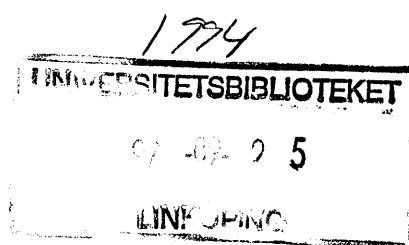


THE 1994 CURRICULUM FOR
THE NON-COMPULSORY
SCHOOL SYSTEM
(Lpf 94)



SWEDISH MINISTRY
OF EDUCATION AND SCIENCE

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Foreword

This curriculum replaces the 1970 curriculum for upper secondary school (Lgy 70), the 1982 curriculum for adult education (Lvux 82) and for the upper secondary school for the mentally disabled, it replaces the 1973 curriculum for the school for the mentally disabled.

The curriculum is based on a division of responsibility where the State determines the overall goals and guidelines for school activity with the municipalities and county councils being responsible for their implementation. The State is the principal organiser of the national schools for adults.

The curriculum steers

The curriculum contains binding regulations for the school and thus steers its activity. The curriculum sets out the basic values of the school, its tasks and provides goals and guidelines for the school. It also states who is responsible for specific activities in the school and what this responsibility involves. It not only defines the obligations the State places on the school but also the demands and expectations pupils may make on the school as well as those that the school makes on the pupils.

The curriculum applies to the non-compulsory school system

This curriculum applies to the upper secondary school, the upper secondary school for mentally disabled, municipal adult education, the national schools for adults, and adult education for the mentally disabled. The basic values of the school and its tasks are common to the whole of the non-compulsory school system, this being one of the preconditions for co-operation between different types of non-compulsory school. The fundamental values are to a great extent common to the whole of the school system i.e. for both compulsory and non-compulsory schools.

Different types of non-compulsory schools also have partly different tasks and preconditions as set out in the curriculum.

The curriculum is based on the School Act

The fundamental goals of the national school system are set out in Chapter 1 of the School Act (1985:1100). Education within each type of school shall be equivalent, irrespective of where in the country it is provided.

Education shall give pupils knowledge and skills. Education for young persons shall in partnership with the home, support their harmonious development into responsible persons and members of society. Education

shall also take into account those pupils who have special needs. Adults shall be given the opportunity of supplementing their education. Primarily those who have least education shall have the opportunity of strengthening their position in working as well as cultural and political life.

The School Act also contains regulations on pupils' rights and the obligations of municipalities and county councils.

The structure of the curriculum

The introductory section of the curriculum deals with the basic values and tasks that apply to the whole of the non-compulsory school system. The following sections deal with the special tasks and goals of the different types of non-compulsory schools. The goals and guidelines that follow are to be understood in terms of this background.

Goals and guidelines for the non-compulsory school activities are specified for the following areas:

- Knowledge
- Norms and values
- Responsibility and influence of pupils
- Choice of education – work and civic life
- Assessment and grades
- Responsibility of the head teacher

The goals specify the orientation of work in the school and are of two kinds. Goals that the school shall strive towards as well as those goals where the school is responsible for providing all pupils with opportunities for their attainment. Responsibility for ensuring that the work of the school is directed towards these goals, lies with both the principal school organiser and the head teacher as well as other members of staff. The guidelines show the division of responsibility in the school.

Programme goals and syllabi supplement the curriculum

The program goals set out the knowledge the school shall strive to give pupils during their education in the upper secondary school, the upper secondary school for the mentally disabled and basic municipal adult education, as well as where appropriate upper secondary education for adults. The programme goals also steer the work on the content of syllabi for the non-compulsory schools.

The syllabi state not only the aim and goals of the course, but also the minimum knowledge to be attained by pupils on completion of the course.

The timetable for national programmes in the upper secondary school is set out in an appendix to the School Act. This states the minimum guaranteed teaching hours per subject or group of subjects which a pupil in the upper secondary school has a right to, providing the minimum levels set out in the syllabus have not already been achieved or exceeded. As regards

upper secondary adult education, the timetable sets out recommendations for the amount of teaching. For basic adult education and the upper secondary school for the mentally disabled, there are timetables in different ordinances for each of these types of school. These also provide recommendations for the amount of teaching. This means that the timetables for adult education may exceed or be less than these depending on the extent to which education is needed to fulfil the knowledge requirements in the respective syllabi.

