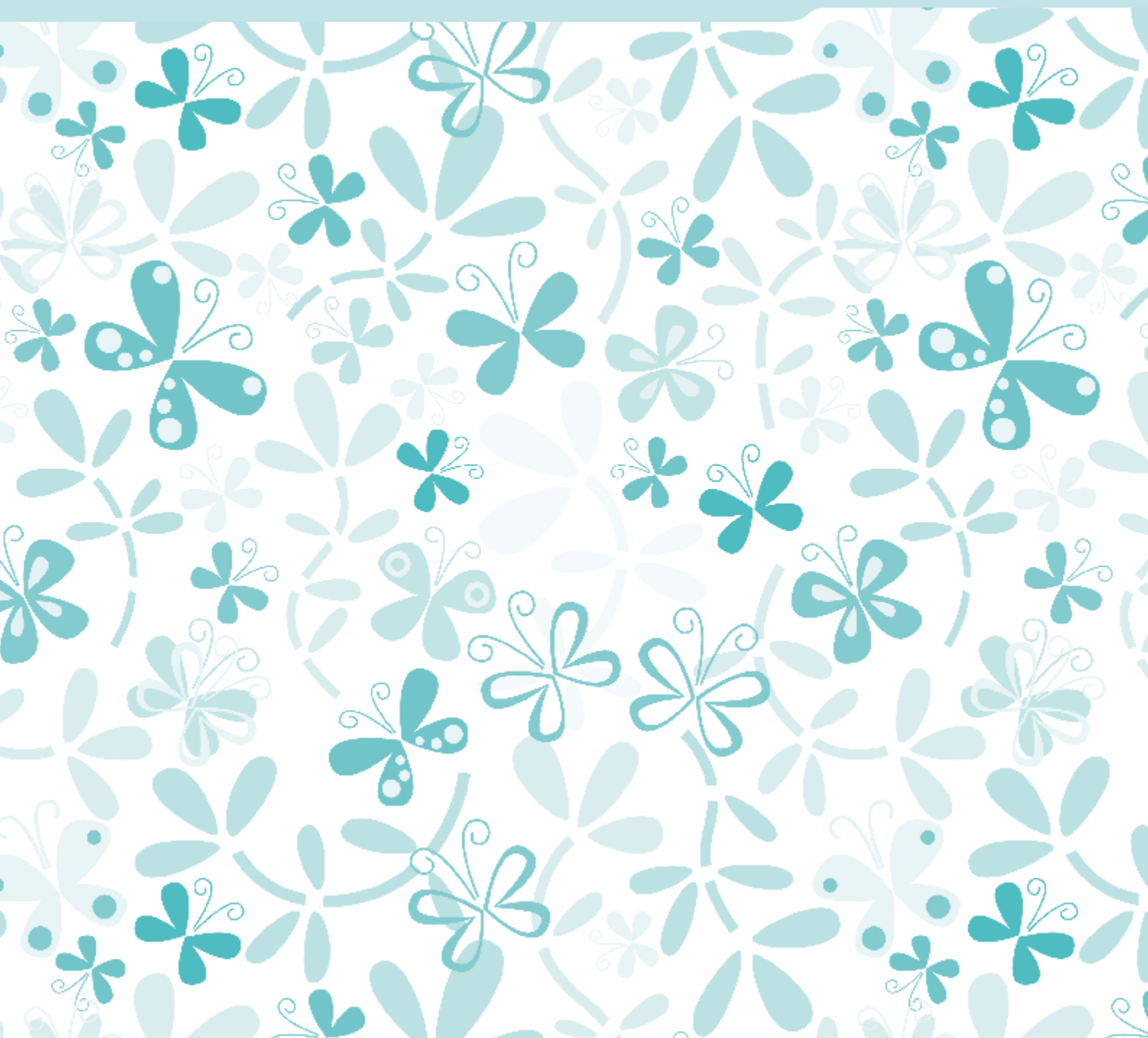



Education plan 2011



“The education plan is one of the municipality’s most important steering documents for guiding the **development of operations** towards both national goals and municipal priorities. It is addressed to students, parents, employees and elected representatives so that they will be able to better understand and monitor the operation’s quality and results.”

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There is a **strong capacity and desire to develop** in Södertälje's preschools and schools. We strive to have employees and managers with a high level of expertise, which is an important prerequisite in order for our children and students to receive the care and education to which they are entitled. We want to offer great diversity and variation in our operations.

Our preschools and schools should be places for **curiosity, a desire to learn and the joy of discovery**. Places where everyone gets on well, feels safe and can explore life and the world. Everyone is needed, and our differences contribute to enrichment and quality in education.

Attending school or preschool in Södertälje should be **an enjoyable learning experience**. The Municipal Executive Board has recently agreed a development programme that, over the coming years, will provide guidance in working towards greater goal fulfilment. The education plan sets out how we intend to improve our operations in Södertälje's preschools and schools in 2011.

We hope you enjoy reading it!

Annabella Kraft, Director of Education



EDUCATION PLAN 2011

Here, you can read more about our management, the education plan and how it is intended to work.

The education plan is one of the municipality's most important steering documents for guiding the development of operations towards both national and municipal goals. It is addressed to students, parents, employees and elected representatives so that they will be able to better understand and monitor the operation's quality and results.

Södertälje's education plan applies to all educational activities in the municipality and thereby encompasses several political committees. Below is a description of the common thread that runs from international and national governance through the municipal education plan to the schools' own planning.

In this document, the term 'school' is used to describe all types of school, and 'teacher' for all pedagogical staff working in educational activities.

Internationally and nationally

Educational activities must take into account a number of laws, ordinances, regulations and different policies and programmes. Among the international documents, the UN Convention on the Rights of the Child and Agenda 21 are perhaps the most important. The strategies in the Agenda 21 programme in Södertälje mean that more children and young people will be involved in environmental issues. The UN Standard Rules from 1993 and the Convention on the Rights of the Child from 1989 are agreements that form the basis of our national policy on disability and our plans for disabled people in the Municipality of Södertälje.

