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2. Checkpoint Leonardo Network (CPLN)

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Checkpoint Leonardo Network (CPLN) is part of the LUMA Finland project funded by the Ministry of Education and Culture. LUMA is an abbreviation that comes from the words *luonnontieteet* (natural sciences) and *matematiikka* (mathematics). There are 13 LUMA centers in the country which “inspire and motivate children and youth into mathematics, science and technology through the latest methods and activities of science and technology education”.

CPLN has three main goals. Firstly, it aims to develop working methods of teacher education by giving experience of using varied learning environments, collaborating with people outside the school, and project-based learning. Secondly, it aims to characterize the school subjects and utilize their specific features in a learning project by juxtaposing and finding alignment across subjects. For example, pairing Mathematics & Visual Arts, or Science & Visual Arts. And finally, it provides free, teacher-friendly materials for investigations that align with the Finnish National Core Curriculum for Basic Education (FNCC).

pairing Mathematics & Visual Arts,
or Science & Visual Arts

<https://www.luma.fi/en/centre/>

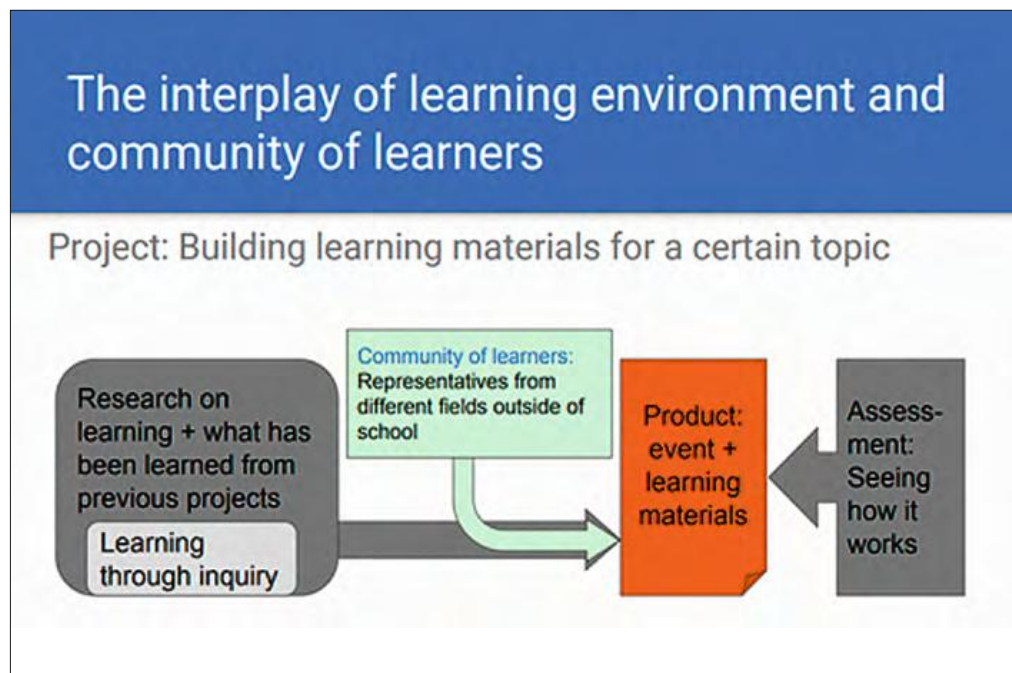


*Visiting teachers
planning projects to
enhance creativity*

Student teachers plan project-based learning processes and teacher educators help them in planning and finding collaborative schools

The collaborators in our project were (1) student teachers from elementary and secondary schools who often collaborate on school projects, (2) teacher educators and researchers who are developing a model of guidance for project based learning, guide students, organize events and teacher professional development events, and (3) a steering group which includes researchers, teachers, a social work representative and museum curators. Student teachers plan project-based learning processes and teacher educators help them in planning and finding collaborative schools. Members of the steering group offer their expertise, help to find new contacts (both in-school and out-of-school) and share their ideas for action and learning environments.

This workshop helped participants to recognize new opportunities for collaboration within their school community, among schools and with out-of-school organizations or firms. It offered a framework in which communities of learners stand in the middle regardless of their institutional background, and they work together on inquiry-based projects to organize events and create new materials. The figure below summarizes the process of collaboration in this framework:



The Workshop activity

The workshop called attention to the many existing ways of collaborating with parents and parents' workplaces, for example. Teachers are already familiar with one-sided encounters with the society, such as children interviewing a police officer or children performing to nursing home residents. These social encounters can be made more fruitful when the element of collaboration is introduced. Perhaps the children, together with the police officer, see fit to design a safe cycle route to school. Or the children and nursing home residents may decide to make reading hour more interesting and start a book club to introduce their favorite books from different "eras". Developing such activities where both parties work together to achieve a shared goal, the teachers' professional lens also changes as they recognize more and more possibilities for collaboration and acting together with out-of-school communities. Of course the possibilities are not endless; it might be almost impossible to invite certain people to the classroom, for example, but students can also go and visit out-of school locations and communities.

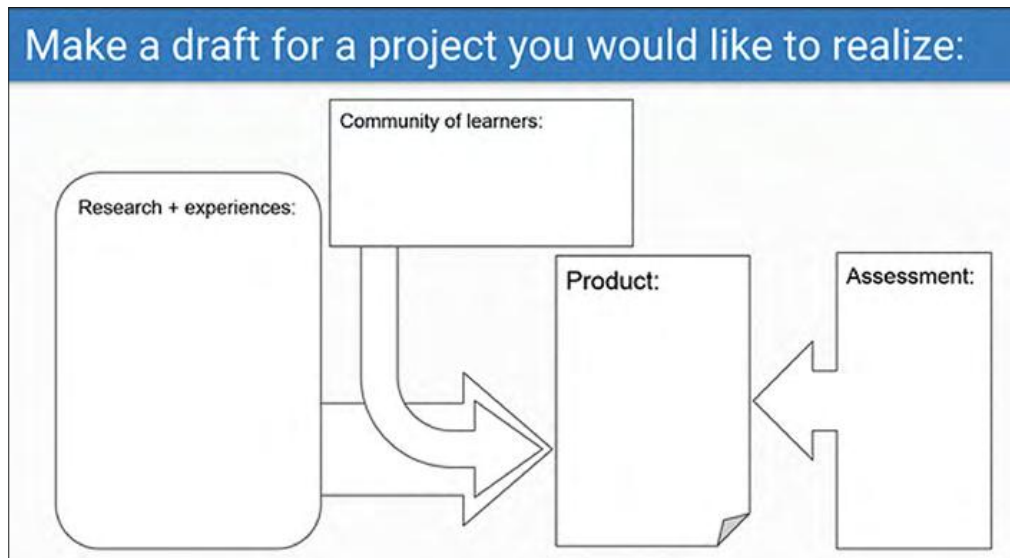
activities where both parties work together to achieve a shared goal

Keeping the above considerations in mind, workshop participants worked on project plans with the help of the following guiding questions:

- How would this look like at your community / school?
- Whom could you collaborate with?
- What possibilities are there around you?

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To enhance discussion, the participants used a scheme to put their ideas in:



This planning process can then be replicated several times whenever new initiatives are on the horizon. The guiding questions and the scheme can be useful in planning, and can of course be adjusted to local needs and preferences.

References

CPLN project description featuring related publications: <https://bit.ly/2Ley1f8>

FNCC = *Finnish National Core Curriculum for Basic Education 2014*. Helsinki: Finnish National Agency for Education, 2016.