Goals of education

The goals and guidelines for education specified in the School Act, the curriculum, the programme goals and the syllabi, shall be elaborated in local planning. The measures the municipality intends taking in order to attain national goals for the school shall be clearly stated in the school plan to be approved by the municipal council.

The local work plan for the individual school shall not only specify how the goals are to be realised, but also how the activity is to be drawn up and organised. Goals for the work of the school as a whole are thus set up. Teachers and pupils together draw up learning goals, which in combination with the needs and preconditions of different groups of pupils provide the basis for selecting different working methods.

International agreements

The international declarations and agreements that Sweden has undertaken to observe in the field of education also apply in the school.

Beatrice Ask
Minister for Schools and Adult Education

Ordinance concerning the 1994 Curriculum for the Non-compulsory School system

Issued February 17th 1994.

The Government determines that the curriculum as set out in the appendix (1994 Curriculum for the Non-compulsory School system) shall apply to the upper secondary school, municipal adult education (Komvux), the national schools for adults (SSV), the upper secondary school for the mentally disabled and adult education for the mentally disabled (Särvux).

THE 1994 CURRICULUM FOR THE NON-COMPULSORY SCHOOL SYSTEM (Lpf 94)

1. Basic values and tasks of the school

1.1 Fundamental values

Democracy forms the basis of the national school system. The School Act (1985:1100) stipulates that all school activity shall be carried out in accordance with fundamental democratic values and that each and everyone working in the school shall encourage respect for the intrinsic value of each person as well as for the environment we all share (Chapter 1, §2 and §9).

The school has the important task of imparting, instilling and forming in pupils those values on which our society is based.

The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between women and men and solidarity with the weak and vulnerable are all values that the school shall represent and impart. In accordance with the ethics borne by Christian tradition and Western humanism, this is achieved by fostering in the individual a sense of justice, generosity of spirit, tolerance and responsibility.

Education in the school shall be non-denominational.

The task of the school is to encourage all pupils to discover their own uniqueness as individuals and thereby actively participate in social life by giving of their best in responsible freedom.

UNDERSTANDING AND COMPASSION

The school shall encourage understanding of other people and the ability to empathise. It shall also actively resist any tendency towards bullying or persecution. Xenophobia and intolerance must be actively confronted with knowledge, open discussion and effective measures.

The internationalisation of Swedish society and increasing cross-border mobility place great demands on people's ability to live together and appreciate the values that are to be found in cultural diversity. The school is a social and cultural meeting place with both the opportunity and the obligation to strengthen this ability among all who work there. A deep knowledge of Swedish culture and history as well as the Swedish language

shall be strengthened through education in many school subjects. A secure identity and consciousness of one's own cultural heritage strengthens the ability to understand and empathise with others and their value systems. The school shall contribute to people developing an identity which can be related to and encompass not just Swedish values but also those that are Nordic, European and global.

International links, education exchange with other countries and working experience in other countries shall be supported.

OBJECTIVITY AND OPEN APPROACHES

As well as being open to different ideas and encouraging their expression, the school shall also emphasise the importance of forming personal standpoints and provide pupils with opportunities for doing this. Education shall be objective and encompass a range of different approaches. When values are presented, their source and status should always be made explicit. All who work in the school shall, however, always uphold the fundamental values that are stated in the School Act and in this curriculum, and shall very clearly disassociate themselves from anything that conflicts with these values.

AN EQUIVALENT EDUCATION

Education shall be adapted to each pupil's preconditions and needs. The School Act stipulates that the education provided within each type of school shall be of equivalent value, irrespective of where in the country it is provided (Chapter 1, §2 and §9).

National goals specify the norms for equivalence. However, equivalent education does not mean that the education shall be the same everywhere or that the resources of the school shall be allocated equally. Account shall also be taken of the varying circumstances, needs and knowledge of pupils as well as the fact that there are a variety of ways of attaining these goals. Special attention must be given to those pupils who for different reasons experience difficulties in attaining the goals for education. For this reason education can never be the same for all. The school has a specific responsibility for pupils with different functional handicaps.

