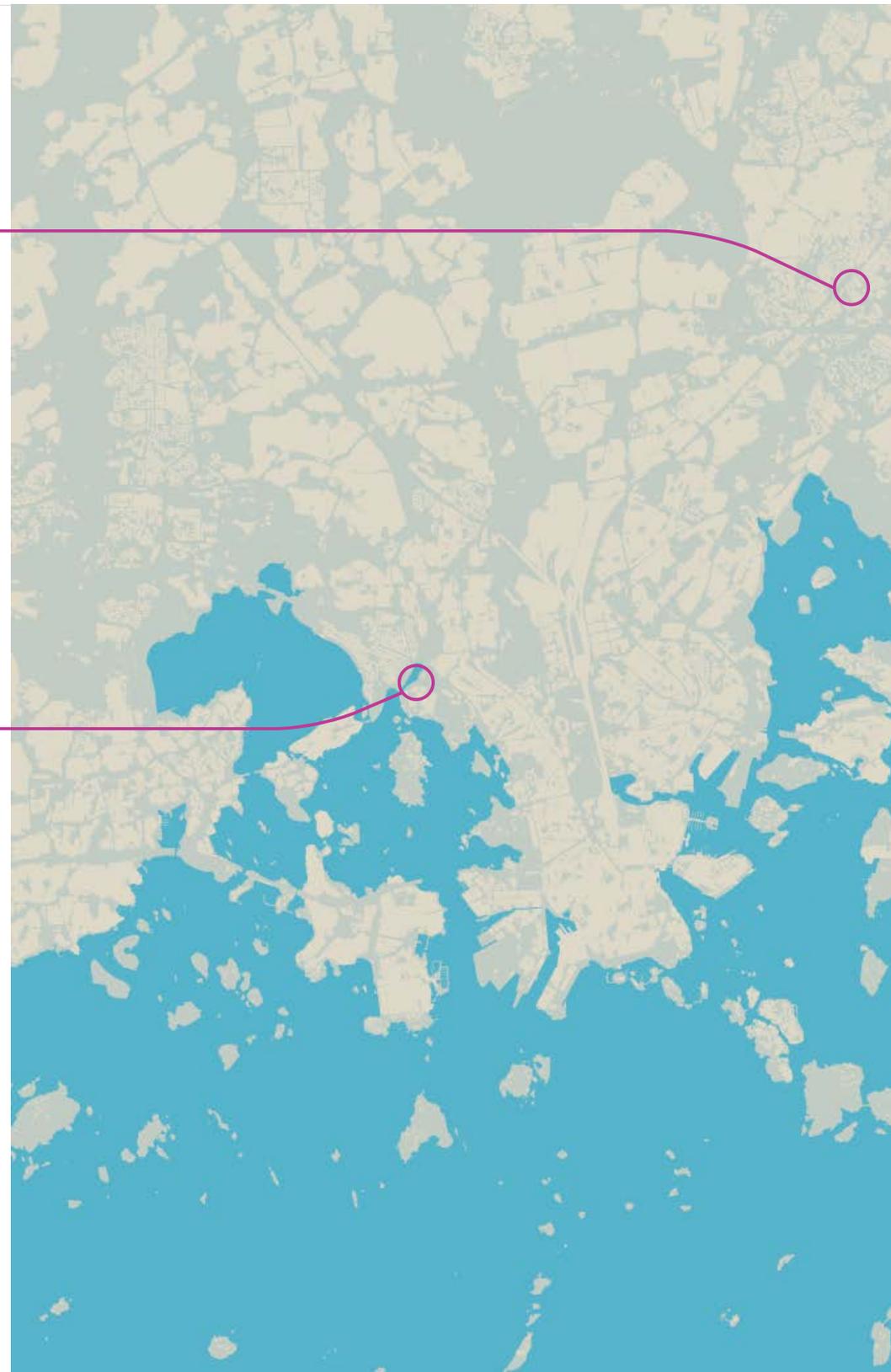
1. Karviaistie School

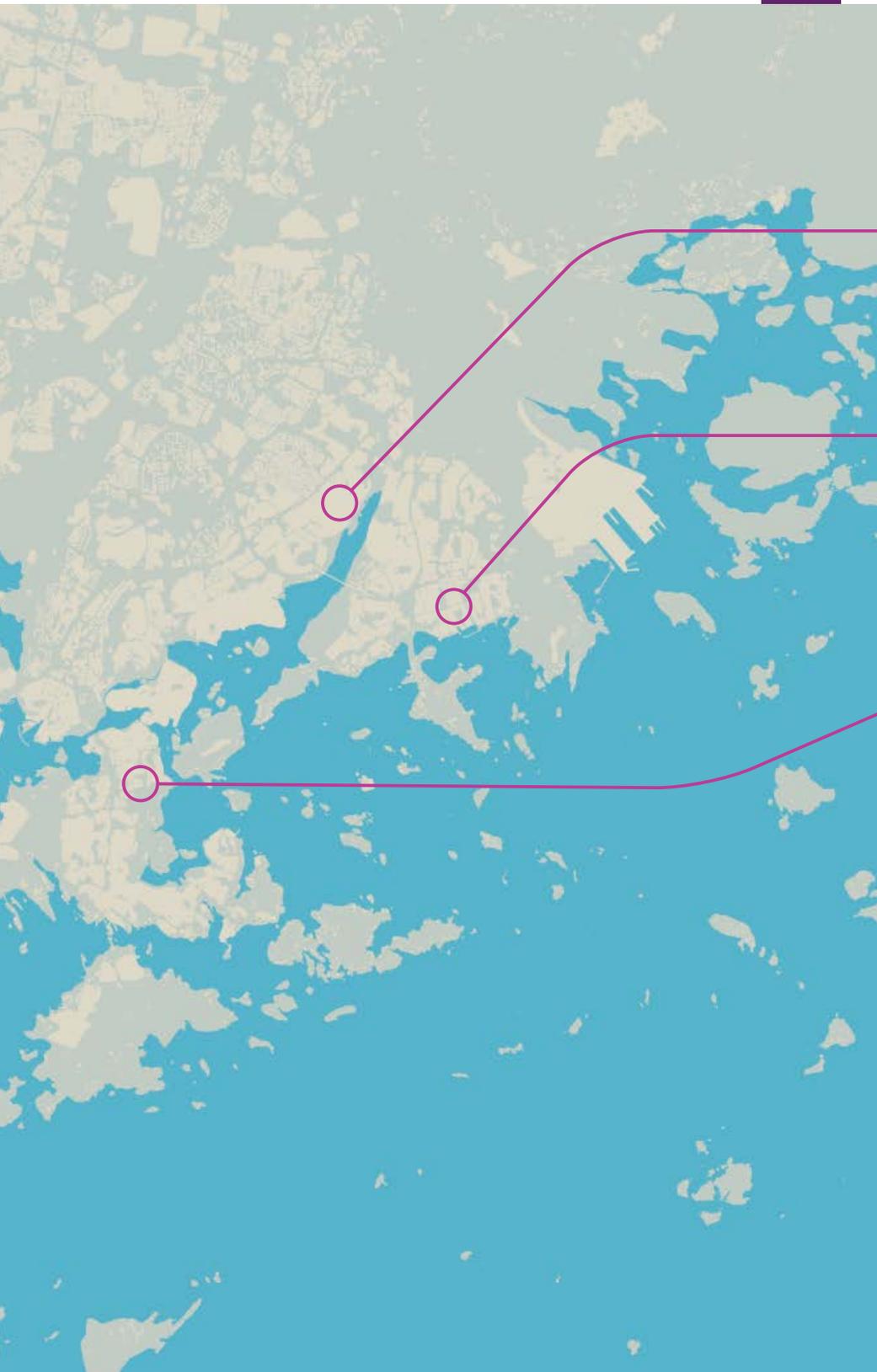
Karviaistie School is a special school for 70 students ranging from grades 1-9. This school offers a safe and cheerful environment where student wellbeing is the foundational value. Cooperation between students and with teachers is very important at Karviaistie School, so there is no problem with adding a bit of flexibility into the school day and schedule. To account for each individual student's unique needs, they are each given an individualised learning plan.

Creative expression is another important tenet for Karviaistie School. They see art as a means of developing students' self-esteem and individuality, giving them an opportunity to express themselves, practice creativity, and get in touch with the community. The goal is to empower students to take ownership of their own lives and feel powerful. Social and emotional learning (SEL) through the arts is also an important practice for the school.

2. Pacius Daycare

This daycare has approximately 130 children aged 1-6. Staff at Pacius Daycare believe in using positive pedagogy and value play, joy and ensuring a safe atmosphere in the everyday life of the children. Children attending this daycare get to participate in a variety of activities both indoors and outdoors, with a particular focus on ecological activities.