Key central national documents include the Education Act, ordinances, curricula and syllabuses. The education system comprises three curricula, one for preschools (Lpfö 98, revised 2010), one for compulsory schools, compulsory education for students with learning disabilities, preschool classes and recreation centres (Lgr 11), and one for the independent schools (Lpf 94).

The Municipality

Reviewing and improving operations is an important part of municipal responsibility. Södertälje applies a goal-driven approach to management with an associated overall budget. A crucial part of this management is accomplished through the document 'Goals & Budget', which outlines the financial framework and prioritised goals for the operations. The municipality's Planning

Wheel model, on which the education plan is based, is a common tool for planning, managing and monitoring municipal activities. The municipality is also in the midst of implementing the Greenhouse/Lean, which is a philosophy for values-based management and continuous improvement.

A non-discrimination plan, a plan for systematic work environment management and several other approved policy documents are in place in the municipality, which guide and influence educational activities.

Educational activities

The Municipal Council requires every committee to have goals and guidelines for the various activities and operations. Based on the municipality's overall vision and goals, the goals should be broken down and change measures should be described in order to achieve the set goals.

The purpose of the education plan is to create a cohesive document that clarifies the municipality's priorities for achieving the national goals. The plan outlines what the municipality feels is important, how much money is allocated to the operation and how it is evaluated. This facilitates the operation's work on goals and results, resource usage and quality measurement. The operation is evaluated every year in a quality report.

The Office of Education is responsible for ensuring that activities are conducted so that the national and municipal goals are achieved. Among other aspects, the office is responsible for governance, management and follow-up of the units. The focus of the work is on quality, finances, leadership and an overall development responsibility based on a holistic perspective of learning.

The Units

Educational activities are organised into results centres, normally a school. A school, or a number of preschools, is the basis of the organisation and the first level at which responsibility is required in the management process. With the education plan and the national goals as a starting point, each unit drafts a work plan each year that shows how it intends to work to achieve the goals. In terms of structure, the education plan and the work plans follow the municipality's Planning Wheel.

In their work plan, the units present how they intend to work towards the goals with regard to quality, perform-



ance, finances and staffing, as well as how they intend to monitor, evaluate and improve their results. The schools break down the committee's goals to their own level and describe change measures that are monitored through various measurements and key performance indicators. A school's operations and finances are then followed up by the committee, which in turn reports to the Municipal Executive Board and the Municipal Council.

The evaluation of the work plan provides a basis for the unit's annual quality report. The units' work plan may also include local goals that have arisen in the dialogue between children, students, parents and staff. The headteacher is in charge of this work at the unit. Local work in the schools also includes drawing up a local educational plan based on the content of the syllabuses.

Children and students

The most important type of cooperation and coordination takes place in the individual planning with each child or student. Together with parents, plans are made as to how the child or student should develop and achieve the goals. The follow-up is also done together with parents. Some of the rights that children, students and parents have are described under the heading 'Rights and expectations'.

Read more about how schools are managed at www.skolverket.se and www.sodertalje.se.

RESULTS, ANALYSIS AND PRESENT SITUATION

By analysing results and the present situation, we can also make wiser decisions about the future.

This section briefly presents the basis of our work, the results we achieved in previous years and what lessons we are taking with us into the future. The idea is to provide an overall illustration of results, analyses and the present situation for the municipality's educational activities. The follow-up is based on information gathered through various types of underlying documentation such as study results, questionnaires and surveys. A more comprehensive and detailed description is available in the Municipality of Södertälje's quality report for 2010.

Read more about how we evaluate the activities under the heading 'Follow-up'.

Survey results (table 1–5)

Feelings of safety and contentment are generally high within the Municipality of Södertälje's educational activities and have been for many years. Preschool continues at the extremely high levels that have been shown in recent years, although there has been a marginal drop since 2008. Compulsory school students have slightly lower senses of safety and contentment, while the picture is reversed for their parents, whose feelings of safety and contentment are up slightly. Perceptions of safety and contentment among upper secondary students have risen constantly in recent years, with a relatively strong improvement in the 2010 survey.

It is encouraging to see that feelings of safety and contentment are high in all educational activities, since this creates a sound platform for learning. A deep sense of insecurity can have a negative impact on the ability of children and students to learn.

Just as with safety and contentment, there is a perception of good health in the municipality's educational activities, with preschool remaining at a constantly high level. Students at compulsory school perceive health to be lower in 2010, but parents perceive a greater level of health among their children than the children themselves do. Within upper secondary school, levels of health have risen since 2007, with almost 9 out of 10 students now feeling that they are healthy. However, it is still the activity with the lowest perceived health in the municipality.

When it comes to the study environment, the levels are not nearly as high as for other questions in the survey. However, as with other questions, preschool shows the

highest levels. Within compulsory school, the study environment is worsening for students, while their parents feel that it has improved. Generally speaking, the study environment is seen as being worst at upper secondary school, and has done so for many years. Just under 6 out of 10 students feel that they have a good study environment in the classroom. Like the sense of safety, a good study environment is crucial for learning. It is desirable for the study environment to improve in all activities, if goal fulfilment is to increase in terms of grades and qualifications.

Across practically all the groups, the perceived possibility of having influence dropped in 2010, from what were already low levels. Perceived influence is marked low in comparison with the other questions. Those who feel the least possibility of having influence are parents of compulsory school students. The greatest possibility of having influence is felt among parents of preschool children. Work is continuing with parent councils, local boards and youth councils to improve perceptions of influence. Another measure that it is believed will improve goal fulfilment is a dialogue relating to what influence people actually have over the activity. This will allow a clearer definition of influence that is a better fit with users' expectations.

Student achievement (table 6–10)

Over the past two years, the total average merit rating has shown a negative trend, which means that our students have achieved lower grades than in the previous years. Several schools present results that are similar from year to year, which indicates that the education is implemented in a similar manner with all students. However, there are schools that have exhibited a trend of worse results in recent years, which is a grave development.

