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INFORMATION ON

*THE 1994 CURRICULUM FOR THE
COMPULSORY SCHOOL SYSTEM*

LPO 94



SWEDISH MINISTRY
OF EDUCATION AND SCIENCE

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THE SCHOOL LAYS THE FOUNDATIONS FOR THE FUTURE

On the 1st July 1995 the Swedish school will receive new curricula. This brochure presents the new curriculum common to the whole of the compulsory school system i.e. the compulsory school, the Samic school, the school for pupils with impaired hearing/vision and physical disabilities as well as the compulsory school for the mentally disabled. In addition the new time schedule, syllabi and grading system for the compulsory school are also presented.



Stockholm, Sweden 1996
Translator: Brian Turner

A COMMON CURRICULUM

The new curriculum will be common to the whole of the compulsory school system, i.e. the compulsory school, the Samic school, the school for pupils with impaired hearing/vision and physical disabilities as well as the compulsory school for the mentally disabled. This will be the first time that these different types of school have a single curriculum with the same goals, the same basic values and division of responsibility. Some adjustments have been made to educational goals in order to satisfy the special needs which may exist among pupils in the Samic school, the school for pupils with impaired hearing/vision and physical disabilities as well as for pupils in the compulsory school for the mentally disabled.

At the same time as these changes are taking place in the compulsory school, the non-compulsory schools i.e. the upper secondary school and municipal adult education will themselves receive a new curriculum.

The curriculum charts the direction

The new curriculum is designed to fit in with the goal and result-oriented steering system of the school. Instead of regulating schools in detail, it sets out the direction to be followed, the division of responsibilities, and the goals. It is the whole school - the head teacher, teachers and others working in the school - who in partnership with the home should build a school that puts into practice the principles expressed in the curriculum. The curriculum defines the demands the State places on the school, the demands and expectations of pupils and parents, in addition to the demands that the school itself makes on the pupils.

The curriculum sets out the basic values and goals of the school. In this way it supplements and makes specific the overall goals of the school as defined in the School Act.

The goals of the curriculum are expressed in terms of the knowledge to be acquired by pupils through their education. These goals are of two kinds: goals that the education shall strive towards, and those goals that everybody should be given the opportunity of attaining - the educational requirements. The school and the principal organiser are responsible for pupils receiving the education and the support they need to achieve these goals. It is important that they are formulated in such a way that their attainment can be evaluated.

The curriculum must also make clear the various responsibilities of pupils, teachers, head teachers and other members of the school community.

Knowledge, norms and values

Under the headings *Knowledge, norms and values*, the curriculum sets out the view of knowledge and basic values that are the foundation for the work of the school.

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, all these are 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.

Apart from the ethical perspective, questions that have been given prominence are how the school deals with the cultural diversity that many young persons meet today, internationalisation and the environment.

Influence and responsibility of the pupil

Democratic awareness and social development are dependent on pupils in school being given the opportunity to exercise influence and being encouraged to take responsibility. The new curriculum aims at strengthening the opportunities - and obligations - for pupils and their families to take responsibility and make decisions. The guiding principle is that decisions, should be made at the lowest possible level. Pupils should have an influence over their own situation that increases with age and maturity.

The School and the outside world

The curriculum must underline the importance of schools being open to the outside world. The school and the home must, because of their joint responsibility for the pupil's education, co-operate in creating the best possible conditions for the learning and development of children and young persons. The head teacher is responsible for this co-operation.

It is important, as a means of supporting the all-round development of children, that schools should aim to establish close co-operation with pre-school education and the child care sector. Co-operation between staff is important and to be encouraged.

The compulsory school must work for close co-operation with both the upper secondary school and working life. It is only through active co-operation between the school and the rest of the community that pupils can receive education of high-quality, and have the opportunity of relating their education to their personal circumstances in a meaningful way, thereby building a sound basis for making choices over their subsequent education.

SYLLABI

The syllabi for the compulsory school are laid down by the Government. The new syllabi set out the aim, structure and nature of each individual subject.

Syllabi have been drawn up for the following compulsory school subjects:

Art education	
Home language	Chemistry
Civics	Sign language
Biology	Physics
History	Mathematics
Crafts	Technology
English	Geography
Sports and health	Music
Swedish	Domestic science
Foreign languages	Religious studies

The syllabi set out the goals of education but not the way in which knowledge is to be imparted or teaching planned. Teachers have been given great freedom in planning their teaching and choosing working methods and subject matter. The syllabi state the minimum that all in the school shall achieve as well as the direction of additional ambitions the school has.