3. Daycare Viikinki

At Daycare Viikinki, you will find lots of space for children to play in the yard. They have space for about 130 children aged 1-6. This daycare focuses on providing preschool education in either English or bilingual Finnish-English.

4. Aurinkolahti Primary School

Aurinko in Finnish means sun, and that is reflected in the warm, encouraging atmosphere of the school! This primary school includes students from grades 1-9. Aurinkolahti Primary School has an emphasis on technology and students in 7th grade can be selected into a specialised technology education stream.

5. Laajasalo Primary School

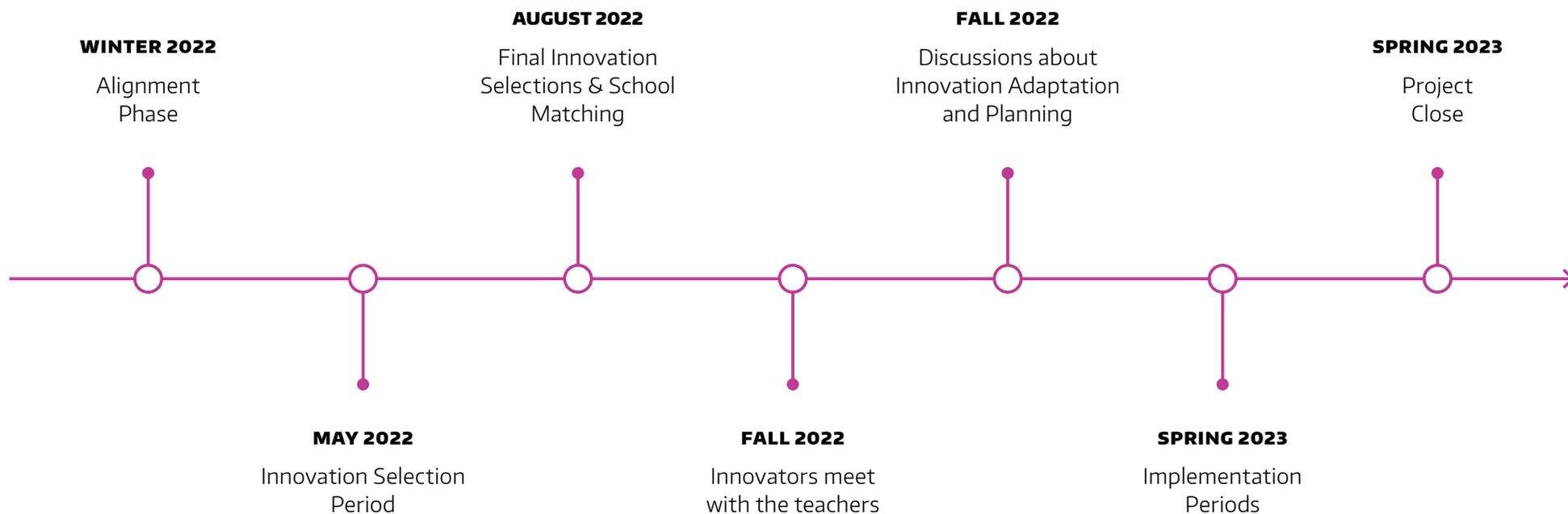
Laajasalo Primary school is a beautiful school located on the island of Laajasalo, right by the sea and close to nature. The key values of the school are joy, creativity, appreciation, and friendship. The school welcomes students from grades 1-9, with a total of about 1000 students. The school has a bilingual (Finnish-English) program for grades 1-4 with half the instruction given in Finnish and half in English.