The school shall actively and consciously further equal rights and opportunities for men and women. Pupils shall be encouraged to develop their interests without prejudice as to gender differences.

RIGHTS AND OBLIGATIONS

It is not in itself sufficient that education imparts knowledge of fundamental democratic values. It must also be carried out using democratic working methods and develop the pupils' ability and willingness to take personal

responsibility and participate actively in civic life. Opportunities for pupils to exercise influence over their learning and take responsibility for their studies assumes that the school clarifies the goals of education, its contents and working forms, as well as the rights and obligations that pupils have.

1.2 Common tasks for the non-compulsory school system

THE MAIN TASKS OF THE SCHOOL

The main tasks of the non-compulsory school are to impart knowledge and to create the preconditions for pupils to acquire and develop their knowledge. Education shall support the development of pupils into responsible persons who actively participate in and contribute to vocational and civic life. All activity in the school shall contribute to the pupils' all-round development.

The school has the task of passing on values to pupils, imparting knowledge and preparing them for work and participation in society. The school shall impart the more unvarying forms of knowledge that constitute the common frame of reference that all in society need. Pupils shall also be able to keep their bearings in a complex reality involving vast flows of information and a rapid rate of change. Their ability to find, acquire and use new knowledge thus becomes important. Pupils shall train themselves to think critically, to examine facts and their relationships and to see the consequences of different alternatives. In such ways students will come closer to scientific ways of thinking and working. In a similar way within both the upper secondary school and adult education for the mentally disabled, pupils shall adopt an increasingly investigative way of thinking and working.

In their studies pupils shall acquire a foundation for life-long learning. Changes in working life, new technology, internationalisation and the complexity of environmental issues impose new demands on people's knowledge and ways of working. Pupils shall develop their ability to take initiatives and responsibility and to work and solve problems both independently and together with others. The school shall also develop the social and communicative competence of its pupils.

Developments in working life mean *inter alia* that traditional boundaries between vocational areas need to be revised and that demands are imposed on our awareness of not only our own but also the competence of others. This in its turn imposes demands on the school's working structures and organisation.

Ethical perspectives are of importance for many of the issues that are taken up in the school. For this reason teaching in different subjects shall deal with this perspective and provide pupils with a basis as well as support their ability to develop personal standpoints.

An environmental perspective in education provides students with insights so that they can not only contribute to preventing harmful environmental effects, but also develop a personal position to major global environmental issues. Education should illuminate how the functions of society and our ways of living and working can best be adapted to create the conditions for sustainable development.

It is important to have an international perspective to be able to see one's own reality in a global context in order to create international solidarity and prepare pupils for a society that will have closer cross-cultural and cross-border contacts.

KNOWLEDGE AND LEARNING

The school's task of imparting knowledge presupposes that there is an active debate in the individual school about concepts of knowledge, on what constitutes important knowledge now and in the future, as well as the learning process itself. Different aspects of knowledge are natural starting points for such a debate.

Knowledge is a complex concept which can be expressed in a variety of forms – as facts, understanding, skills and accumulated experience – all of which presuppose and interact with each other. Education shall not emphasise one aspect of knowledge at the cost of another.

Education shall provide an historical perspective, which inter alia enables pupils to develop their preparedness for the future, an understanding of the relativity of knowledge as well as develop their ability to think in dynamic terms.

The pupils' acquisition of knowledge is dependent on developing the ability to see interconnections. The school shall provide pupils with the opportunity to develop a general but coherent view. This requires special attention in a course-based school. Pupils shall have the opportunity of reflecting over their experiences and applying their knowledge.

The school cannot itself impart all the knowledge pupils will need. Consequently it is essential that the school creates the best combination of conditions for the pupils' education, thinking and acquisition of knowledge. The school shall thus make use of the knowledge and experience that is available in the surrounding environment and which pupils have acquired from working life. The world the pupil meets and the work the pupil carries out in the school shall all help to prepare pupils for their future.

All pupils shall be stimulated into growing with different tasks and have the opportunity to develop in accordance with their own abilities. All pupils shall meet respect for their person and work. Pupils shall be conscious that new knowledge and insights are the preconditions for personal

development. A positive attitude shall be created to learning and to recreating such an attitude amongst pupils with negative school experiences. The school shall strengthen the pupils' belief in themselves and give them a belief in the future.