The syllabi, similar to the curriculum, are based on the principle of goals that the education shall strive towards, and goals that everybody shall be given the opportunity of achieving. These goals form the basis for evaluation and follow-up of the results achieved by the school in its daily work. The goals in the syllabi are stated as the goals to be achieved by the end of the fifth and ninth years of school.

The school will as an integral part of its pedagogical work monitor on a regular basis the achievements of its pupils.

The work of the fifth year will be assessed on a national basis.

Specific grading criteria are connected to the syllabi. These are the basis for awarding grades at the end of the ninth year in school.



THE TIME SCHEDULE

Parliament has laid down a time schedule for the compulsory school indicating the minimum guaranteed teaching hours, for different subjects and groups of subjects. The table shows the total minimum guaranteed teaching hours as well as the hours set aside for pupil and school options.

Guaranteed teaching hours refers to teacher-supervised instruction, and can include both traditional lessons as well as independent work by pupils requiring, for example, visits to libraries, institutions, work-places or museums.

Central regulation of the schools in terms of levels and years will no longer exist. Teachers, within the framework of the time schedule, will themselves decide the allocation of teaching hours between different years and subjects. The only restriction is that imposed by the knowledge requirements of the syllabi and the assessment at the end of the fifth school year. Different approaches through thematic studies inter-disciplinary teaching, project work etc. will provide pupils with a better overall education enabling them to understand broader knowledge areas as a whole. Head teachers will have overall responsibility for co-ordinating this.

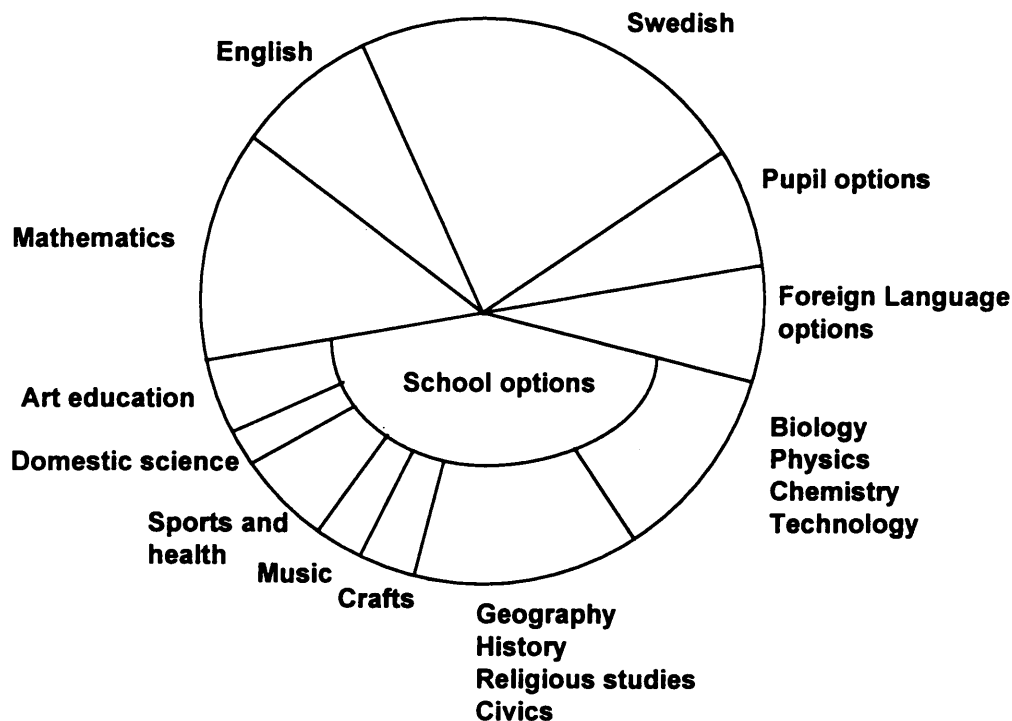
The scope provided for individual options will enable pupils, for part of their education to select one or more subjects for broader and more detailed study.