The proportion of students qualifying for upper secondary school is low and slowly dropping. The slightly negative trend has continued in recent years and the proportion of students not qualifying for upper secondary school is far too high. Upper secondary school qualification must be considered to be at least as important to the students' possibility of obtaining a desired education as the average merit rating. The low proportion of students qualifying for upper secondary school is therefore a clear problem.

The results of the national exams vary across the years for all Years that take the exams. Generally speaking, the

results are better in Years 3 and 5 compared with Year 9. All the results lie between 80 and 90 percent in mathematics, except for Year 9.

Like students' marks, the results on the national exams in mathematics are significantly lower than those in English and Swedish. The same relationship prevails in all Swedish schools, but this does not diminish the need to undertake measures locally to help the students at least achieve passing marks. The results in mathematics are a strong contributing reason why the proportion of students qualifying for upper secondary school is low.

Schools must strive for all students to have the language and mathematics knowledge that at least corresponds to a passing mark of satisfactory (godkänt). In order to identify any need for support measures at an early stage, a concrete and clear reading, writing and arithmetic guarantee has been introduced in the early years of school. A teacher development centre has also been set up, the task of which includes implementing skills development initiatives, for example in Swedish as a second language. Several study workshops have been introduced in our compulsory schools to reinforce subject teaching for students with a mother tongue other than Swedish.

In order to further improve goal fulfilment, 2011 will see the introduction of a development programme – Nu lyfter vi Södertäljes skolor (Improving Södertälje's schools). This programme contains a number of initiatives aimed at improving goal fulfilment within a period of three years. Most of the measures are outlined under the heading 'Change measures'.

	2007	2008	2009	2010
1. Proportion (%) who feel a sense of safety				
Preschool parents	95	96	95	94
Compulsory school parents	88	89	89	92
Compulsory school students	94	94	92	92
Upper secondary students	90	91	91	95
2. Proportion (%) who are content with their school				
Preschool parents	94	97	95	94
Compulsory school parents	87	89	90	94
Compulsory school students	94	96	93	91
Upper secondary students	82	83	84	87
3. Proportion (%) who feel that their children/they are healthy				
Preschool parents	93	95	94	94
Compulsory school parents	90	91	96	95
Compulsory school students	91	93	95	91
Upper secondary students	86	86	89	89
4. Proportion (%) who feel there is a good study environment				
Preschool parents	75	76	79	80
Compulsory school parents	66	67	67	72
Compulsory school students	70	73	72	66
Upper secondary students	60	59	58	58
5. Proportion (%) who feel there is a possibility of having influence				
Preschool parents	67	68	72	72
Compulsory school parents	53	58	60	58
Compulsory school students	72	70	72	70
Upper secondary students	66	62	66	64
6. Average merit rating after Year 9				
	201.0	205.6	201.5	199.6
7. Proportion (%) of Year 9 students qualifying for upper secondary school				
	81.9	81.5	80.1	78.7
8. Proportion (%) of students who achieve the goals, national exam in Swedish				
Year 3			80.0	86.8
Year 5	81.8	86.3	84.8	84.9
Year 9	84.6	88.5	82.4	80.8
9. Proportion (%) of students who achieve the goals, national exam in mathematics				
Year 3			83.6	87.3
Year 5	82.7	82.7	84.1	84.8
Year 9	69.9	64.6	69.6	66.0
10. Proportion (%) of students who achieve the goals, national exam in English				
Year 5	86.0	88.9	85.1	84.6
Year 9	83.4	87.6	82.8	84.1

National exams were held in Year 3 for the first time in 2009. The exams are held in the subjects Swedish and mathematics.

FUNDAMENTAL VALUES

Our core values – how we view our children and students, and their education and upbringing.

Within school, it is important that we have a shared set of fundamental values that form the basis of how we want to be perceived, how we relate to others and how we act in our daily activities. These values help us focus on what is important. Our fundamental values should permeate everything we do.

All curricula begin with the fundamental values adopted by the Swedish parliament. Similarly, the municipality has established a common set of fundamental values in five points. This is our interpretation of what these missions mean to the educational activities in Södertälje.

The citizen first

This means that we base our work on the premise that all children and students have something to contribute. Everyone has his or her own unique talents, abilities and characteristics. Everyone has the potential to change and develop. Everyone wants to learn.

In Södertälje's schools, we should always be focused on the children and students, both in our work and when we make decisions. The fact that we have fantastic children and students places considerable demands on our schools and those who work there. We want our employees to have a high level of expertise and engage with each child and student with absolute confidence. We always work based on each person's wishes and circumstances, and adapt our treatment of and involvement with them to their needs.

Respect for the individual

This means that our schools must convey and establish a basis for the fundamental values on which our social life rests: The sanctity of human life, the freedom and integrity of the individual, the equal value of all people, equality between men and women, and solidarity with the weak and vulnerable. We respect everyone regardless of age, gender, ethnicity, religion, disability and sexual orientation.

We want our children and students to develop social skills such as care, consideration, generosity, tolerance, responsibility, understanding and a capacity for empathy. Community, health, safety and an enjoyment of learning are all components needed to achieve the school's goals. By strengthening the confidence of children and students in their own ability, we want to establish empathy and respect for other people.

More than expected

This means that we proceed from the belief that everyone can surpass themselves. We will always challenge children and students, give them resistance and stretch the limits of what is possible. We will set high, meaningful targets and prepare children and students to build the society of tomorrow. Every child and student has an absolute right to gain new knowledge and skills to be able to achieve the goals.

We will use our shared resources in an effective manner, while also providing quality education, good care and good service. This demands that we utilise all the knowledge and experience available among the school staff, as well as parents, children and students.

Always work based on the civic mandate

This means that we will constantly work to achieve the national school goals. With the help of good knowledge, we support young people in their endeavour to achieve a good life. New knowledge is built up through engaging with people, experiences, contexts, the community and the environment.

School and daily life are absolutely crucial to what kind of society our children and students will create. When schools convey genuine knowledge, a desire, enjoyment and curiosity about the new, and a belief in the future, children and students are given good tools to handle the challenges of life. Schools in Södertälje must be everyone's business.