DEVELOPMENT OF THE INDIVIDUAL SCHOOL

The school shall attempt to arrive at flexible solutions for its organisation, range of courses and working structures. Co-operation with the compulsory school, and universities and university colleges shall be developed as shall the co-operation between non-compulsory schools. The school shall strive for good co-operation with working life, which is important for all upper secondary education, but of particular importance for the quality of vocational education, and where it concerns young persons, the school shall co-operate with the home.

The activity of the school must be developed so that it corresponds to the goals that have been set up. Development of the school means that learning goals and working structures must be continuously reviewed, results evaluated and new methods tested.

1.3 Special tasks and goals for different types of school

Education for young persons

TASKS

The upper secondary school shall, taking the compulsory school as its foundation, deepen and develop the knowledge of pupils as preparation for working life or studies at university and university college etc., and also as preparation for adult life as a member of society taking responsibility for one's own life.

The upper secondary school for the mentally disabled, based on its compulsory counterpart, is intended for young persons who are unable to attend the upper secondary school because they are mentally disabled. The school shall on the basis of each pupil's preconditions deepen and develop the pupil's knowledge as part of the preparation for a meaningful life as an adult at work, in practical daily living and leisure activities (Chapter 1, §5 School Act).

GOALS

The upper secondary school and the upper secondary school for the mentally disabled aim at providing young people with a complete upper secondary education. This shall within the framework of the education route chosen, give each and every young person the opportunity for harmonious

all-round development. They shall receive a foundation for lifelong learning that prepares them for the adjustments that will be required when conditions in working life and society change.

Education for adults

TASKS

Adult education in **municipal adult education** and **the national schools for adults** (SSV) shall, taking account of the pupils' earlier education and experience, deepen and develop the pupils' knowledge as a basis for working life and further studies as well as for participation in civic life.

Municipal adult education and (SSV) shall provide education not only in individual subjects but to a level of competence equivalent to a completed compulsory or upper secondary or supplementary course of education.

Adult education for the mentally disabled shall, taking as its starting point the students' earlier education and experience as well as existing circumstances, deepen and develop the students' knowledge as a basis for participating in civic and working life (Chapter 12, §1 School Act).

Adult education for the mentally disabled shall provide education not only for attaining competence in individual subjects but also a level of competence corresponding to that provided for both the disabled in the compulsory school and vocational education in the upper secondary school.

GOALS

Adult education, taking as its starting point the conditions set out in Chapter 1, §9 in the School Act, shall:

- bridge education gaps and thus work for increased equality and social justice,
- increase the pupils' ability to understand, critically examine and participate in cultural, social and political life, and thereby contribute to the development of a democratic society,
- educate adults for a range of work tasks, contribute to change in working life and the achievement of full employment thus supporting development and progress in society and
- satisfy the individual desires of adults for broader study and education opportunities and give them the opportunity to supplement their upper secondary education.

The knowledge of adult students shall be supplemented only to the extent that after completing their education they have acquired knowledge of the same quality as young persons have after their upper secondary education. Knowledge goals are the same for both young persons and adults, but course contents, duration and emphasis do not need to be identical.

2. Goals and guidelines

Goals to strive towards specify the orientation of the work in school. They specify the qualitative development desired in the school.

Goals to be attained express the minimum levels pupils shall have attained on leaving school. Both the school and the principal organiser are responsible for ensuring that pupils are given the opportunity of attaining these goals.

2.1 Knowledge

GOALS

Goals to strive towards

Where it concerns **the upper secondary school municipal adult education, SSV**, and where applicable both **the upper secondary school and adult education for the mentally disabled**, the school shall strive to ensure that all pupils:

- acquire good knowledge in the courses that are a part of the pupils' study programme,
- can use their knowledge as a tool to:
 - formulate and test assumptions as well as solve problems
 - reflect over what they have experienced
 - critically examine and value statements and relationships
 - solve practical problems and work tasks,
- believe in their own ability and opportunities for development,
- develop an insight into their own way of learning and an ability to evaluate their own learning and
- develop the ability to work not only independently but also together with others.