Chapter 2: Journey



Experimenting with Wellbeing Innovations in Action

Timeline



1.

Alignment & Aspirations Phase

The purpose of this phase is to gather all of the people that should be involved 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 those of 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.



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 that can help to guide your decision making process as you begin looking for potential innovations in the next phase.



THINGS TO CONSIDER

Throughout our learning process it became clear that one of the key factors to success is the willingness and motivation of the individuals involved. In an innovation trial process, it is important to form a “coalition of the willing” by bringing together “early adopters” - people that are excited by the idea of trying new practices and are willing to give it a shot.

For example, conducting empathy interviews can help address the interests and needs of each education stakeholder, especially the ones who will be carrying out the day-to-day decision making of innovation implementation - the teachers. Although school or district leaders may have an overall understanding of the challenges teachers are facing, it can be more effective to consult the people at the ground level to consider a variety of perspectives and possibilities. Parents and students can also be involved in this process.

It is also important to build a strong team because the innovation implementation process is not easy. It really takes a village to make impactful change in public education systems, so a team must be composed of people who can support one another and advocate for each other.

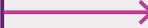
STEPS



IN ACTION

1

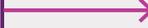
HundrED organises meetings with the funder, district leaders and pedagogical experts to align on goals and the focus on the project.



Helsinki Education Division (HED) & HundrED met to discuss HED's goals and vision. HED emphasised that they were looking for an innovation to address wellbeing among students. They wanted to focus on the learning environment of ECE and K12 education. They were looking for an innovation that is non-traditional, with a concentration on resilience or social and emotional growth. Another key interest point for HED was the opportunity to learn from international innovations.

2

District/school leaders release a call for teachers/staff/co-lab groups to apply to participate in an innovation trialling project.



In this project, the alignment and aspirations phase was completed by the pedagogical experts and division leader, together with HundrED. However, based on our learnings, we strongly recommend involving teachers and school staff in the early project planning stages, unless other methods are utilised to engage teachers.

3

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



Empathy interviews were not conducted in this trial as HED had already surveyed teachers to decide on an area of focus.

2. Innovation Selection

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



PHASE OUTCOMES

By the end of this phase, the aim is to pick an innovation that your team is excited about and itching to try out.



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 dialogical selection process must take place. The evaluation criteria introduced in Rogers' theory⁵ can be useful for identifying important considerations to keep in mind when selecting an innovation. However, most importantly, the project needs to engage in a conversation about what it is that they are looking for, how they imagine the innovation(s) being implemented into 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. You might find that for each person, it is a different aspect of the innovation that is appealing.



THINGS TO CONSIDER

It is important to note how HED evaluated the innovations. The experts evaluated the innovations based on their understanding of the innovations and how well they fit in the Helsinki context. The task was not to rank innovations from “worst” to “best,” as all of the innovations that HundrED recommended have already proven to be impactful in their own contexts.

HundrED draws on Rogers’ book, *Theory 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.*

- **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

For example, one of the innovations that HED was considering was not chosen in the end because upon requesting for more information, HED realised the programme was more rigorous and demanding than they had the resources for, indicating a mismatch in the innovation’s complexity. This does not necessarily mean that the innovation was not suitable for Helsinki, but that it required more resources than HED had available at the time of this trial. On the other hand, HED felt that one of the other innovations HundrED suggested was not “innovative” because it was something that teachers in Helsinki are already doing and therefore would not be an improvement. In this situation, there is a mismatch of relative advantage because the innovation did not offer that much of an improvement to the current situation. However, this does not mean that the innovation is not innovative in its own context.

* Everett M. Rogers. *Diffusion of Innovations*, 5th ed. (New York: Free Press, 2003).



IMPORTANCE OF UNDERSTANDING CONTEXT

In order to recommend suitable innovations for Helsinki schools, it is critical to have a strong grasp of the context of the Finnish Education system as well as current events and focus areas for the Helsinki Education Division. In this project, important factors to consider were the agency and professional expertise of Finnish teachers, the role of pedagogical experts in making decisions, and time and resources available to teachers to try new practices. These considerations helped to shape the recommendations of potentially suitable innovations.



