

# Prevention, Learning environment and life quality

- Where do we start?
- What can we do «right»?

Focus on education, 9.11.22

v/ Vice principal for education



# Prevention: Creating an inclusive and positive learning environment

Learning environment: *are the relations which affect the students' possibilities to attain knowledge and that are important to the students physical and psychosocial health. Overall, a learning climate encompasses physical, digital, organisational, pedagogical and psychosocial relations.* (UH-law)

Research identifies many positive characteristics for a successful learning climate:

- Including, student centered social and academic community
- Acknowledges diversity; entails no tolerance for bullying and discrimination
- Good relations with peers and teachers (affiliation, safety, respect)
- Clear and good norms, rules and values
- Professional cultures; works systematically with the learning climate and educational quality
- Leaders in Higher Education and the teaching role (being a «coach» rather than a «referee»)
  - Structure and predictability
  - What are we demanding of the students (learning expectations, academic support, follow-up progress)
  - What feedback we give (learning evaluations, formative feedback)
- The physical climate (access to social meeting hot spots, need for space, infrastructure a.m..)

## IN OUR CLASSROOM



[venspired.com](http://venspired.com)

# Prevention:

## Good relations and emotional support

- Good relations should be built upon **safety, trust and respect**
- Relations can be worked with from 3 different parallel perspectives:
  - Emotional support (interpersonal level)
  - Organisation and supervision (structural level)
  - Learning support (academic level)

We are planning to run more courses for employees who wish to learn more about emotional support:

«**Emotional support and management of emotional pressure**»

What does emotional support entail?

How to warm up and cool down students in art courses that often make use of or tap into personal experiences to produce material/ productions?

Coming soon, spring 2023





# Prevention: quality of life

Life and the students' total situation impacts how an everyday is experienced

Total situation – how is it?

Is the problem situated within or outside KHiO?  
– we have to care either way, but the students can be offered courses to increase quality of life vi må bry oss uansett, men studentene kan få kurs/info om hvordan øke livskvalitet

Awareness of the importance of rest and self care – what is good for me and what can I do in my everyday life?

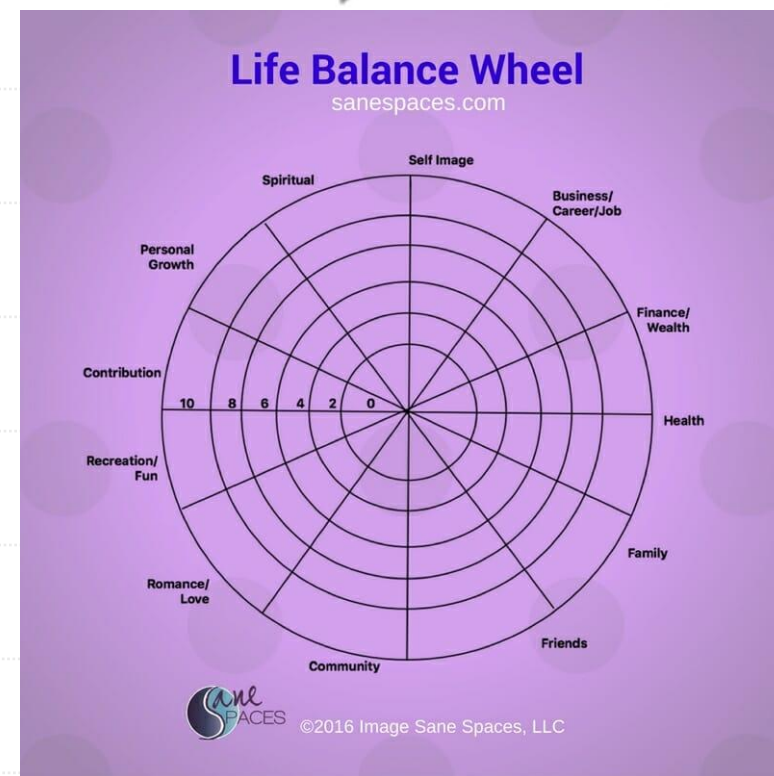
Information and encouragement to prioritize welfare possibilities

SiO helse tilbud – new event calendar

Oslo as a student town

KHiO offers – own event calendar?

Social student climate at KHiO locally and centrally – prioritize this actively.. **A good place to be is a good place to learn**