Differences are a strength

This means that the school is an important meeting place for diversity. We have children, students and staff with different backgrounds and experiences. We do not just satisfy ourselves with developing a respect for the different – we recognise the necessity of openness and the key to success in diversity. For example, multilingualism offers a richness of thought and an opportunity to feel at home, both culturally and socially.

We should affirm novel thinking and creativity, and encourage children and students to learn and question. We will always try to leverage the advantages of diversity to create a better and more dynamic operation.

CODE OF CONDUCT

For a safe learning environment.

With the exception of preschools, every school is to have its own code of conduct in place. This is to be drawn up with input from the students and followed up at each school. The headteacher will decide on the code of conduct, preferably in consultation with the local board. The code must be made clear to students, parents and staff, and must be distributed to all concerned once a year in written form.

The Swedish National Agency for Education's publication *Ordningsregler för en trygg och lärande miljö* (Code of conduct for a safe learning environment) are to act as a guide as the schools work on their rules. This Swedish document can be downloaded or ordered from www.skolverket.se. The rules should also be clearly linked to the school's non-discrimination plan/plan to combat victimisation, in order to avoid all measures being simply aimed at changing the behaviour of students. Naturally, the school must also focus on the conduct of staff and the way they treat the children and students, on the environment, on the teaching and on preventing discrimination and victimisation.

In the Municipality of Södertälje's schools, the code of conduct is to be based on the headings: trouble and disturbances in the classroom, fights and confrontations, cheating, truancy and late arrival, discrimination and victimisation, plus other areas that may be specific to the individual schools. The code of conduct must clearly set out the consequences of certain behaviour. Any action must take account of the seriousness of the situation and be escalated if the behaviour is repeated.

The Swedish National Agency for Education's steps for action are to be followed in the case of misconduct – all action taken must be documented:

1. Talk with teacher and parents, possibly also with the headteacher.
2. Dismissal from the classroom, detention, for example if the student disturbs the lesson or behaves inappropriately.
3. Investigation, supportive measures, if a student repeatedly behaves inappropriately or does something more serious so that others feel threatened.
4. The headteacher may decide to give the student a warning following the investigation; the warning must contain information on what will happen if the student does not change his/her behaviour, for example placement in a different class.

5. Temporary placement in a different class at the school, if other measures have not had the desired effect or if it is necessary for the other students to feel safe and have a good study environment. However, a temporary emergency placement can be made without an investigation.
6. Temporary placement at another school, if the temporary placement in a different class proved ineffective.
7. Exclusion, for example in the case of serious threats or violence.

Irrespective of the rules set out in the school's code of conduct, in extremely serious cases the school is able to exclude a pupil for a short or prolonged period. This may apply where a student poses a real threat to the safety of other students and staff. The exclusion must be for a specific time, not just until further notice.

A student at compulsory school is not allowed to be excluded for a period of more than one week, or to be excluded more than twice in any calendar half-year. Before the headteacher decides on exclusion, the student and the student's parents are to be given an opportunity to have their say. At upper secondary school students can be excluded under other conditions and for longer periods than in compulsory school.



RIGHTS AND EXPECTATIONS

We have prepared an overview of some of your rights – as well as a description of our expectations.

These are some of the schools' undertakings formulated as a number of rights. We have also described the expectations placed on children, students and parents.

As a parent in Södertälje, you have the right to...

- visit and participate in activities at the school.
- receive information about how the school works based on the curriculum.
- at least two annual development appraisals where you receive clear information about how your child is doing in relation to the knowledge goals, based on documentation. *(In preschool, this corresponds to clear assessments concerning the child's areas of development and how they should be supported.)*
- a reading-writing-arithmetic guarantee in the early years of compulsory school, which ensures that your child will receive extra help early on to be able to acquire fundamental knowledge.
- be involved in the formulation of the content of your child's individual development plan.

As a child and student in Södertälje, you have a right to...

- achieve the goals based on your own circumstances.
- at least two annual development appraisals where you are given clear assessments of how you are doing relative to the knowledge goals, based on documentation concerning your knowledge and social development. *(In preschool, this corresponds to your teachers regularly talking with you and your peers about documentation of your learning and development.)*
- personal discussions with the teacher or supervisor concerning goal fulfilment. *(In preschool, this corresponds to your teachers talking with you and your peers about your knowledge and interests.)*
- a written, individual development plan with written assessments concerning your learning; the plan should be prepared together with your teachers and parents.
- receive help and support when you need it.
- a reading-writing-arithmetic guarantee in the early years of elementary school.
- an action programme if you are in need of special support for your continued development or to achieve

Please note that some of the points are not entirely applicable to preschool activities. In such cases, this has been explained separately.

- receive information about unauthorised absence and serious incidents that same day.
- demand that the school strive for cohesive school days and minimise the number of gaps between lessons.
- know what joint agreements concerning contentment and order apply at school.
- participate in meetings with other parents at the school.
- clear information about the child being able to receive study guidance and mother-tongue training if you have a mother tongue other than Swedish.
- contribute through elections as a representative on the school's local board.
- express opinions concerning your child's education through questionnaires and development appraisals, and to be informed about the ways in which your opinions are taken into account.

- the goals of the school's activities; you prepare the programme together with your parents and teachers.
- more in-depth studies if you want more challenges in your learning.
- qualified student and occupational counselling for the selection of courses, continued education and professional activities.
- an environment characterised by safety, a good study environment and work enjoyment.
- good information about what joint agreements concerning contentment and order apply at school.
- rapid intervention when agreements concerning contentment and order are not followed.
- study guidance and subject teaching in your mother tongue if you need it.
- be able to express opinions about your education and receive a response.
- influence your education, school and the municipality through class councils, student councils, local boards, the student protection representative and the youth council.

In return, we expect that you as a parent...

- take advantage of the opportunity to visit and participate in activities at the school.
- respect the joint agreements concerning contentment and order that apply at school.
- work for an open and positive attitude at school.
- actively support your child's learning and development.
- support the school's work on fundamental values.
- study information from the school.
- maintain continuous contact with the school.
- participate in the meetings the school invites you to.
- work for good cooperation between the home and the school.
- encourage your child to adopt good life, eating and exercise habits.