CHALLENGES OF MAKING A MATCH

One of the challenges in this project was finding a good match on both sides. HundrED connected interested innovators with interested teachers to implement existing innovations from other countries into Finnish schools. Innovators had to be heavily involved in the implementation process. Therefore, the number of potential innovations that could be chosen to be trialled was limited by the willingness and capacity of innovators to commit their time and resources to scaling their innovation in Helsinki as well.



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.

HundrED facilitated this process with HED through meetings with pedagogical experts, during which the participants discussed their interests and hopes for the innovations.

2

Using the HundrED database of education innovations, we create a longlist of potentially suitable innovations. The project team meets with HundrED to discuss the potential innovations and narrow down the list to better reflect the team's interests.

HundrED provided the Helsinki Education Division with a list of 22 potential innovations to consider. The pedagogical experts looked through this list and selected the innovations that appealed to them. HundrED requested for more information from those selected innovations to help HED better understand the practicalities of implementing the innovations in order to make a more informed decision on which one would be the best fit.

3

Next, HundrED reaches out to the chosen innovations to inquire whether they are interested in participating in the project. For innovators, this is a chance for them to try to scale their innovation into a new context, in this case, Helsinki. Interested innovators provide more information about their innovation, as requested from the project team, to help them make a decision on which innovation is most suitable for them.

HundrED reached out to the chosen innovations and requested for more information from them to help HED better understand the practicalities of implementing the innovations in order to make a more informed decision on which one would be the best fit.

4

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

HED chose Slam Out Loud and moves to trial in their schools.

SELECTED INNOVATIONS

Slam Out Loud

India

Slam Out Loud (SOL) transforms Arts Education and Socio-Emotional Learning for children in underserved communities. Using poetry, storytelling, visual arts, and theatre, they build Creative Confidence while exploring social justice issues like climate and gender. Their Jivivisha Fellowship operates in four cities in India, placing artists in classrooms, with 75% of children showing annual competency growth in SEL skills. SOL's at-scale programme, Arts for All, with three state governments of India, creates a contextual arts-based SEL curriculum for the weekly arts period and trains teachers on implementation. Since 2017, SOL has impacted 70,000 children in person and reached ~10.5 million digitally.

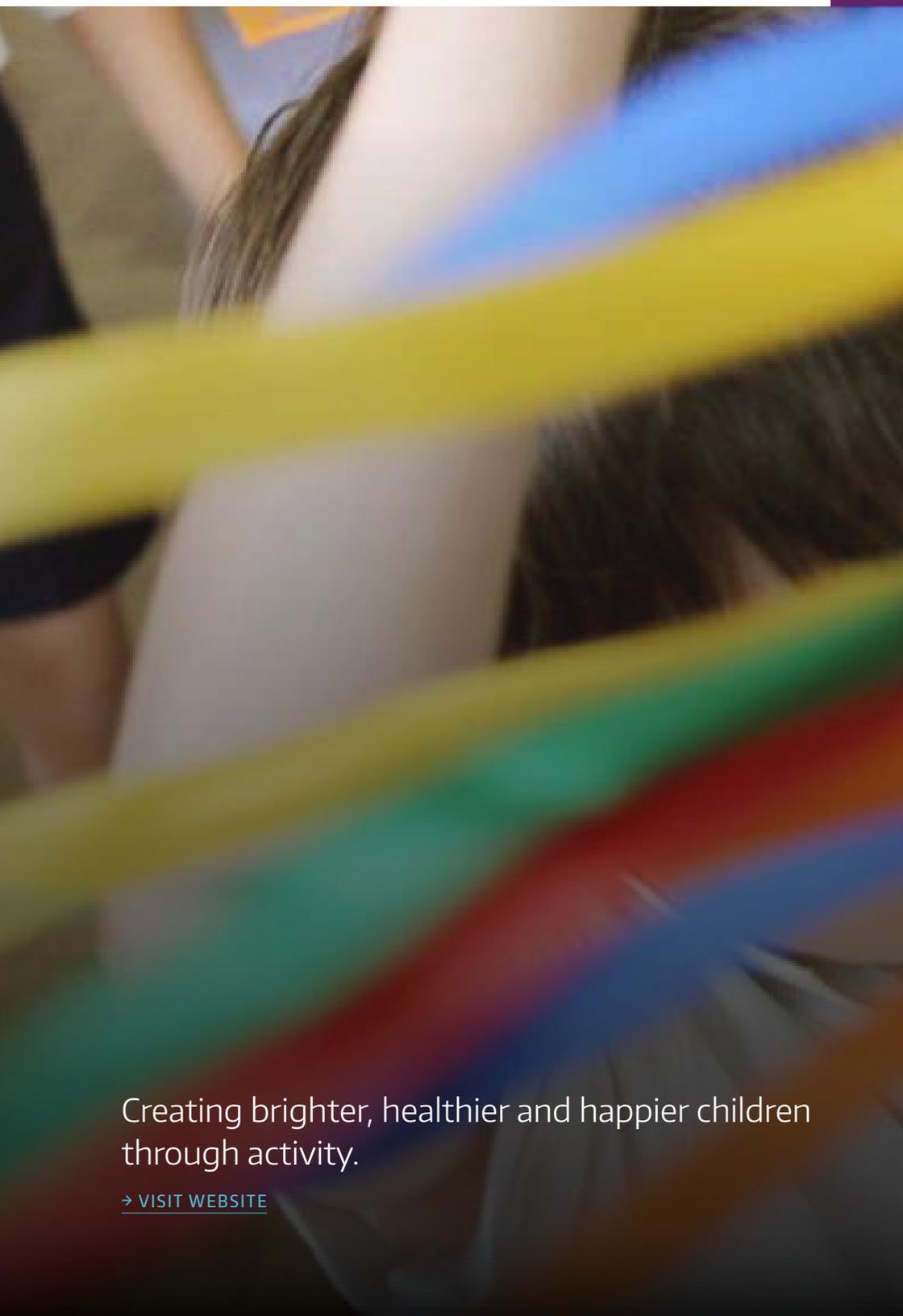
- SOL is one of four global innovations to join the HunderED Hall of Fame
- SOL's work has been featured as a case study by Harvard, HunderED, OECD, the World Bank and the LEGO Foundation
- Jigyasa was awarded Innovator of the year 2023 by HunderED and is on the Forbes Asia 30 under 30 for 2022 list