The time schedule allows every school to reallocate up to 410 hours from the two subject groups for sciences and social sciences, as well as from the practical aesthetic subjects. This readjustment may cover up to a maximum of 15 % of the hours allocated to a given subject. These hours may be transferred to one or more subjects that the school has chosen to focus on and which the school regards as necessary for achieving the national goals.

The language programme is given greater emphasis and allocated additional teaching hours. Each school is free to decide the year in which pupils start English and when they choose their second foreign language.

In comparison to the earlier time schedule, greater emphasis is now being placed on:

- basic skills
- languages
- pupil options
- school options



HOW?

The new curriculum means that the school will have greater opportunities to make decisions on how work is to be organised and carried out. This is usually referred to under the heading from detailed control to steering by goals - i.e. instead of detailed rules for almost everything, the school will be steered by goals that express the very minimum that should be achieved and learnt.

How education is organised, how different subjects interact and the extent to which they are integrated, as well as how hours are allocated and distributed between weeks and school years, these are all areas that the school - with certain restrictions - may decide on itself. With the increase in the freedom of the school, the dialogue with parents and pupils becomes even more important. The feedback and information to be given by the school must be decided in conjunction with the home and the pupil. As a result the dialogue with the home will increase and the opportunities for pupils and parents to be involved will be reinforced.

THE 1994 CURRICULUM FOR THE COMPULSORY SCHOOL SYSTEM LPO 94

*The Compulsory School, the Samic School, the
school for pupils with impaired hearing/vision
and speech disabilities, the compulsory school
for the mentally disabled*

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FOREWORD

This curriculum replaces the 1980 curriculum for the compulsory school (Lgr 80), the curriculum for the compulsory school for the mentally disabled (Lsã 90), as well as the supplementary regulations in the 1980 curriculum for schools for pupils with impaired hearing/vision and speech disabilities.

The curriculum is based on a division of responsibility where the State determines the overall goals and guidelines for school activity with the municipalities being responsible for their implementation. The State is the principal organiser of the Samic school and the school for pupils with impaired hearing/vision and speech disabilities.

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 and parents may make on the school as well as those that the school makes on the pupils.

The Curriculum applies to all types of compulsory school

This curriculum applies to the compulsory school system, i.e. the compulsory school, the Samic school, the school for pupils with impaired hearing/vision and speech disabilities as well as the compulsory school for the mentally disabled. It also sets out the different tasks and conditions of different types of school.

The Curriculum is based on the School Act

Chapter 1 §2 of the School Act (1985:1100) contains the basic regulations governing how the national school system for children and young people is to be organised. All children and young persons shall have equal access to education and within each type of school receive an education of equivalent value. The school shall provide pupils with knowledge and skills and in partnership with

the home, support their harmonious development into responsible persons and members of society. The education shall take into account those pupils who have special needs.

The Structure of the Curriculum

The introductory section of the curriculum deals with the basic values and tasks of the school. The goals and guidelines that follow are to be understood in terms of this background.

Goals and guidelines for the school are specified for the following areas:

- Knowledge
- Norms and values
- Responsibility and influence of pupils
- School and home
- School - pre-school - child care centres
- The school and the surrounding world
- 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.

Certain parts of the curriculum refer to "parents" rather than guardians. This applies to the regulations concerning information on the pupils' schooling. This is to underline the view that both parents should have an interest in the welfare of their children, even though only one parent has been granted legal custody, e.g. if there has been a separation. Where there is a conflict between parents and a regulation is in conflict with the best interests of the pupils, the school's responsibility for the pupil's well-being must take priority.

Syllabi and timetables supplement the curriculum

The curriculum is supplemented by syllabi for all subjects as well as timetables for the different types of school. The syllabi specify the goals of the education in individual subjects whereas the timetable stipulates the teaching hours for subjects or groups of subjects.

Goals of education

The goals and guidelines for education specified in the School Act, the curriculum 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 as a whole is to be carried out 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.

From State plan to curriculum

This curriculum came into existence about 150 years after the first elementary school in Sweden was established. From "His Most Merciful Majesty's Decree" which Carl Johan XIV signed on June 18th 1842, it is clear that it was the obligation of every town and rural parish to set up a school. Initially there was no curriculum in today's sense, but later on State plans were issued and in 1919 an education plan for the elementary schools of the realm was put into effect. The first curriculum was issued at the same time as the compulsory school was introduced and contained, as did later curricula, goals and guidelines, timetables and syllabi. Eventually a specific curriculum was drawn up for the school for pupils with impaired hearing/vision and speech disabilities.