Where it concerns **the national and individual programmes in the upper secondary school** as well as **adult upper secondary education**, the school shall also strive to ensure that all pupils will be able to:

- overview large areas of knowledge and develop an analytical ability and thus come closer to an increasingly scientific way of working and thinking,
- acquire knowledge for a changing vocational life and be able to influence working and civic life,
- increase their ability to formulate independent standpoints based not only on empirical knowledge and critical analysis but also on rational and ethical considerations,
- use knowledge as a tool to formulate and test hypotheses and solve problems,
- have good insight into central parts of the Swedish, Nordic as well as the Samic, and Western cultural heritage,

- have knowledge about international co-operation and global interrelationships and
- assess events from Swedish, Nordic, European and global perspectives.

The school shall particularly strive to ensure that all pupils completing education at **an individual programme** in the upper secondary school:

- have good opportunities and a plan for further education or gainful employment.

Where it concerns **the upper secondary school for the mentally disabled** and **adult education for the mentally disabled**, the school shall particularly strive to ensure that all pupils:

- are conscious of themselves and of their preconditions and opportunities,
- can communicate in and have a mastery of the Swedish language/sign language or other forms of communication and understand others,
- can express their experiences, thoughts and feelings,
- have an insight into their own culture and are familiar with and show understanding of other cultures,
- know the preconditions for a good environment and
- know the basis for society's laws and rules as well as their own rights and obligations in school and society.

Goals to attain

Where it concerns pupils who have completed a **national or individual programme or an individual programme combined with vocational education during employment i.e. apprenticeship training within the upper secondary school or upper secondary adult education**, it is the responsibility of the school to ensure that all these pupils:

- can express themselves in speech and writing so that the pupil's language works in civic, vocational and everyday life as well as for further studies,
- can use specialist literature, fiction and other forms of culture as a source of knowledge, insight and joy,
- can use English in a functional way in vocational and daily life and for further studies,
- can formulate, analyse and solve mathematical problems of importance for vocational and daily life,
- satisfy the preconditions for taking part in democratic decision-making processes in civic and working life,
- have the ability to critically examine and assess what they see, hear and read in order to be able to discuss and take a standpoint in different questions concerning life and values and
- can observe and analyse the interaction between people in their surroundings from an economic and ecological perspective.

Where it concerns pupils who have completed their education in **the national and specially designed programmes** at the upper secondary school, it is, in addition, the responsibility of the school to ensure that all these pupils:

- have knowledge about the preconditions for good health and
- can acquire stimulation from aesthetic creativity and cultural experiences.

All persons who have completed their **apprenticeship training** shall:

- have achieved acceptable vocational knowledge.

It is the responsibility of the school to ensure that all pupils who have completed their education in **a national or individual programme in the upper secondary school for the mentally disabled**, have achieved, to the extent their individual circumstances permit, the goals set out for the upper secondary school.

The Government is responsible for drawing up special regulations on **programme goals** for the different national programmes in the upper secondary school, for the different national programmes within the upper secondary school for the mentally disabled, for basic adult education as well as for the different parts of adult education for the mentally disabled.

GUIDELINES

All who work in the school shall:

- help pupils that need special support and
- co-operate to make the school a good learning environment.

The teacher shall:

- take as the starting point each individual pupil's needs, preconditions, experience and thinking,
- reinforce the pupils' self-confidence as well as their willingness and ability to learn,
- organise and carry out the work so that the pupils:
 - develop in accordance with their own preconditions and at the same time are stimulated into using and developing all their ability
 - experience that knowledge is meaningful and that their own learning is progressing
- receive support in their language and communicative development
- gradually receive more and increasingly independent tasks to perform as well as increasing responsibility,
- in the education create a balance between theoretical and practical knowledge that supports the learning of pupils,
- make clear the values and perspectives that knowledge is based on and encourage pupils to take a position on how their knowledge can be used,

- make sure that education in terms of its contents and its structure reflect both male and female perspectives,
- stimulate, guide and support pupils and provide special support to pupils with difficulties,
- co-operate with other teachers in the work of achieving the goals of education,
- use in the education the knowledge and experience of social and working life which the pupils have or acquire during their education,
- make sure that pupils acquire knowledge of books and libraries and
- take account of developments in pedagogical research and relevant subject areas, and apply these in the education.