Individual Roles

**Shriya Vaidya**MANAGER,
CURRICULUM**Umaima Ehtasham**INSTRUCTIONAL
DESIGNER**Jigyasa Labroo**CO-FOUNDER
AND CEO**Shiriin Bhatt**CURRICULUM
INTERN

SOL's mission is to transform how arts education and socio-emotional learning (SEL) happen for underserved children in India.

[→ VISIT WEBSITE](#)



Creating brighter, healthier and happier children through activity.

[→ VISIT WEBSITE](#)

SELECTED INNOVATIONS

imoves

United Kingdom

imoves is an organization dedicated to promoting physical activity, active classrooms, PE, and mental wellbeing among young people in the UK and beyond. Their innovative and simple exercise programs cater to different age groups and abilities, encouraging children to move more and promoting both physical and mental health and wellbeing. Led by founder Imogen Buxton-Pickles, imoves provides comprehensive lesson plans, resources, and assessments for teachers, enabling them to monitor children's progress and identify areas for improvement. The program is designed to create positive and long-lasting change across schools UK-wide, improving children's concentration, educational attainment, and self-belief.

imoves was selected to the HundrED Global Collection 2024.

Individual Roles



Imogen Buxton-Pickles

FOUNDER AND
DIRECTOR



Ryan Smith

SENIOR
PRESENTER

TEACHERS INVOLVED**Karviastie School****Anton Telih****Mirka Virolainen**

Anton and Mirka are special education teachers at Karviastie School. Anton teaches the older students while Mirka teaches the younger students. For this project, they brought their students together so that their students can learn together and help one another out! Anton has a diverse background in international teaching, working with students from various cultural backgrounds, which has shaped his teaching approach. Mirka is a teacher who easily gets excited and enjoys experimenting with new approaches in her teaching. What she loves most about teaching is collaborating with fellow educators.

Pacius Daycare**Hanna Stenroos**

Hanna has been teaching for 10 years. She is excited to explore with the children and is easily carried away with them. Seeing and helping them learn new things makes her happy and proud. She is always open to new ideas and ways to teach and wants to improve her knowledge and skills as a teacher.



3.

Implementation

During this phase, the innovations are trialled in the classroom. Looking at the yearly calendar of the school year alongside the weekly schedule to find gaps of opportunity where the innovation could be added to already existing activities is one helpful way to figure out how the innovation can be incorporated into the daily schedule. For example, with imoves, the innovation could be simply implemented by taking 5 minutes at the start and end of the day to do some physical activity.



PHASE OUTCOMES

By the end of this phase, the aim is to 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.

STEPS**1**

Kick-off: When it is time to start trialling the innovation, HundrED organises 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: Karviastie School

This project provided the unique opportunity for the innovators from Slam Out Loud (SOL) to meet the teachers of Karviastie School before the start of the project, because the innovators had come to Helsinki to participate in the HundrED Innovation Summit. The Summit event in Helsinki became a great opportunity to organise a school visit. The purpose of the school visit was for the innovators to get a real grasp of the reality of the school environment. The opportunity to see first-hand how the students at Karviastie School interact and discuss directly with the teachers about how they conduct their lessons, gave them a real insight into how they should tailor the SOL curriculum to fit their needs.

Some topics discussed include what kinds of themes would be relevant for the students and what types of artwork would be feasible for them to complete.

For example, Shriya asked whether they would like some of their lessons to be based on themes covered in the curriculum, such as climate change. Anton provided feedback that this kind of a topic would be too abstract for the students. Instead, the students would be able to better

grasp something more concrete, such as how the environment affects them and how they affect the environment with their actions.

Mirka showed Shriya and Jigyasa the types of artwork that students had done in the past to demonstrate that it was difficult for students to use certain types of tools and materials. She emphasised that it would be difficult for her students to use scissors and they would have trouble colouring small things. Tissue paper was also difficult for them to manoeuvre. They would be more likely to be able to use a hole puncher than a stapler.

Overall, the first school visit was a great way to start Karviastie School's learning journey with Slam out Loud.

Kick Off

When it was finally time to kick-off the project, HundrED facilitated a meeting online with Slam Out Loud and Karviastie School. The purpose of the meeting was to recap learnings from the school visit and start ideating together how they could bring Slam Out Loud into practice.