The provision of education for children and young people suffering from some kind of functional disability is also deeply rooted in Sweden and has a long tradition. As long ago as 1869, a royal proclamation was issued "concerning the curriculum for teaching in schools for the deaf and dumb".

BEATRICE ASK

Minister for Schools and Adult Education

1 BASIC VALUES AND TASKS OF THE SCHOOL

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 (Chap. 1 §2).

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. Awareness of one's own cultural origins and sharing in a common cultural heritage provides a secure identity which it is important to develop, together with the ability to empathise with the values and conditions of others. The school is a social and cultural meeting place with both the opportunity and the responsibility to foster this ability among all who work there.

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 so that all parents will feel able to send their children to school confident that they will not be prejudiced in favour of a particular view.

All who work in the school shall 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 circumstances 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 (Chap 1. §2). 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 and needs of pupils as well as the fact that there are a variety of ways of attaining these goals. Furthermore the school has a special responsibility for those pupils who for different reasons experience difficulties in attaining the goals that have been set for the education. For this reason education can never be the same for all.

The school shall actively and consciously further equal rights and opportunities for men and women. The way in which girls and boys are treated and assessed in school as well as the demands and expectations that are placed on them, contributes to their perception of gender differences. The school has a responsibility to counteract traditional gender roles and shall therefore provide pupils with the opportunity of developing their own abilities and interests irrespective of their sexual identity.

Rights and obligations

The school shall make clear to pupils and parents the goals of the education, the requirements of the school and the rights and obligations of pupils and guardians. A basic precondition for pupils and guardians to exercise influence is that the individual school clearly sets out its goals, its content and its working structures. This is important not least as a basis for individual choice at school.

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 prepare pupils for active participation in civic life. By making choices over courses and subjects and through participating in the planning and evaluation of their daily education, pupils will develop their ability to exercise influence and take responsibility.

The tasks of the school

The main task of the school is to impart knowledge, and together with the home, help pupils develop into responsible persons and members of society (Chap. 1 § 2). In a deeper sense education and upbringing involve passing on a cultural heritage - values, traditions, language, knowledge - from one generation to the next. The school shall help families by supporting them in their role of bringing up and developing their children. As a result there must be close co-operation between the school and home.

As well as passing on certain fundamental values and imparting knowledge, the school also has the task of preparing pupils for living and working in society. It shall therefore impart the more unvarying forms of knowledge that constitute the common frame of reference that all in society need. Pupils shall be able to keep their bearings in a complex reality where there is a vast flow of information and where the rate of change is rapid. This is why methods of acquiring and using new knowledge and skills are important. It is also necessary for pupils to develop their ability to critically examine facts and relationships and appreciate the consequences of the various alternatives facing them.

An important task for the school is to provide a general but coherent view. It shall also provide pupils with opportunities for taking initiatives and responsibility as well as creating the preconditions for developing their ability to work independently and solve problems.

It is important that education provides some general perspectives in all school subjects. An historical perspective enables pupils to prepare for the future and develop their ability to think in dynamic terms. An environmental perspective provides them with opportunities not only to take responsibility for the environment in areas where they themselves can have a direct influence, but also to form a personal position with respect to global environmental issues. Teaching should illuminate how the functions of society and how 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.

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

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. The work of the school must therefore focus on providing scope for the expression of these different forms of knowledge as well as creating a learning process where they balance and interact with each other to form a meaningful whole for the individual pupil.

The school shall support the harmonious development of the pupils. This is to be achieved by means of a varied and balanced combination of subjects and working methods. Common experiences and the social and cultural world that make up the school provide the scope as well as the preconditions for a learning process in which different forms of knowledge make up a meaningful whole.

The school shall stimulate each pupil towards self-development and personal growth. It shall focus not only on intellectual but also practical, sensual and aesthetic aspects. Pupils shall have the opportunity of experiencing the expression of knowledge in different ways. They shall also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, movement, dance, music and creativity in art, writing and design shall all form part of the school's activity. A balanced education involves working with one's hands as well as with one's intellect. Personal creativity is one of the skills pupils shall acquire.