In return, we expect that you as a student...

- actively participate in your education and do your best to assimilate knowledge.
- ask the staff and your parents for help if you need it.
- support the school's fundamental values and respect established rules.
- actively work against all kinds of violence, victimisation and vandalism.
- work for an open and positive attitude at school.

VISION

This is our view of the future, what we dream of being in 5–10 years.

Södertälje is the international capital of Sweden. We emphasise and appreciate diversity and use it to our advantage instead of trying to cover up and even out differences. Here, children and young people are curious about what is different and foreign. Together, we foster a shared sense of pride and a feeling of continuity.

In our schools, both children and adults meet to understand, think and educate themselves. Children and students receive strong factual knowledge and use a high degree of their insights to analyse, draw conclusions and critically reason. In Södertälje, they enjoy good conditions for growth and good opportunities to develop. Here, everyone is in good health, participates in social communities and has considerable opportunities to exercise influence over the work in schools.

In our schools, children, students and teachers are enthusiastic about meeting to learn. Education is important, inspiring and strives to obtain the knowledge we do not yet possess. We have plenty of space for all styles of learning, more opportunities to learn with thought, feeling and desire. We see the whole picture and its contexts more than details. We emphasise enjoyment in the search for knowledge. We evoke action, encourage experimentation, stimulate creativity and provide sensory experiences.

GUIDING PRINCIPLE

This section describes who we are here for and what their fundamental needs look like.

Educational activities in Södertälje exist for the children and students, and are a part of life-long learning. They will take advantage of all possibilities to support development and learning. Basing activities on the children's and students' needs creates greater confidence in their own abilities and a desire to develop.

Our main task comprises the missions concerning knowledge and fundamental values. All children can learn. Only their circumstances are different. Consequently, the school is of crucial significance to whether the students achieve the goals or not. Educational activities must be able to hold their own in an international perspective. Confidence in our operations is based on expertise, readiness for change, systematic improvements and all schools constituting equal alternatives to one another.

OUR VISION FOR TEACHING

In Södertälje, we have prepared a guide for our work on developing teaching.

With the aim of better achieving the national goals, we have shifted focus from setting up local goals to instead focusing on certain directions and methods.

These comprise points of a visionary nature to continuously review and improve our activities. This future ambition provides a more concrete description of the situation we want, a kind of practical link between the present situation and our overall vision. Every unit must regularly apply the vision for teaching in discussions regarding its local development work.

Learning

The school has high, meaningful expectations of all children and students. The meeting between teachers, children and students is prioritised, meaning the time devoted to the actual main process in learning. There are plenty of possibilities and extra time to finish school work in school. The headteacher is primarily a pedagogical leader, rather than an administrative manager. There are several adults around every child, even during pauses and breaks. There are clear methods for encouraging children and students to learn to learn.

Holistic view

The teaching activities are characterised by a project-driven working method, where a holistic view and meaningfulness are important. Children and students have good opportunities for concentration and deepening their knowledge. Various group structures, subject-wide approaches and active working methods are used. The school day is integrated. Longer, cohesive work sessions are encouraged. Activities may benefit from taking place at locations outside the school area and together with other actors.

Flexibility

School is adapted to children and students, not vice versa. The group's significance for learning is important, but individual planning must also be taken into account. Activities are organised based on children and students having different circumstances and interests. Alternative teaching methods and space for different learning styles are encouraged. The school views learning independent of time, space or place.

Inclusion

The school plans early on for children and students in need of special support – the best measure of values is

if the school can handle these children's and students' learning. The school tries to keep children and students in their group at school to the furthest possible extent. The school seeks to stimulate all students based on individual circumstances and therefore offers challenges for those who need them, as well as support and good opportunities for extra tuition and study help.

Creativity

The school encourages children's and students' play, curiosity and interests and bases all learning on this. All forms of expression – aesthetic, laboratory, creative, digital and many more – are included in the activities and subjects of the school. The school creates greater space for services that provide aesthetic and cultural perspectives on the teaching. The school collaborates with Tom Tit, the Association of Nature Schools in Sweden, Natural Sciences and Technology for All (NTA) and Noticum to develop its laboratory and exploratory methods.

Internationalism

The school has many international educational contacts and a concrete involvement in social projects and work with a focus on the future. We place considerable importance on the significance of linguistic development for knowledge development. There are concrete methods to strengthen multilingualism in everyone. The world is present in our schools in many ways. We work to make the international aspects that already exist in Södertälje visible and to learn about them, and to increase understanding between different groups in the municipality.

Reflection

Children, students and parents receive individual, detailed and written feedback on knowledge development. The assessment includes how children and students learn, what they know and how they use their knowledge. The school observes, plans and evaluates both shared and individual learning. Planning time is set aside for teaching-related documentation. There are methods for collegial evaluation where employees regularly visit each other's activities.

Continued training

Important skills development takes place in the school. The school has an internal network for learning, experiential exchange and reflection over the work of teaching. The school provides considerable space for services that



improve teaching. Staff continuously participate in activities at the municipality's centre for teacher development, Pedagogiskt Centrum. Development work in school is tied to research and has a scientific basis.

Health

Children's and students' diet, health, safety and environment are clearly linked together with the task of imparting knowledge and sustainable social development. Clubs and societies offer children and students good opportunities to try activities at school. Children and students have physical activity in school every day. The environment is attractive and designed to foster creativity and a desire to learn. There is a variety of inspiring

and varied material and learning aids. Children, students and staff are visible to each other.

Democracy

The school has forums for formal participation, including a local board and student council with extensive delegation. There are known procedures for informal participation; how children, students, parents and staff can affect and have an influence on daily life without being represented by others. Student councils and school leaders have proper training in student democracy. The school works actively with rhetoric and sharing the chance to speak.



GOALS

The prioritised goals of our activities are simple and clear.