At the start of the meeting, the participants discussed everyone's goals and expectations for the trial period. Anton and Mirka expressed that they would like to continue the work that they have been doing as a school to develop Social Emotional Learning (SEL) skills, to make students feel comfortable and to take action. They were also looking forward to learning from each other and collaborating with Slam Out Loud. One key draw for Anton and Mirka to this collaboration was the opportunity for their students to participate in an international project. Being part of an international project is a rare opportunity for the students at the school, so they really valued the chance to interact with Slam Out Loud team members!

During the meeting, Slam Out Loud presented three different curricula that they offer - gender sensitization, climate action through art, and SEL through art. Anton and Mirka felt that SEL through art would be the most appropriate and interesting for their classrooms. They also discussed assessment and what they would like for the students to achieve throughout this process. They agreed that they would like to emphasise self-reflection and peer assessment throughout the programme.

In Action:**Pacius Daycare**

Hanna found out about the imoves trial through Opehuone-Kielirikasteinen, an online portal for teachers to find opportunities to try new innovations in their classroom. The City of Helsinki put out a call for teachers interested in trying imoves to sign up through the platform. imoves was attractive to Hanna because she wanted to learn new methods to improve the learning experience for her students. She considers herself someone who likes to try new things and gets excited about innovations.

In the beginning, her main objective was to just try imoves and see how it went. She did not have any particularly large expectations for the programme. She did not see it as a way to dramatically change her classroom. Instead, she just wanted the children to have fun and try something that would keep them moving. This was especially important because her students have a lot of energy, so Hanna and other teachers at Pacius Daycare had been looking for ways to keep the children moving and motivated. She believed that it is important to start the day by moving your body. Another bonus of using imoves is that it is a fun way to teach English.

Support from school leadership

The principal of Hanna's school is very supportive. Hanna likes to be involved in so many activities and she feels her principal always supports her in taking part in all these initiatives. She feels that if she and other teachers talk to the principal about an innovation that they want to try and implement for the whole school, the principal most likely will support the initiative.

When implementing innovations, it is important to consider what resources and support teachers have in trying new things.

Kick off

We kicked off the trial with imoves by hosting a meeting where interested teachers met with Imogen and Ryan online to go over

how they can use the imoves platform. Imogen showed the teachers how to log in to the platform and pick appropriate videos for their class. Imogen and Ryan also answered questions that the teachers had about the platform and advice for how to incorporate the videos into the school day.



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 you can read about your learnings throughout the process after the trial is completed.

In Action: Karviastie School

Slam Out Loud designed a 12-week curriculum for Karviastie School. Each lesson is intended to take 45 min with one lesson taking place per week.

After the first session, Anton and Mirka shared their initial reflections.

"With the Slam Out Loud curriculum, we have started practising breathing exercises, which is something new for our students and we are seeing good results. They are also very excited with the fact that someone from India was visiting us and designing these activities for us. We were checking the map to spot India, students realised it is so far away!"

"Students are quite happy. It [The SOL curriculum] is simple, it's easy to go, easy to do, and easy to be creative; at least based on the first practice, it's about how we use it and make it work; students laughed about this 'breathing' activity, so it's funny for them to follow these 'rules' but then they are reminded about this routine and they are learning how to use breathing as a relaxing tool. We hope that it will help with concentration."

Adaptations

One thing that the teachers had to change were the handouts intended to provide feedback among the students. The handouts were only provided in English, so they could not use them. Instead, they did peer feedback in Finnish by going around, looking at each other's artwork



and giving feedback to one another. Another challenge was that Mirka's students cannot read or write yet so it is too difficult for them to fill out a form. Instead, Mirka used a creative work-around - she asked the students to do self-assessment with movement. For example, she used a statement like - if you are happy, go to the door, if not, go to the wall. On the other hand, Anton's students can read and write so they could help the younger students to do the self-assessment in pairs. However, Anton thought that this may be difficult and that filling out the form individually may not be beneficial because the results are very abstract.

School Visit 2

During our second visit to Karviastie School, we observed one of the SOL sessions. By this time, the students were already quite accustomed to the SOL curriculum and were able to start the activities quite smoothly.

One challenge that Anton and Mirka shared was the amount of time they had for lessons. This was a logistical challenge simply because this was the first class students had in the morning and students often arrived at the school late. Time constraints made it difficult for them to make complete peer evaluations at the end of the sessions. The feedback process was an important point of discussion. Anton shared that for their students, giving feedback is a learning process since it is an acquired skill that requires practice. Giving feedback is something that is easy for some and difficult for others. However, for some students, they are not able to provide substantial feedback every time. Sometimes, they may only have a few words to contribute.

One constructive suggestion that Anton had for SOL was the possibility of providing multiple kinds of feedback forms. This idea emerged because at the beginning, his students were more concentrated with filling out the feedback forms. However, once they got used to it, they started putting less effort into it.

Overall, Anton and Mirka's experience with the SOL curriculum has been positive. They appreciated that they were given a package to follow because it provides them with ideas that they can use in the future. This way, they do not have to think that much about what they have to do. In addition, they see that there is an improvement in the process each time they have class.