2.2 Norms and values

The school shall actively and consciously influence and stimulate pupils into embracing the common values of our society and to encourage the expression of these in practical daily action.

GOALS TO STRIVE TOWARDS

The school shall strive to ensure that all pupils:

- further develop their ability to consciously adopt ethical standpoints based on knowledge and personal experience,
- respect the intrinsic value and integrity of other people,
- work against people being exposed to oppression and abusive treatment and are a source of help for other people,
- understand and respect other people and cultures,
- can empathise with and understand the situation other people are in and also develop the will to act with their best interests at heart and
- show respect and care for the immediate environment as well as for the environment in a wider perspective.

GUIDELINES

All who work in the school shall:

- contribute to developing the pupils' sense of togetherness, solidarity and also to developing their sense of responsibility towards people outside the immediate group,
- in their work with pupils work for solidarity with underprivileged groups both in and outside our country and
- actively resist persecution and oppression of individuals and groups.

The teacher shall:

- make clear the fundamental values of Swedish society and together with the pupils discuss conflicts between these values and reality,
- openly present and together with pupils analyse different values, views and problems as well as the consequences of these,

- make clear what the norms of the school are and how these serve as a foundation for school work, as well as together with the pupils discuss and develop rules for the work and for being together in the group and
- show respect for the individual pupil and in daily work have a democratic attitude.

2.3 Responsibility and influence of pupils

The democratic principles of being able to influence, take responsibility and be involved shall embrace all pupils. The pupils' responsibility for planning and managing their studies as well as their influence on not only the contents but also its structures, shall be important principles in education. According to the School Act, it is incumbent on all who work in the school to work for democratic working structures (Chapter 1, §2 and 9).

GOALS TO STRIVE TOWARDS

The school shall strive to ensure that all pupils:

- take personal responsibility for their studies and their working environment,
- actively exercise influence over their education,
- on the basis of knowledge and democratic principles further develop their ability to work in democratic ways,
- develop their will to actively contribute to a deeper democracy in working and civic life and
- strengthen their confidence in their own ability to individually and together with others take initiative, responsibility and influence their own conditions.

GUIDELINES

All who work in school shall:

- together with their pupils take responsibility for the social, cultural and physical school environment.

The teacher shall:

- take as the starting point that the pupils are able and willing to take personal responsibility for their learning and work in school,
- ensure that all pupils irrespective of sex, social and cultural background have real influence over working methods, structures, and the contents of the education,
- encourage pupils to overcome any difficulties they may experience in expressing their viewpoints,
- plan the education together with the pupils,
- encourage pupils to try different ways and structures of working and
- together with pupils evaluate the education.

2.4 Choice of education – work and civic life

The non-compulsory schools shall co-operate closely with the compulsory school, with working life, with universities and university colleges and society in general. This is required for the pupils to be able to receive education of high quality and provides a basis for choosing their course, further studies or vocational activity. It is especially important that the school co-operates with working life over vocationally oriented education.

As working life is continuously changing in terms of the need for competence and the recruitment of labour within different areas, study and vocational counselling has great significance. Universities and university colleges, labour exchanges, trade and industry as well as the labour market parties and industrial organisations have thus important roles in providing information to schools and their pupils.

GOALS TO STRIVE TOWARDS

The school shall strive to ensure that all pupils:

- develop their self-knowledge and ability for individual study planning,
- are consciously able to take a standpoint with regard to further studies and vocational orientation on the basis of their overall experience, knowledge and current information,
- increase their ability to analyse different choices and determine what the consequences of these may be,
- obtain knowledge of the conditions of working life, especially within their study area, as well as on the opportunities for education, practice etc. in Sweden and other countries and
- are aware that all vocational areas are changing as does technical development, changes in civic and vocational life and increased international co-operation. Pupils shall thus understand the need for personal development in their working life.

GUIDELINES

On the basis of the division of work drawn up by the head teacher, the staff shall:

- provide support for the pupils' choice of education and future work,
- inform and guide pupils prior to their choice of course, further education and vocational activity and thus work to counteract restrictions based on sex and social or cultural background,
- when providing information and guidance, use the knowledge that exists amongst the pupils, the school staff and in the immediate society outside the school,
- in the education use the knowledge and experience from working and civic life that pupils have or obtain during their education,

- develop links with universities and university colleges as well as with supervisors and others within working life who can contribute to the achievement of the goals of education,
- in the education take advantage of contacts with the surrounding community, different organisations, and its working and cultural life and
- contribute to prospective pupils receiving information on education provided by the school.