The education system in Sweden is controlled by three curricula. They clearly present the national goals that the educational activities or students are to achieve. The documents can be read on the website of the Swedish National Agency for Education.

The Municipality of Södertälje has also decided that there shall be measurable goals from the four perspectives of performance, quality, personnel and finances. Only prioritised goals are to be included in the plan. They must be measurable, realistic, communicable and, when necessary, time-limited.

Read more about how we follow up on the goals under the heading 'Follow-up'.

The Municipal Council has set up the following goals for educational activities in Södertälje:

- Goal fulfilment will increase in all types of school (performance).
- The results of the user surveys will improve for all groups and in all areas (quality).
- All schools will balance their budget (finances).
- Sick leave will decrease and the proportion of employees who feel that the municipality offers attractive workplaces will increase (personnel).

CHANGE MEASURES

These initiatives will be carried out during the year to better achieve the goals.

To more clearly describe how the political committees and Office of Education intend to work during the year to achieve the goals, some of the most important change measures are described in specific terms here. Most are based on the development programme ‘Improving Södertälje’s Schools’. The aim is for the schools in the Municipality of Södertälje to be ranked among the 29 best in Sweden. The proposals

and effects of the development programme will be thoroughly evaluated in 2014. In most cases, the central Office of Education is responsible for the implementation of these points, although they in some cases lead to measures that affect the schools. In the local work plans, each school writes what change measures they intend to carry out to better achieve the goals.

-
- Newly arrived students from abroad are to be entered into an ordinary class as soon as they start school. Those students who are taught in a preparatory class are to have a flexible and individual transition to their ordinary class.
 - All students in preparatory class are to be taught in all subjects and follow the timetable for the appropriate Year.
 - As far as possible, students must be allowed to show their knowledge and abilities in their mother tongue. They should be enabled to take exams in their mother tongue.
 - All types of school are to be given greater skills development in the subject of Swedish as a second language.
 - A joint system is to be created for documentation, administration and communication – not least with a view to simplifying administrative work.
 - Greater interest in the national teacher training initiative ‘Läraryftet’ is to be achieved through a central pot of money.
 - The qualifications of all current employees are to be surveyed, in order to get the right people in the right positions, to quickly find required expertise internally and to more easily identify people with specialist skills.
 - The viability of starting up contract courses for the categories of teacher in short supply in the municipality is to be investigated.
 - Each preschool must have at least 50 percent preschool teachers on its staff in order to increase quality and attractiveness when recruiting. The long-term goal is 75 percent.
 - All students in municipal compulsory school and upper secondary school, including preschool classes, are to be offered a further 200 hours of time per school year with their teachers.
 - Students in all years of compulsory school who do not achieve the goals are to be given extra schooling in the form of help with homework or holiday, afternoon and evening schools.
 - As far as possible, students in municipal compulsory school and upper secondary school are to be guaranteed an integrated school day, where compulsory activities occur continuously until the very end of the school day.
 - The schools must take a strong stand against truancy. There is a need for a major change of attitude towards attendance. The periods of tutoring currently in place at certain upper secondary schools are to be made compulsory.
 - The schools must be clearer in informing parents about unauthorised absence. The municipality’s procedures regarding unauthorised absence are to be reviewed and tightened.
 - The Office of Education will investigate how schools can introduce a more individual focus for teaching while at the same time reducing truancy.
 - The municipal code of conduct in this document is to be implemented. It is an ambition that all municipal compulsory schools will eventually become part of the Olweus Bullying Prevention Programme.
 - The Office of Education has been tasked with maintaining a long-term focus on work relating to schools’ approaches and attitudes to the ability of students to achieve good results.
 - The work of presenting proposals on how Södertälje’s schools can be given a more international character will continue.
 - Local investment of approximately SEK 346 million will be made during the year.
 - The nutrition policy will be implemented in all mealtime operations, in part through targeted skills development measures.
 - The municipality’s upper secondary organisation will be changed to take account of the upper secondary reform.
 - The Schools Inspectorate will inspect municipal and independent educational activities in 2011. The municipality’s inspection and supervisory work will focus on independent preschools over the year.
 - Hölö/Mörkö Municipal District Board has asked the Office of Education to clarify the offering of places at Hölöskolan to all students in the Municipality of Södertälje, including new arrivals from abroad.

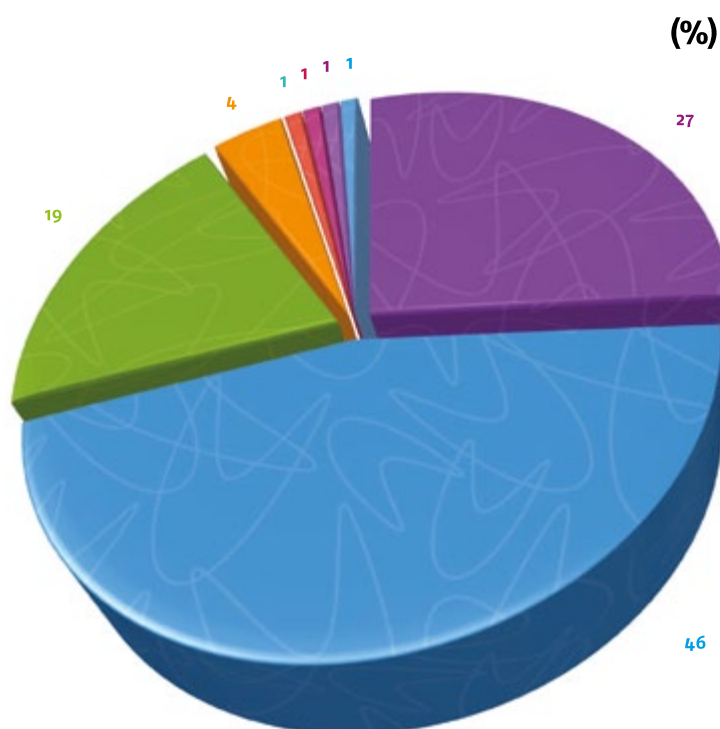
The school situation in the municipality is a recurring point on the agenda of the Municipal Executive Board. Within this forum, the development programme and other measures for change will be discussed with parent representatives.