# Prevention:

## Social meeting points and activities

### Central measures:

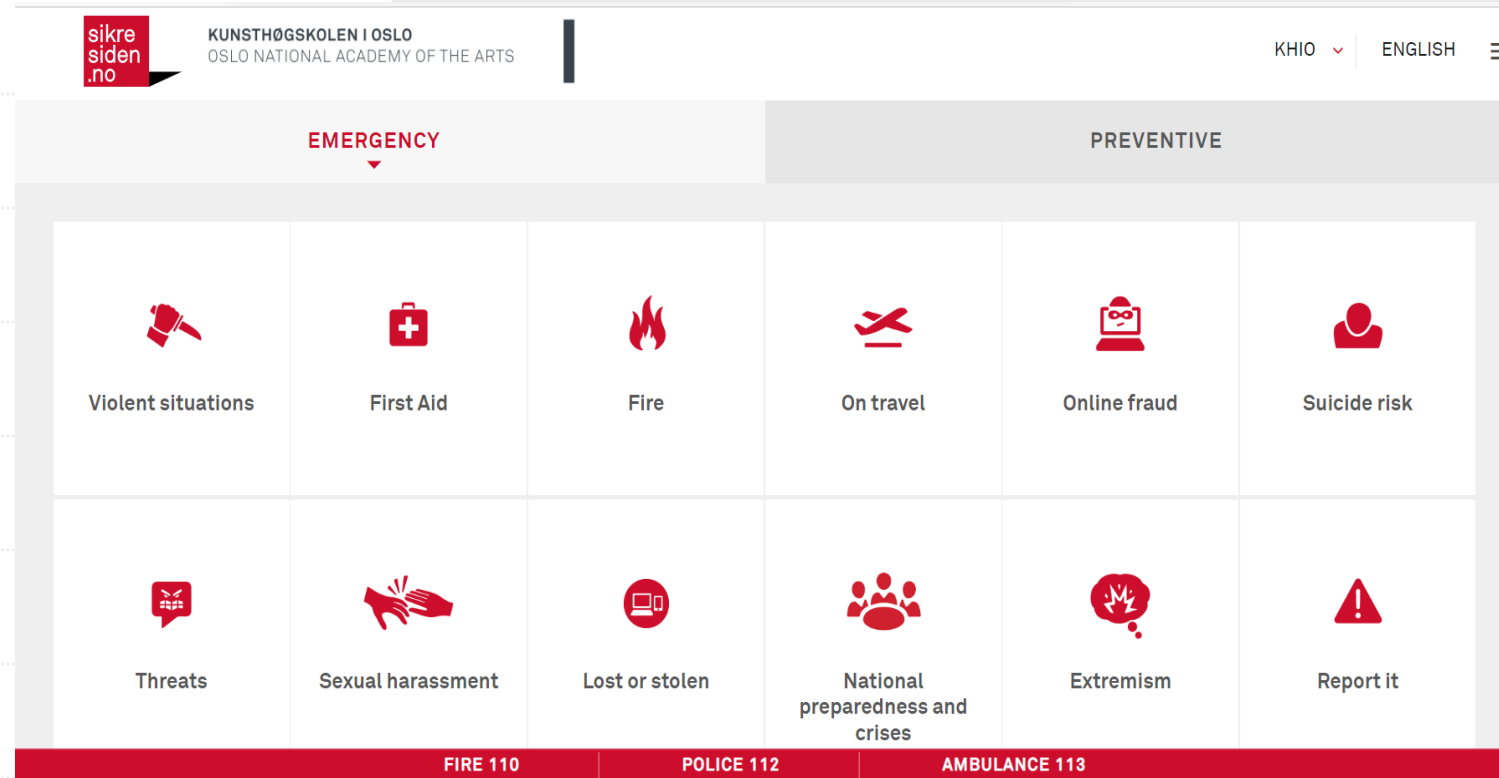
- Akers Mek is back in the students' hands, student social association is established and is going strong!
- New model for SC (student council) – had its kick off on Thursday with guests from SIO, NSO and studentombud
- Focus on encouraging and supporting student democracy, new employee in study admin (50%)
- Up to date info about arranging events and parties (intranet students)
- Follow-up on areal report and task force for social meeting points is in the work

### Local measures

- Creating including learning climates and encourage affiliation
- Shape and create relations with established, good collective learning cultures

# When the worst has happened...?

- Sikreside.no
- Duty of confidentiality [In English \(udir.no\)](#)
- Duty to avert and notify [Avvergingsplikten – plikt.no](#)
- Use internal system to notify about incidents «Si fra systemet» [Speak up about the learning environment – Oslo National Academy of the Arts \(khio.no\)](#)



# Routines for further actions

- Those will be updated now and sent to you and published on our intranetM
- Main rule: be humane, listen, support but don't attempt to solve the problem on your own
  - Contact your superior (dekan), program coordinator or student consultant
  - Together with the student in question, we can find the best possible solution to the problem presented and determine, which further actions should be undertaken (individual adaptations and support measures and/or health related support or treatment)
  - Distinguish between a) low level b) more encompassing actions or c) acute admission?
- Persistent cases / challenges: SiO helse has a broad offer for varied problems and challenges, but also offer help for low level cases, serious cases are mostly referred to health authorities
- Acute cases / need for immediate assistance (can't wait until tomorrow!)
  - Akutten DPS (day time), GP or Oslo kommunale emergency unit (after 4pm) can be consulted
  - Unsure? Call and discuss with a professional in these units
  - If situation escalates, call 113 for immediate help (both for you and the student). If you and the person are endangered, call the police (112)



# What lies ahead – need for courses or increasing your competence?

Group task:

What do you experience as most challenging in your role as teacher/supervisor at KHiO? And what would you like most to see course content on?