2.5 Assessment and grades

Grades express to what extent the individual pupil has attained the knowledge goals expressed in the syllabi for different courses and are defined in the grade criteria.

GOALS TO STRIVE TOWARDS

The school shall strive to ensure that all pupils:

- take responsibility for their learning and study results and
- can assess their own study results and development needs in relation to the demands of the syllabi.

GUIDELINES

The teacher shall:

- on a continuous basis give all pupils information on what is needed for development and success in studies,
- in both the upper secondary school and the upper secondary school for the mentally disabled co-operate with the home and provide information on the pupils' school situation and acquisition of knowledge and
- inform pupils of the basis on which grades are awarded.

The teacher shall when awarding grades:

- use all available information on the pupil's knowledge in relation to the demands in the syllabi,
- also take account of such knowledge that a pupil has acquired outside school,
- take account of verbal as well as written evidence of knowledge and
- make a balanced assessment of the pupil's knowledge, taking into account performance throughout the course.

2.6 Responsibility of the head teacher

As both pedagogical leader of the school and leader of the teachers and other staff in the school, the head teacher has overall responsibility for making sure that the activity of the school as a whole is focused on attaining the national goals. The head teacher is responsible not only for

ensuring the drawing up of a local work plan, but also for following up and evaluating school results in relation to both the national goals and those specified in the school plan as well as the local work plan. The head teacher is responsible for the school's results and thus has, within certain limits, special responsibility for ensuring that:

- education is organised so that to the greatest extent possible, it is based on the wishes of pupils and their choice of course so that inappropriate choices are avoided,
- the design and structure of the education, its contents and working structures are adjusted to the varying needs and circumstances of pupils,
- the working environment in the school is designed so that pupils have access to guidance and teaching material of good quality as well as other assistance order to be able to independently search for and acquire knowledge via inter alia libraries, computers, and other technical devices,
- education, pupils' welfare and counselling activities are designed so that pupils needing special support and help receive it,
- pupils receive information prior to the start of studies, obtain a well designed introduction to their studies in their subject/course and receive help in formulating goals for their studies,
- every pupil in a dialogue with the school draws up an individual study plan and revises this, if necessary, on different occasions during the education,
- all forms of persecution and bullying amongst pupils and employees are counteracted,
- teachers and other personnel receive opportunities for the development of competence required for them to be able to carry out their tasks professionally,
- co-operation comes into existence between teachers in different courses so that pupils obtain a coherent view in their studies,
- co-operation with universities and university colleges as well as working life outside the school are developed so that the pupil gets a high quality education as well as preparation for working life and further studies,
- study and vocationally oriented activities are organised in such a way that pupils receive guidance before making the different choices the school provides and before the choice of further education and future work,
- international contacts, co-operation and exchange in education are stimulated and
- school personnel receive information on the international agreements that Sweden has signed and undertaken to observe in education.

Where it concerns **the upper secondary school and the upper secondary school for the mentally disabled**, the head teacher has a special responsibility for ensuring that:

- parents receive appropriate information on the pupils' progress in school,
- the school's work with knowledge areas, where a number of subjects shall contribute, is co-ordinated so that they form a whole for the pupils and
- pupils receive information on sex and human relationships, traffic issues as well as the risks of tobacco, narcotics and other drugs.

Where it concerns **the upper secondary school for the mentally disabled**, the head teacher has in addition a responsibility for ensuring that:

- all pupils are given support at training located at the place of work and later when moving to working life.

Where it concerns **municipal adult education, SSV, and the upper secondary school for the mentally disabled**, the head teacher has a particular responsibility for ensuring that:

- education is offered in such a way that adults can study in their leisure time, part-time or fulltime on the basis of individual needs and wishes,
- education is organised so that pupils can begin at a level in their respective subjects, determined by their entry knowledge, and finish their studies at a point that corresponds to individual needs and that
- adults with short or insufficient education receive support to begin and complete their education.