BUDGET

This is a presentation of the financial framework of our activities.

The Education Committee and the municipal district boards receive a framework for their entire activities and are empowered to make re-allocations and re-prioritisations within their entire area of activity.

The Education Committee and the municipal district boards have distributed the budget as per the following diagram based on priorities and known, operation-specific conditions and changes.

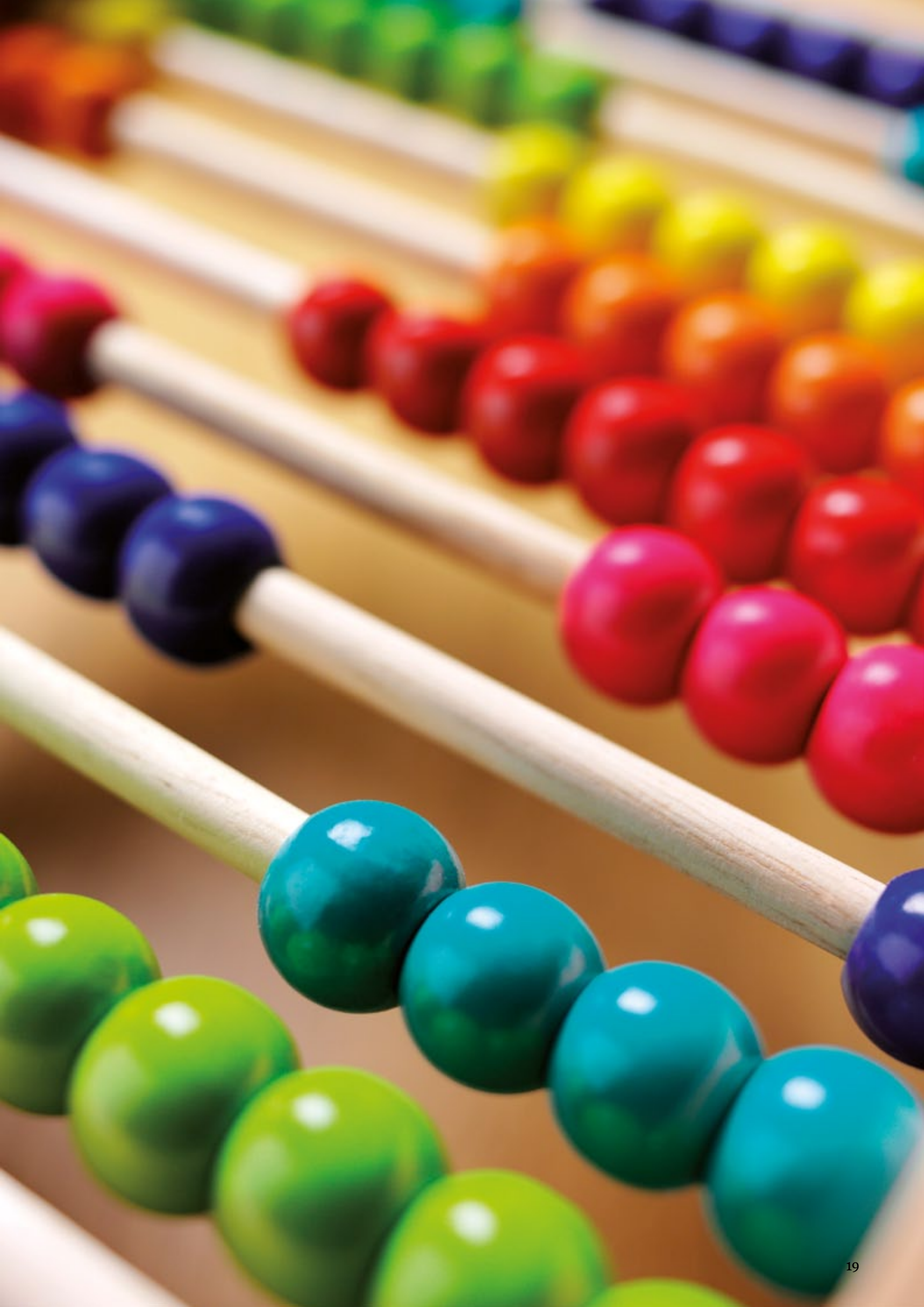


The Education Committee's budget is distributed as follows for 2011:

Education Committee's budget per activity	SEK thousand
Preschool	399,245
Compulsory school	659,406
Upper secondary school	342,995
Education for students with learning disabilities	74,519
Resurscentrum (resource centre)	26,696
Mother tongue tuition	21,741
Pedagogiskt Centrum (centre for teacher development)	12,395
Central funds, Administration & Committee	22,525
Total committee budget to allocate	1,559,521

The municipal district boards (MDB) have decided on the following allocation by activity.

Activity	Järna	Hölö-Mörkö	Vårdinge	Enhörna
Preschool	42,899	18,555	7,345	19,430
Compulsory school	59,584	37,902	16,289	28,816



FOLLOW-UP

With good follow-up and evaluation,
we achieve more effective governance.

Both national and municipal goals are continuously monitored and evaluated to assess the quality of the activities. The follow-up is based on information gathered through various types of underlying documentation such as study results, questionnaires and surveys. An annual compilation and analysis of goal fulfilment is carried out by each school in its quality report to the municipality.

The Swedish quality reports of the Office of Education and the various schools are available on the municipality's website. The schools can also be compared based on a number of different key performance indicators.

Key performance indicators

In the Municipality of Södertälje, we measure progress towards the national goals with the help of a large number of key performance indicators. There are both qualitative and quantitative key performance indicators. Normally, the schools report these once a year or every four months.

Some examples of key performance indicators are the number of children and students registered, the number entitled to mother-tongue education, the number of children and students per annual employees, the number of annual employees with a university education in teaching, the results on the national exams, the merit rating in Year 9, the number qualifying for upper secondary school, the proportion of students with a school-leaving certificate and the number of teaching students. There are also special key performance indicators for education for students with learning disabilities, school healthcare, IT, libraries, and student and occupational counselling.