A good environment for learning

The pupils shall meet respect for their person and work in school. The school shall strive to be a living social community that provides security and generates a will and a desire to learn. Since it works in an environment with many sources of knowledge, the school shall endeavour to try to create the best conditions for the pupils' development, thinking and learning. Whilst it is true that the foundations for personal security and self-esteem are laid in the home, the school

has an important role to play here too. Every pupil has the right to develop in school, to feel the joy of growth and experience the satisfaction that comes from making progress and overcoming difficulties.

Development of the individual school

The activity of the school must be developed so that it corresponds to the goals that have been set. The principal organiser has a clear responsibility in this respect. Both the daily pedagogical leadership as well as the professional responsibility of the teachers are necessary conditions for the qualitative development of the school. This necessitates a constant examination of learning goals, and that results shall be followed-up and evaluated, and new methods tested and developed. Work of this kind has to be carried out in active co-operation between staff and pupils in close contact with the home and with the local community.

2 GOALS AND GUIDELINES

2.1 Knowledge

The school shall impart the kind of knowledge that is necessary for each individual and member of society. This will also provide a basis for further education. The school shall support the harmonious development of the pupils. Teachers shall endeavour to balance and integrate varying forms of knowledge in the education process.

Goals

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

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

Goals to strive towards

The school shall strive to ensure that all pupils:

- develop a sense of curiosity and the desire to learn,
- develop their own individual way of learning,
- strengthen the habit of independently formulating standpoints based not only on knowledge but also on rational and ethical considerations,
- acquire good knowledge in school subjects and subject areas,
- develop a rich and varied language and understand the importance of cultivating it,
- learn to work both independently and together with others,
- learn to communicate in foreign languages,
- acquire sufficient knowledge and experience to be able to make well-considered choices over further education and vocational orientation and
- learn to use knowledge as a tool in order to:
 - formulate and test assumptions as well as solve problems,
 - reflect over experiences and
 - critically examine and value statements and relationships.

Goals to attain in the compulsory school

The school is responsible for ensuring that all pupils completing compulsory school:

- have a mastery of Swedish and can actively listen and read as well as express ideas and thoughts in the spoken and written language,
- have a mastery of basic mathematical principles and can use these in everyday life,
- know and understand basic concepts and contexts within the natural sciences as well as within technical, social and humanistic areas of knowledge,
- have developed their ability to express themselves creatively and become more interested in participating in the range of cultural activities that society has to offer,
- are familiar with central parts of our Swedish, Nordic (including the Samic) and Western cultural heritages,
- have developed their understanding of other cultures,
- can communicate in speech and writing in English,
- know the basis for society's laws and norms as well as their own rights and obligations in school and society,
- have knowledge about the interdependence of countries and different parts of the world,
- know the requirements for a good environment and understand basic ecological contexts,
- have fundamental knowledge about the requirements for good health and also understand the importance of life-style for health,
- have knowledge about the media and their role and
- have deeper knowledge within some individually chosen subject areas.

Goals to attain in the Samic school

These goals express what pupils who have attended the Samic school shall have attained in addition to the attainments specified by the goals for the compulsory school.

The Samic school is responsible for ensuring that all pupils on completing their studies at the Samic school:

- have a deep knowledge of the Samic cultural heritage,
- can speak, read and write the Samic language.

Goals to attain in schools for pupils with impaired hearing/vision and speech disabilities

The goals for compulsory school also apply to schools for pupils with impaired hearing/vision and speech disabilities. In place of the compulsory school goals in English and Swedish, there are special goals that apply to pupils who are deaf or who have impaired hearing.

Schools for pupils with impaired hearing/vision and speech disabilities are responsible for ensuring that all pupils, who are deaf or have impaired hearing, on completing school:

- are bilingual i.e. can read sign language and Swedish as well as express thoughts and ideas in both sign language and writing,
- can communicate in writing in English.

Goals to attain in the school for the mentally disabled

These goals express what the pupils, in accordance with their own individual circumstances, shall have attained when they leave school.

The school is responsible for ensuring that all pupils leaving the **compulsory school for the mentally disabled**:

- have increased their awareness of their own circumstances,
- can, in accordance with individual ability, listen, read and communicate,
- have developed such skills in mathematics that they can solve problems in everyday life,
- know about and have a basic understanding of the world around them, and as far as possible gain insight into the knowledge areas and general perspectives of the compulsory school,
- have improved their ability to search for knowledge and know where they can get help to do this,
- have increased knowledge within one or more subject areas that develop them as individuals and may enrich their leisure time,
- have increased knowledge within one or more subject areas that develop them as individuals and may enrich their leisure time,
- have developed their ability to express themselves creatively and have become more interested in participating in the range of cultural activities society has to offer,
- know the fundamental principles for good health and
- have improved their ability to compensate for the effects of their handicap in daily life.