1. This ordinance shall be announced in the code of statutes (SKOLFS) of The National Agency for Education.

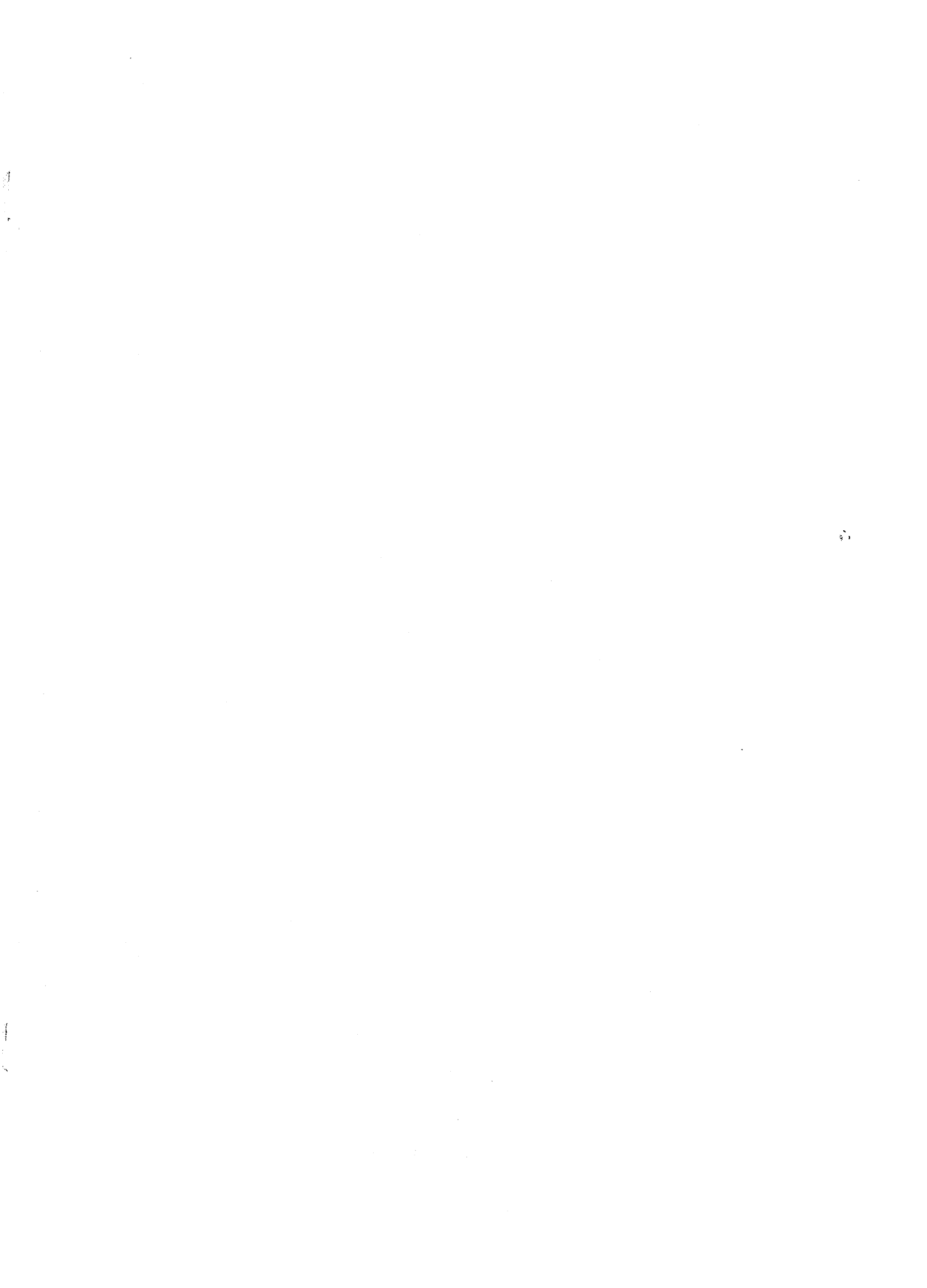
The ordinance takes effect as of July 1st 1994

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On behalf of the Government
Beatrice Ask

Sonja Hjorth
(Ministry of Education and Science)





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