In Action:
Pacius Daycare

During their first week trying imoves, there was a yoga activity. The students enjoyed the yoga activity so much that it gave Hanna the idea to start focusing on doing yoga with them. This inspired her to start implementing yoga activities into her classroom even without the help of imoves. Now, she uses yoga cards every week to practise different yoga positions. And the children love it! She can really see how yoga is helping her students to understand the importance of physical activity. For example, one student told her, *"I need to stretch because I want to have strong muscles."*

Hanna has now integrated imoves into her everyday practice by doing one to two videos from the programme in the morning and another video in the afternoon. She found it easy to integrate imoves into her daily routine because it is very well-structured and easy to follow. Given the innovation's simplicity, she has not had to make any huge changes to the programme to fit her needs. The only change she made to the programme is that she plays more than one video during the morning routine because she finds that the videos are quite short.

3

Ending celebration: At the end of the trial period, it is time to celebrate! An ending celebration brings the innovation trial period to a close and allows everyone involved to recognize the efforts that have been contributed throughout the project. For example, Karviastie School organised a final showcase to mark the end of their innovation trial period during which students had the chance to present their favourite art pieces, provide one another with feedback, and give feedback on the entire process.

In Action:
Karviastie School

At the end of the trial period, SOL recommends to host a showcase to celebrate the completion of the programme. Karviastie School hosted a showcase in which students were able to display three of their favourite pieces of artwork in the school hallway. HundrED team members attended the showcase in person and SOL innovators joined online.

During the showcase, the students recapped their learnings from the entire programme. Then, they provided peer feedback by putting stickers on each other's displayed artwork. Since many of the younger students are unable to read, the stickers were a clever way of allowing students to provide and understand feedback.

At the very end, HundrED team members presented certificates of participation to each of the students. The students were happy to receive something concrete. They were very proud of their certificates. Some students shared that they put their diplomas in their rooms and showed their parents and grandparents. Certificates were also presented to the teachers, Anton and Mirka, as a mark of gratitude and celebration of their contribution to this trial.

Even though the programme ran very well, Anton and Mirka were relieved that it was now over. After a successful 14 weeks, it was about time for this project to end. They were ready to try something new. During the final reflection meeting, Anton shared that it was the first week where they did not have the SOL sessions on Tuesday mornings. Even though they did something completely different, they are proud that the students were able to cooperate and follow instructions quite well. The flow they are now able to achieve with the students is partly thanks to this 14-week project that gave them the opportunity to practise this collaboration and working style.

4

Reflections: Finally, it is important to gather 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: Karviastie School

One thing that Anton and Mirka have been really happy about are the breathing exercises that are introduced in each class. Since the breathing exercises are regularly scheduled into each lesson and are part of the structure, it actually happens every lesson. At the start, students would get distracted and were not always able to complete the exercise. However, now all of the students can do the entire exercise without stopping. And they have been seeing the benefits of the breathing exercise reflected in the increased focus and attention from the students.

Throughout this trial, Anton and Mirka have tried several new strategies, some of which they would consider reusing again in the future. They feel that there are definitely practices and methods that they learned throughout the programme that could be used in other situations or classes. One example is the embedding of peer feedback into other activities.



In Action: Pacius Daycare

Overall, it has been an enjoyable experience for Hanna implementing imoves into her class. There are many things she enjoyed about the programme:

1. **The Importance of Physical Activity:** Thanks to imoves, her students have become more interested in different kinds of movement. Hanna believes that it is very important to help students become aware of their bodies, their strength, their muscles, and the importance of stretching. Therefore, she sees imoves as a great tool to achieve this objective.
2. **Teachers as Equals:** Another thing Hanna likes about the innovation is that it allows her, as a teacher, to position herself as an equal with her students because they are learning together about the innovation. When she puts the video on for the students to follow, she also participates and dances together with the students. As a teacher, she thinks it is nice to have something that keeps the children engaged without the teacher always being the main person directing the class. Since the direction comes from the videos rather than her, it is fun that she can participate in the activity together with her students.
3. **Language Learning & Student Collaboration:** Another important aspect to reflect on is the language of the programme. imoves is a UK-based organisation, so all videos use English as the medium of instruction. In Hanna's class, some students speak Finnish as a first language, while others have other languages as their first language (including English in some cases). Nevertheless, her students generally did not have any problems understanding the English used in imoves since the videos are very self-explanatory and easy to understand. In fact, she is very pleased to see how her students are helping each other to learn languages. For example, when they do activities in English, students who are more fluent in English help the others understand what they have to do. imoves is a really fun and simple way to introduce English language learning into her classroom.





WE ASKED HANNA: IF YOU WERE TO GIVE ADVICE TO A FELLOW TEACHER WHO HEARS ABOUT THIS INNOVATION, WHAT WOULD YOU SAY?

"Go for it and have fun with the kids. Implementing this helps to increase happiness and joy. It helps the kids to enjoy and engage for the rest of the day. It has helped my group to remain motivated and happy throughout the day."



WE ASKED ANTON: HOW DO YOU SEE THE IMPACT OF THIS PROJECT?

He explained that it is hard to see the impact of a short term trial project like this immediately. He is more interested in seeing what the lasting impacts of the trial are. Will the students still remember the breathing exercise in a year from now?





Chapter 3: Key Learnings

Key Learnings

1. Start by getting to know the team

The foundation of any education innovation implementation project has to start with getting to know one another. This process can take form through dialogue and relationship building. It is important that collaborators on the project enter with an empathetic mindset, and are ready to listen to their team members to understand their colleagues on a personal and professional level as well as their challenges and wishes. The relationship building stage is important because in order for team members to work collaboratively, they must build trust in one another and in each others' competencies.

It is especially important that teachers are involved in the project from the very beginning. Teachers are the actors closest to the ground and are the people who will be carrying out the actual implementation of the innovation, so they need to have a say throughout all stages of the project. For example, we recommend doing empathy interviews to better understand the needs and aspirations of education stakeholders.