Surveys

Every year, all children, students and parents have opportunities to express their opinions on a special form. Through supplemental questionnaires, a good view is obtained of what various groups – students, parents, employees and managers – think of the education and the activities.

Perceptions are measured regularly in the areas of contentment, safety, health, personal treatment, influence, the quality of the activities and the personnel's expertise. Each year, parents of four and five-year-olds in preschool, students and parents in Years 2, 5 and 8 of compulsory school and students in the second year of upper-secondary school respond to 28 statements. For each statement, they are asked to tick a box for the statement that best agrees with their own opinion.

The municipality also conducts annual employee and manager surveys of all employees. Managers and personnel have the opportunity to respond to some 60 questions about the municipality's task and organisation, leadership, skills and operational development, team spirit and job satisfaction, participation and cooperation as well as the working environment and safety. The responses are then compiled by office and workplace.

Quality report

To maintain a high level of quality, the school systematically reviews and improves its own activities. The schools' planning builds on the education plan and the local work plan. Based on these, every unit annually compiles a written quality report that is also required to present inclusive activities such as recreation centres.

The quality report is to be drafted in collaboration with students, parents and staff. Here, systematically collected assessments by the students and parents of activities and education are especially important. They improve the basis for an assessment of the units' results and quality. The headteachers are responsible for continuous follow-up. The headmasters are charged with preparing action plans upon any deficiencies in goal fulfilment.

Financial follow-up

Every committee receives a framework for its entire activities and is empowered to make re-allocations and re-prioritisations within its entire area of activity. According to the document 'Objectives & Budget', follow-up and reporting on both objectives and finances

is to be made to the Municipal Executive Board every four months. In addition, the decision has been taken to have interim accounts on 28 February and 31 October. Each committee can decide on further follow-ups.

There are rules for how each manager responsible for results must monitor his or her unit's finances. The manager is required to work out a balanced budget, based on expected revenue, primarily compensation for each child and student. The budget must also be based on the targets set out within the national and municipal goals. The unit's finances are monitored with the help of a controller. Budget follow-ups and forecasts are submitted to the unit manager and unit controller based on a set schedule. In the event of feared overspends, the unit manager must immediately be notified. The manager is also responsible for reporting in writing what measures will be taken to prevent a budget overspend.

Children and students

It must be possible to monitor each child's and student's learning and development based on local educational planning, the objectives in the curricula and similar documents. The teachers interpret and identify what knowledge the children and students are to develop and plan for activities and teaching in the Year or area of work involved.

In the annual development appraisals, an individual development plan is established. In all activities, the plan is to have a future focus and be compiled based on the child's or student's strengths. It will include planning for how the school will work to ensure that the child or student develops to the furthest possible extent in the direction of the national goals. Agreements between students, teachers and parents at development appraisals will always be documented in the development plan.

Based on documentation and other information from the teacher, written assessments are compiled in compulsory school and upper secondary school in all subjects in which the student received instruction during the term

or within the area of work. The written assessments are to describe how far the student has come in his or her knowledge development on the way towards the goals and show how the student can make further progress in his or her learning. The assessments are underpinned by clear documentation, which in turn provides a basis for analysis, assessment and continued planning.

If it is judged that the child or student will not achieve the goals, the headteacher will ensure that the student's need for support is investigated. If special support is needed, the headteacher will ensure that an action programme is drawn up. This programme will provide a description of what measures the school will take to support the child or student in the best way. The programme can also be established to support the student's social development.

Södertälje's reading-writing-arithmetic guarantee uses the Swedish National Agency for Education's diagnosis material for Swedish, Swedish as a second language and mathematics from preschool class up to and including Year 2. This measures qualities that are necessary for the student to be able to continue driving his or her knowledge forward.

If the results show that a student needs special support, the guarantee is automatically triggered in the form of a mapping of knowledge development and needs. The required individual interventions are presented in an action programme. The interventions may be extra tuition time or another form of support, such as help from a specialist teacher. The objective of the diagnoses and interventions is also to facilitate communication between the student, the home and the school so that everyone can better support the student's learning.



FACTS

There are nearly 20,000 children and students here in Södertälje, from preschool to upper secondary school.

- There are 4,751 children who receive childcare. Of these, 4,214 attend municipal preschools, 529 attend private preschools and 8 are cared for by a daytime childminder.
- There are 9,695 students in preschool classes and compulsory schools. Of these, 1,849 attend independent schools.
- Childcare for schoolchildren has 3,681 registered students. Of these, 494 attend independent activities.
- 144 students attend compulsory school for children with learning disabilities and 114 attend upper secondary school for individuals with learning disabilities. Of these, 20 and 24 respectively attend independent schools.
- There are 3,412 students in upper secondary schools. Of these, 589 attend independent schools.
- Slightly more than 1,000 children and students from Södertälje attend school in another municipality. 84 percent of these attend upper secondary school. Around 40 percent attend independent schools.
- 625 students from other municipalities attend school here in Södertälje. The majority attend upper secondary school here as well.

There are far in excess of one hundred schools and preschools in Södertälje.

- 59 preschools, of which 17 are private
- 25 compulsory schools, of which 9 are independent
- 8 compulsory schools for children with learning disabilities, of which 4 are independent
- 16 upper secondary schools, of which 9 are independent
- 5 upper secondary schools for individuals with learning disabilities, of which 4 are independent

Other

- Within the Office of Education, there are 2,720 employees as well as several employees retained on an hourly basis. In addition to this, there are of course employees at the private and independent schools and preschools.
- The Municipality of Södertälje allocates nearly SEK 1.8 billion to educational activities from preschool to upper secondary school, which corresponds to approximately 40 percent of the municipality's budget.
- Children and students are registered for mother-tongue education in Södertälje's schools in around 65 different languages.



THE OFFICE OF EDUCATION

If you would like to know more about the work of the educational activities as regards the education plan and quality report, please contact one of us. We would be happy to receive any comments, views and ideas.

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