

Education – 100 percent

School plan 2008 – 2011

School plan – a municipal control document

The municipal school plan serves as a supplement to the national curriculum and courses of study. Together, the control documents set minimum teaching requirements. This applies to preschool, day care, after-school activity centres, primary schools and special needs schools as well as upper secondary school, special needs departments of upper secondary schools, municipal adult education, Swedish for immigrants (SFI) and the municipal music school.

“All municipalities shall have a school plan adopted by the municipal council showing how the municipality’s school system is to be structured and developed. The school plan shall in particular set out what action the municipality intends to take to achieve the national objectives set for schools. The municipality shall continuously review and evaluate the school plan.” (chapter 2 of the Education Act)

The work of the school is reviewed each year through the school plan questionnaire, which is sent to students, parents and staff. Each year, the results are published and analysed by the administration and by each school. Together with other reported results, the school plan questionnaire serves as the basis for improvement efforts in Haninge schools.



The municipal school plan serves as the basis for a common approach. With this, we want to inspire students, principals and other school staff members to pool their powers so that all students achieve educational targets – 100 percent.

School's responsibility

The role of the school has changed. Previously, the role of the Swedish school was to guarantee the right of education to every student. Today, the school's responsibility extends even further. According to the primary school curriculum, all students have the right to achieve educational targets. In order for this to be possible, pedagogic work must start as early as preschool.

Politicians in Haninge Municipality are in agreement on the goal of education being for everyone. However, without a conscious strategy there is a risk of this goal being nothing more than empty words. Haninge schools and preschools continually strive to develop and improve quality so that this goal can be achieved.

Schools and preschools are an integral part of society. They need support from the parents and the entire community in order to be successful. In municipalities where this support is provided, schools and students are achieving good results. In order to receive such support, schools and preschools must be the ones initiating this type of cooperation.

The role of schools and preschools is to ensure that all children and students learn what they need in life. For schools, the focus is on educational targets and students' results. However, in order for learning to take place, there must be good relationships between teachers and students. Teaching is a social process where people learn from each other. Good social interplay therefore generates a better learning environment for the students and a better working environment for the staff.

The planning of activities so that everyone can achieve the educational targets is the responsibility of the school and its entire staff. Every type of school is responsible for its results. Students achieve more if they have teachers who enjoy teaching.

Knowledge – a right

Knowledge is everything that helps us handle life better – knowledge creates greater freedom and serves as the basis of conscious choice; the basis for understanding and taking responsibility for the world around us.

The knowledge that children and students need is defined in the curriculum and courses of study for each type of school. The role of the school is to provide scientific concepts and methods that make systematic learning possible for the individual.

Knowledge is gathered during interaction between the individual and his or her surroundings. The school's learning environment is built on motivation, good interplay and solid teaching methods. This puts tough demands on the teaching staff, which is the school's most important resource. It is important to have a trained, skilled staff.

In order to create a school for everyone, we must break away from traditions and patterns that are not working. Teaching must be adapted to the particular needs of the students in order for everyone to achieve the educational targets. Students who have trouble reaching the targets are often disappointed students. They are great challenges to the teachers. We are working to build supporting structures so that the individual teacher is not alone in his or her work.

The new school organisation in Haninge aims to ensure a continual, active discussion of teaching and education. Instead of being based on individual difficulties, we shall cultivate a learning environment that has room for everyone.

We shall actively work to fight bullying and abuse in schools and strive to ensure that all students feel safe and have the peace and quiet they need to work. Each student shall be respected as an individual.

If a student needs special learning support, this will always be tailored to the individual.

Students in Haninge shall have the same foundation for realising their dreams as other students in Sweden. With a school of high quality, factors such as gender or family background no longer play a deciding role in how well students achieve their educational targets.

Knowledge for everyone

Every human is born with the ability to experience the world and learn more about it. In other words, we all have the capacity to learn. The school plan is therefore based on the fact that all individuals are equal and that everyone has a willingness and desire to learn and develop. In doing so, everyone can take the next step in the learning process.

In order for children and students to be able to develop their skills and knowledge, there must be a motivated and well-trained staff that can create

relationships built on trust. Using its core values as a foundation, the school works with channels of formal student input to help generate understanding of democratic processes. Student input at the relevant level ensures that each individual student gets what he or she needs and requires.

School staff must combine high expectations with an approach that is suited to the needs and skill levels of the children and students.

We place stringent requirements on the teaching staff's ambition and desire to develop. At the same time, we set clear requirements for teaching results and knowledge levels. In Haninge, our goal is that all children should be able to read after year one and have basic maths skills by year three. The diversity of the endeavours must be broadened if the student does not achieve these goals.

Our goal is for everyone leaving primary school or upper secondary school in Haninge to have achieved the educational targets.

Knowledge checks – a requirement for the educational guarantee

When we say that all students shall reach their targets, these are not just empty words. In order to guarantee this, we must also make sure that everyone does so. Knowledge checks are therefore a requirement for the educational guarantee.

By checking that students are developing in their learning from preschool and onward, we can provide better support to children and students who need it. At the same time, it is a way to ensure that the learning environment in the school and preschool is adequate.

When everyone can read, write and count, we know that the teaching staff has given the students the foundation they need to be able to learn higher-level skills.

Right from the start and through the school years

Education shall be strengthened so that the skill development of each child is stimulated right from the first day of preschool. Preschool is designed to provide educational development for children and not entirely to meet parents'

need for childcare. The curricular role of the preschool is to stimulate language development – both written and spoken – and mathematical thought processes.

Early stimulation is necessary in order for all students to be able to reach the set educational targets. The different organisations are linked by a common basic view and a teaching approach in which the different types of schools clearly build upon one another.

While the school is responsible for the direction school work takes, parents shall always be encouraged to become involved and support their children's studies. There is a lot to be gained by giving them the opportunity to follow the progress of their child.

Improved parent-teacher conferences and IT solutions are two keys to enabling schools and parents to communicate better in the future.

Strategy for school development in Haninge Municipality

Seven points are prioritised in the changeover up to 2011:

- **A new approach**
 - The school's educational targets and learning in focus
 - All students' ability to learn
 - Teachers' decisive significance to student results
 - School's responsibility for the school's results
- **Improved management by objectives**
 - Existing control documents are made clearer and more concrete
 - The content of control documents is communicated to everyone working in the school
 - The organisation is continually evaluated and reviewed
- **Uniform structures**
 - Common structures for parent-teacher conferences, action programmes and individual development plans in all Haninge schools
- **Review of skill development**
 - Municipal-wide knowledge checks from preschool and onward
 - Publication of results

- **Adaptation of approach**

- Subject and organisation-based skill development
- Diversity of teaching methods
- Teaching based on research and new theories regarding learning styles and conditions

- **Strengthened educational leadership**

- Focus on education and teaching discussion and planning
- More opportunities for the principal to be an educational leader
- Living, local forum for teaching and continued education

- **Input from the children and students**

- Continual review and evaluation of and feedback on the students' work and the children's learning and development.
- More opportunities for students to be able to influence the school environment.
- Improved student motivation by taking student viewpoints of the school and learning process into consideration