The school is responsible for ensuring that all pupils leaving **training school for the mentally disabled** have developed their ability:

- to interact socially,
- to communicate by means of language, symbols, signs or signals,
- to handle time, space, quality, quantity and causality in the world around

them,

- to get to know their bodies and their locomotive powers,
- to be physically active for health and well-being,
- to be curious and take initiatives,
- to react to their own feelings and be receptive to impressions,
- to use different ways of expressing their experiences and also when expressing themselves creatively,
- to participate in and try to take responsibility for the recurring activities of their daily lives,
- to use skills and be aware of rules that make it easier to function in daily life,
- to understand themselves as individuals and have an understanding of others and
- to actively interest themselves in areas that can enrich them as individuals in and outside the school.

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, circumstances, experience and thinking,
- reinforce the pupils' desire to learn as well as their confidence in their own ability,
- provide scope for the pupils' own ability to be creative and use different means of expression,
- stimulate, guide and give special support to pupils that have difficulties,
- co-operate with other teachers in order to achieve the goals of the education and
- organise and carry out the work so that the pupils:
 - develop in accordance with their own capacity 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,
 - are given opportunities for deeper studies in subjects, a framework and a context,
 - are provided with opportunities to work along interdisciplinary lines.

2.2 Norms and values

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

Goals

Goals to strive towards

The school shall strive to ensure that all pupils:

- develop their ability to consciously adopt ethical standpoints based on knowledge and personal experience,
- respect the intrinsic value of other people,
- reject the oppression and abusive treatment of other people and assist in supporting them,
- can empathise with and understand the situation other people are in and also develop the will to act with their best interests at heart,
- 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 and solidarity and also to developing their sense of responsibility for people outside the immediate group,
- in their activities contribute to the school being permeated with the spirit of human solidarity and
- actively resist persecution and oppression of individuals or groups.

The teacher shall:

- show respect for the individual pupil and organise daily work in democratic ways,
- clarify and discuss with the pupils the basic values of Swedish society and their consequences in terms of individual actions,
- openly present and discuss different values, ideas and problems,
- together with the pupils develop rules for working and participating in the group and
- work together with the home in the upbringing of the pupils and in doing so clarify the school's norms and rules as a basis for work and co-operation in school.

2.3 Responsibility and influence of pupils

The democratic principles of being able to influence, take responsibility and be involved shall embrace all pupils. Development of pupils' knowledge and social awareness requires that they take increasingly greater responsibility for their own work as well as for the school environment and that they are also able to exercise real influence over their education. According to the School Act, it is incumbent on all who work in the school to work for democratic working structures. (Chap 1. § 2)

Goals

Goals to strive towards

The school shall strive to ensure that all pupils:

- take personal responsibility for their studies and working environment,
- gradually exercise increasingly greater influence over their education and the internal work of the school and
- have an understanding of democratic principles and develop their ability to work in democratic forms.

Guidelines

All who work in the school shall:

- support the pupils' ability and willingness to both influence and 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 or cultural background have real influence over working methods and structures, the contents of education, and that this influence increases as they grow in age and maturity,
- work so that boys and girls have equally great influence and participation over their education,
- be responsible for pupils being able to try different working methods and structures,
- together with the pupils plan and evaluate the teaching and
- prepare the pupils for participating in and sharing the joint responsibilities, rights and obligations that characterise a democratic society.

2.4 School and home

The joint responsibility of the guardians and the school concerning the pupils' schooling shall create the best possible conditions for the development and learning of children and young persons.

Guidelines

All who work in the school shall:

- work together with the pupils' guardians to develop both the content and the activity of the school.

The teacher shall:

- work together with the parents and continuously provide them with information concerning the pupil's school situation and acquisition of knowledge and
- stay informed about the individual pupil's personal situation and in doing so show respect for the pupil's integrity.