2. It is okay to have different goals

It is important to take into consideration how education systems are structured and the power dynamics that influence ways of working. The purpose of Tailor-Made projects is to build innovative cultures and schools by establishing a culture in which education stakeholders are more open to trying something new and learning from the process.

One thing we learned from the mindset of the Helsinki Education Division is that it is completely acceptable for team members to have different goals. The beauty of this project was that each person who was involved found their own individual reason that they wanted to try out new education innovations. For instance, while pedagogical experts from HED wanted to try innovations to look for better support for student wellbeing, Anton, the teacher involved, found value in the internationalisation element of the project. His goal for the project was to allow his students to have the opportunity to interact with international collaborators, which is a rather rare experience for many of them. This goal is not perfectly aligned with the goal of HED to support student wellbeing, but it is still child-centred and gives Anton the motivation to participate in this project.

It is important to consider the power dynamics that exist between education stakeholders to determine how they can best work together.

While the reason a teacher decides to join the project may differ from the intentions set out by the school leaders, for example, team members can still come together to work on trialling innovations. Teams do not necessarily have to align on the same “group goal” in order to work together effectively. This type of mindset is possible because teachers in Finland have a lot of autonomy to set their own goals and decide what is best for their students. Therefore, it is important to consider the power dynamics that exist between education stakeholders to determine how they can best work together.

3. Implementing education innovations requires everyone

Implementing education innovations is hard work. It requires all hands on deck and sufficient support to ensure its success. Support is provided by having a structure, based on research and other people’s experiences, that can be tweaked and modulated. We base the structure of our Tailor-Made process on learnings from human-centred design and how to structure a reflexive design experience. We value iterative discussions, empathy mapping, and co-learning from different project team members.

4. Have an end to the trial

Trials don’t continue forever. While one element of trialling innovations is the hope that one of the innovations will “stick”, success is not only defined by how long or how well the innovation continues to be used. The process of trialling innovations is also a learning experience and it contributes to fostering an innovative school environment.

For example, Karviaistie School ran a 14-week trial following a series of lesson plans designed for them by Slam Out Loud. At the reflection meeting after the end of the trial, Anton and Mirka expressed their relief that the trial was over and that they could now move on to try new things. Although the trial has now ended, the teachers have picked up some practices that they plan to now integrate into their own classes. The trial has helped to establish a culture where they are open to trying more new things in the future.

There is also something symbolic about having an official ending to the trial period, and it is important to celebrate endings because they demonstrate that something was tried and completed. It is also important for students to recognize when something is over. These sentiments were reflected during the Final Showcase we visited to mark the end of the trial period at Karviaistie School. Students watched a video featuring photos of them and their work throughout the last 14 weeks and had the chance to showcase their favourite art pieces in the school hallway. Students were given certificates to celebrate their participation in the lessons. The celebration of students’ accomplishments indicated to them that they had indeed achieved something and should be proud of being part of this trial.

5. Impact can be demonstrated through stories instead of data

When implementing innovations in new contexts, it is instinctive to want to collect as much information as possible to understand the current state of the school, for example, in order to measure the impact of the implementation. However, it is important to consider to what extent it is possible to measure meaningful change following the implementation of an innovation. Especially since innovation trial periods typically occur over a short period of time, it is difficult to measure tangible, meaningful changes after trying an innovation. However, the learnings and experiences that come out of the trial process are still extremely valuable. This is why HundrED places an emphasis on the last step of the Tailor-Made approach in which we focus on capturing and telling the stories that show, in their own right, the success of a trial process in fostering an environment more open to trying new things.

Furthermore, schools are often already collecting their own data to identify areas of improvement and are aware of their own challenges. It is not always necessary to rely on quantitative data to make decisions on what can be improved. Trust the actors on the ground who face challenges everyday and are aware of what would be an interesting area to innovate in.

6. Celebrate and recognise the amazing work you are already doing

We learned how trialling innovations can also help to recognize the amazing work that is already being done. Often, we focus on the challenges and problems that need to be fixed in education systems, but it is also important to celebrate the work that has already been done.



7. Strategic priorities need commitment from senior management

When the leaders at Helsinki Education Division started planning this Tailor-Made project, their strategic vision for wellbeing was being developed. Innovation selections were aligned to support the key development areas for the wellbeing of learners.

As these projects are long, leadership requires commitment and dedication to engage and support teachers and stakeholders across the process. It is critical that senior management is involved and they provide resourcing for the long-term investment that it takes implement innovations together. Implementation, especially on a systemic level, takes time. Even with this short-term trial project, it took sustained effort to maintain momentum.

HED recommends looking for candidates that are motivated to try new things and involve them early on so that they feel like they have a voice in the project.

8. Meaningful work increases motivation

Throughout this project it was clear that teachers need to find the activities meaningful and engaging so that they are willing to contribute to the implementation process. To start off, identify candidates that are motivated to try new things and involve them early on so that they are able to contribute to the project decision making. Involving teachers early in the project gives them a sense of agency and ownership, which ensures more sustained collaboration.

9. We're actually in a really great place

Finally, one of the outcomes of this project is that it helped HED to recognise that they already have a lot to be proud of. While often education leaders may start from a deficit perspective to think about what they are lacking, HED acknowledges that it is also important to look at your current state and appreciate the good work that you are already doing and has been done.



Endnotes

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