2.5 School Pre-school Child Care Centres

In order to support the all-round development of the child, the school shall strive to establish a good working relationship with both the pre-school and child care centres. This co-operation shall focus particularly on facilitating preparatory activities for school for those children who have not yet started, and it shall be based on both the national as well as the local goals and guidelines that apply to the respective activities.

Guidelines

The teacher shall:

- together with the staff in pre-school and child care centres be attentive to each child's need for support and stimulation,
- take advantage of the knowledge and experience of pre-school staff and co-operate with them and
- co-operate with the staff in child care centres with the aim of supporting the child's schooling and all-round development.

2.6 The school and the surrounding world

Pupils shall receive an education of high quality and be provided with the basis for choosing their further education. This necessitates close co-operation not only between the compulsory school and the schools that pupils shall progress to, but also with working life and the immediate society around.

Goals

Goals to strive towards

The school shall strive to ensure that all pupils:

- acquire sufficient knowledge and experience in order to:
 - be able to examine different options and make decisions on questions concerning their own futures,
 - gain insight into their immediate society, its working and cultural life as well as its organisational activities and
 - be informed about opportunities for further education in Sweden and in other countries.

Guidelines

All who work in the school shall:

- act to enrich the school as a learning environment by establishing contacts not only with working, cultural and organisational life but also with other activities outside the school and
- contribute to working against any restrictions on the pupil's choice of study or vocation that are based on gender or social or cultural background.

The teacher shall:

- support individual students when choosing further education and
- assist in establishing contacts with schools that will be receiving the pupils as well as with organisations, companies and others who can help enrich the school's activities and establish it in the surrounding society.

Study and vocational guidance staff or staff performing equivalent tasks shall:

- inform and guide pupils prior to their decision on how to continue their education and/or make vocational choices and
- assist the study and vocational guidance efforts of other members of staff.

2.7 Assessment and grades

Grades express the extent to which the individual pupil has attained the goals that are stated in the syllabus for each respective subject. Assistance in awarding grades is provided by means of specific criteria based on the goals in the syllabi for different subjects.

Goals

Goals to strive towards

The school shall strive to ensure that all pupils:

- develop increasingly greater responsibility for their studies and
- develop the ability to assess their results themselves and to place their own and others' assessment in relation to their own achievements and circumstances.

Guidelines

The teacher shall:

- through personal interviews further the pupils' development in terms of knowledge and social awareness,
- on the basis of the requirements stipulated in the syllabi comprehensively assess each pupil's learning, and report this orally and in writing to the pupil and the home as well as inform the head teacher,
- taking as the starting point the wishes of the parents, keep the pupils and the home continuously informed about progress in school, what is needed for development and
- when awarding grades, make use of all available information on the pupil's knowledge in relation to the requirements of the syllabus and make a comprehensive assessment of the knowledge acquired.

2.8 Responsibility of the head teacher

As both pedagogical leader and head of staff, 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:

- the organisation of the school's working environment so that pupils have access to supervision, good quality teaching materials and other kinds of support such as e.g. libraries, computers and other aids.
- co-ordinating the teaching in different subjects so that the pupils are provided with an opportunity to understand larger knowledge areas as a whole.
- the integration of interdisciplinary knowledge areas into the teaching in different subjects. Such knowledge areas are for example; the environment, traffic, equality, consumer issues, sex and human relationships as well as the risks posed by tobacco, alcohol, narcotics and other drugs.
- the organisation of the teaching and of pupils' social welfare so that pupils receive the special assistance and help they need.
- the development of competence that is required for staff to be able to carry out their tasks professionally.
- the development of structures for co-operation between the school and the home, and for providing parents with information on the goals of the school, its working methods and the range of choice that exists.
- contacts between the school and the home in the event the pupil experiences problems and difficulties at school.
- adjusting the allocation of resources and remedial measures in accordance with the assessment of the pupils' development carried out by the teacher.
- the school's programme for counteracting all forms of persecution and bullying among pupils and staff.
- working together with the pre-school and the child care centres to build the basis for joint reviews and good co-operation.
- co-operation with schools that will be receiving pupils, as well as with working life outside the school in order to provide the pupils with their own concrete experience which will be important when making choices over further education and vocational orientation.
- the organisation of study and vocationally oriented activities so that pupils receive guidance before choosing from the range of options that the school has to offer and before deciding how best to continue an educational route.
- the development of the school's international links.
- school staff being fully aware of the international agreements that Sweden has undertaken to observe in education.



